

# Ollaberry Primary School

Standards & Quality Report

2023-2024

and

School Improvement Plan

2024-2025



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# Section 1: Our School

## Introduction

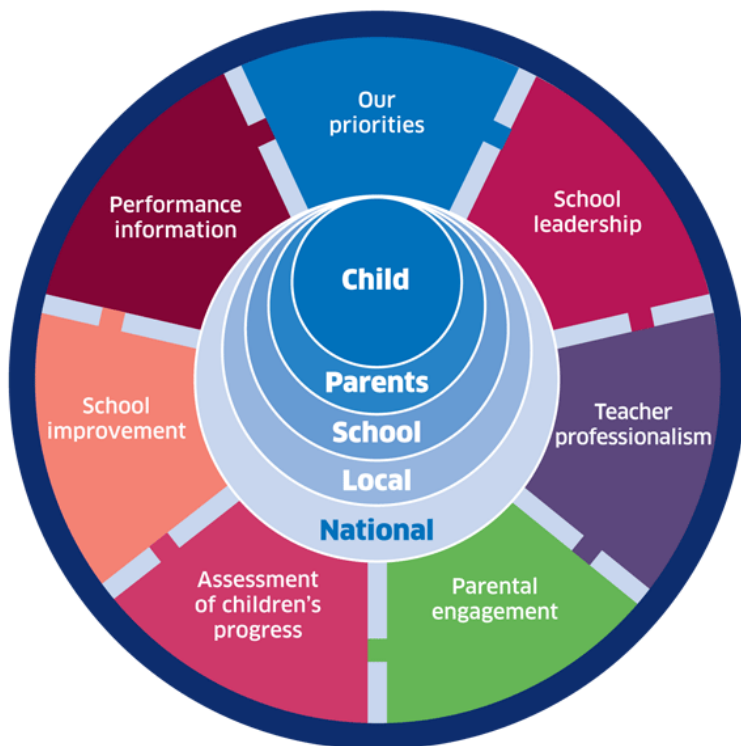
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, the National Improvement Framework, Getting it Right for Every Child (GIRFEC), and Developing the Young Workforce.

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. We have been asking ourselves – staff, pupils, parents/carers, and other partners – the questions contained in this Standards and Quality Report. Our self-evaluation – involving staff, pupils, parents/carers, and other partners – is in the pages that follow, along with our main improvement priorities for session 2024/25. This report is based on the quality indicators in *How Good is Our School?* 4<sup>th</sup> Edition (2015) and *How Good is our Early Learning and Childcare?* (2016) and on the priorities and drivers of the National Improvement Framework.

The current National Improvement Priorities are:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people’s health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

The National Improvement Drivers are:



Toasting marshmallows at the fire pit  
May 2024

## The School and its Context

Ollaberry School is a rural primary school in Shetland, situated in Northmavine. The School serves the community of Ollaberry and the surrounding district, including Gluss, Collafirth and part of Ronas Voe. It is a non-denominational school, open to children between the ages of 4 and 12 years old. Learners from the school progress to Brae High School for secondary education. Some learners will have previously attended the early years setting at Urafirth Primary or Brae Primary. The school is based within a crofting community, some families have had family members educated at the school since 1872. For 2023-24 the school roll was 18, with all learners learning together in one multi-composite class.



The school is managed by a permanent Teaching Headteacher, Mrs Hannah Johnson. Mrs Johnson started at Ollaberry School on 5 February 2024. All learners are taught by the Headteacher 3.5 days per week with specialist teachers covering Art & Design, P.E and Music. The learners are taught by a management relief teacher 1.5 days per week to provide the Headteacher with administration time. Currently this post is being covered by supply teachers. Instrumental tuition is provided by a visiting instructor. The school's Link Education Officer, Andrea Henderson, is based at Hayfield House in Lerwick. A clerical assistant, learning support assistant, learning support workers, playground supervisor, janitor and cleaner are employed part time. Lunches are prepared by the cooks at Brae High School and delivered to Ollaberry School with a kitchen assistant employed to serve the lunches. The Headteacher is currently covering the ASN teacher 0.1FTE post and will continue to do so until this post is permanently recruited to.

Ollaberry Primary School encourages parents/carers to be involved in the education of their children, the school has an 'open door' policy. Parents are offered appointments with their children's class teacher(s) twice per year and pupil progress reports are distributed in term 4. The school has an active and supportive Parent Council who meet at least once a term.

# The School Vision, Values and Aims


At Ollaberry Primary School, the community works together to support our learners to reach their full potential in life.

## Our Vision

To learn together, aiming high to fulfil our potential and enrich our school community.

Our school aims:

- ❖ Nurturing positive **relationships** between all members of our school community.
- ❖ Providing a safe, nurturing, happy and stimulating **environment** in which everyone is valued and supported.
- ❖ Engaging learners in **high quality learning** experiences to support them to continually **improve & progress**.
- ❖ Working in partnership with our school community to inform improvement, keeping **learners at the centre** of decision making.



## Enrich

Our values enrich our school and local community.

OUR VALUES

E nvironment

N urture

R espect

I nclusion

C onfidence

H ard Work



Our Curriculum Rationale is based on:

- ◆ Local & National Guidance
- ◆ Children’s Rights
- ◆ A Curriculum for Excellence
- ◆ GIRFEC
- ◆ Excellence and Equity
- ◆ Raising Attainment
- ◆ Developing the Young Workforce

## Section 2: Audit

The standards and quality report and improvement plan are based on national developments in education, local authority improvement objectives and priorities identified within the school. In determining their views on the life and work of the school and priorities for development, the school consults:

- Parents
- Learners
- Community partners
- Staff
- Quality Improvement Officer
- Stakeholders

### Collaboration and consultation with our stakeholders 2023/24

Who?	When?	How?	What did we find out?
Staff	Various times throughout the school year 2023-2024  School Audit February 2024	- Staff PRDs - Self-evaluation - Staff meetings - Classroom observations - Forward planning - Tracking and monitoring - Staff audit questionnaire	- Staff work well together and enjoy being part of the team at Ollaberry School. - Staff are appreciative of the strong and supportive school community. - Staff describe the school as 'one big family'. - Agreed 3 key priorities for SIP.
Learners	Various times throughout the school year 2023-2024  School Audit February 2024	- Pupil Council meetings - Learning conversations - Learning observations - Learner audit questionnaire - Learner evaluations and feedback	- Learners want to get back traditions and experiences that they used to have but haven't had the past couple of years, e.g. annual school trip to Voxter. - Learners want more outdoor learning opportunities. - Agreed 3 key priorities for SIP.
Parent and Carers	Various times throughout the school year 2023-2024  School Audit February 2024	- Parents evenings - Parent helpers - Parent audit questionnaire - Parent Council Meetings - GIRFEC review meetings - Feedback and conversations - Parent Council car wash fundraiser	- Parents are positive about the school staff, building, curriculum and inclusive ethos. - The parent Council is very pro-active and supportive. - Parents are feeling reassured by more staff stability and consistency. - Parents are willing to volunteer. - Positive feedback on the new family learning homework choice boards.
Community and other stakeholders	Peerie Makers weekly  School car wash fundraiser 16.06.24	- GIRFEC review meetings - Volunteering - Feedback and conversations	- Engagement with community partners is an area for improvement. - Community events such as open afternoons, concerts, fundraisers, senior citizens party etc are currently being planned to include the school community and stakeholders in the life of the school more often.

# Standards & Quality Report

2023-2024



Primary 6 & 7 were winners at the Celebration of STEM day at the Shetland Museum in May 2024.

## Progress made with the Priorities from our 2023-24 School Improvement Plan

<p><b>NIF PRIORITIES</b>          Placing the human rights and needs of every child and young person at the centre of education          Improvement in children and young people's health and wellbeing          Closing the attainment gap between the most and least disadvantaged children and young people          Improvement in skills and sustained, positive school-leaver destinations for all young people  <b>Improvement in attainment, particularly in literacy and numeracy</b>  <i>(highlight as appropriate)</i></p>	<p><b>NIF DRIVERS</b>          School and ELC leadership          Teacher and practitioner professionalism  <b>Parent/carer involvement and engagement</b>  <b>Curriculum and assessment</b>  <b>School and ELC improvement</b>  <b>Performance information</b></p>	<p><b>1.1 Self-evaluation for self-improvement</b>          1.2 Leadership for learning          1.3 Leadership of change          1.4 Leadership and management of staff          1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection          2.2 Curriculum          2.3 Learning, teaching and assessment          2.4 Personalised support          2.5 Family Learning          2.6 Transitions          2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion          3.2 Raising attainment and achievement/Securing children's progress          3.3 Increasing creativity &amp; employability/ Developing creativity &amp; skills for life &amp; learning</p>
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### Priority 1: Continuation from 2022/23? Yes – Improve School Self-evaluation

<p><b>What were our outcomes?</b>          Pupils and parents will have more robust systems to show what their child is and has learned each term.</p> <p>School staff will have created a curriculum tracker to show focus of previous learning.</p> <p>Pupils will engage in weekly reflective learning activities.</p> <p>Pupils and families will explore a range of methods for giving their views.</p> <p>Challenge areas will be set up around school with a range of activities for pupils to choose from when not learning with the teacher. Feedback forms will show which are successful.</p>	<p><b>What did we do?</b>          Change over of Headteacher in October 2023 and again in February 2024. No progress on this priority before February 2024.</p> <p>Since February:</p> <ul style="list-style-type: none"> <li>- New Headteacher is currently setting up a tracking system to track learning across all areas of the curriculum.</li> <li>- A school annual audit has been created to gather views of parents, learners, staff and stakeholders.</li> <li>- Some areas have been set up around the school for woodwork, fine motor skills, writing, role play, block play, reading and small world play.</li> </ul>	<p><b>What was the impact on learners?</b></p> <p>Since February:</p> <ul style="list-style-type: none"> <li>- All parents, learners and staff have had the opportunity to share their thoughts and opinions on the school including what we are doing well and what we need to improve. This has helped to make everyone feel valued as they can see improvements already being made informed by their individual feedback.</li> <li>- Learners have more areas set up to learn through play and complete learning activities. This gives them more personalisation and choice as they have time each week to choose which areas to spend their time at.</li> </ul>	<p><b>What are the next steps and how do you plan to evidence the impact of further actions required?</b></p> <p>Every outcome on this priority needs further work. We will evidence the impact in our school standards and quality report 2024-2025.</p>
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## Pupil Equity Fund Reporting 2023-2024

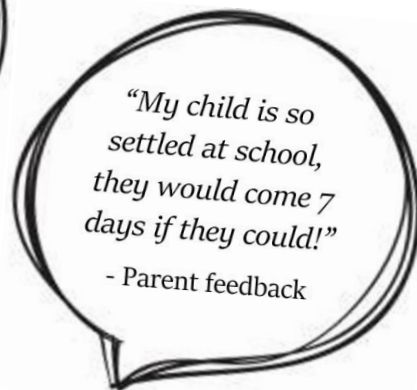
<b>PEF Allocation 2023/24 £3675.00</b>			<b>Carry forward from 2022/23: -£176.64</b>		
<b>Project/intervention:</b> Develop HWB by enabling pupils to follow personal interests and enhance Literacy in P1-3 using story sacks.					
<b>What data/evidence informs this?</b> Lack of resources for personalisation and choice, remote location and lack of facilities in rural area and Shetland.					
<b>Interventions for Equity</b> <a href="#">Interventions for Equity</a>   <a href="#">Self-evaluation</a>   <a href="#">National Improvement Hub (education.gov.scot)</a> <i>(highlight the interventions that apply)</i>					
Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact
<b>Planned Outcome</b> Enable pupils to explore the local environment of Shetland and learn about their location and heritage. Support HWB by encouraging shared outdoor play. Develop digital Literacy by subscribing to Minecraft educational/coding sites. Facilitate coding workshops. Encourage opportunities for speaking and listening using storybags for telling and re-telling stories.		<b>Details of project/intervention:</b> <ul style="list-style-type: none"> <li>Plan termly visit with pupils to areas of interest (pupil request 6/2023). £1200</li> <li>Develop pupil's skills and interests in digital literacy by subscribing to a range of coding/minecraft and online sites as well as STEM equipment. Develop a coding area (child request 9/9/23) £300</li> <li>Develop story sacks to enhance literacy session- learning through play and retelling stories £250</li> <li>Fund bikes for older pupils for HWB and outdoor play area £1800.</li> <li>100% of all pupils questioned agreed these were great ideas (9/9/23)</li> <li>100% of the majority of parents who responded to a questionnaire (9/9/23) were very satisfied with the plans and most completely satisfied.</li> </ul>		<b>Measures of impact on learners</b> <ul style="list-style-type: none"> <li>Pupil /Parent questionnaire and feedback 9/9/23 was positive.</li> <li>Learners with ASN are using bikes each day to support self-regulation.</li> <li>All learners really enjoyed their school trip to Vaxter and want to go back again next year.</li> </ul>	
<b>Teaching and Learning</b>		<b>X</b>			
<b>Leadership</b>					
<b>Family and Community</b>					

## Self-evaluation of Quality Indicators

Self-evaluation of each core quality indicator according to the Education Scotland six point scale:

- 1 - unsatisfactory
- 2 - weak
- 3 - satisfactory
- 4 - good
- 5 - very good
- 6 - excellent

HGIOS 4	School Self-Evaluation
1.3 Leadership of change	3 - satisfactory
2.3 Learning, teaching and assessment	3 - satisfactory
3.1 Ensuring wellbeing, equality and inclusion	4 - good
3.2 Raising attainment and achievement	3 - satisfactory



- Feedback from:
- Audit questionnaires February 2024
  - Report card feedback forms May 2024



School trip to the Police Station  
March 2024



Our hockey players all ready for the hockey festival in Brae  
May 2024



Fishing in the sunshine  
May 2024

## Section 3: Action

### Factors Influencing the 2024-2025 School Improvement Plan

<p><b><u>Local authority factors</u></b></p> <ul style="list-style-type: none"> <li>• Excellence and Equity for Shetlands’ learners</li> <li>• Children’s Services, Recovery and Renewal Plan</li> <li>• Children’s Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting</li> <li>• SIC Strategy for Parental Involvement 2022</li> </ul>	<p><b><u>National factors and drivers</u></b></p> <ul style="list-style-type: none"> <li>• Curriculum for Excellence</li> <li>• Realising the Ambition</li> <li>• National Improvement Framework</li> <li>• The Scottish Attainment Challenge</li> <li>• Education Reform and Empowerment</li> <li>• Getting It Right for Every Child</li> <li>• Developing Young Workforce</li> <li>• Digital Learning and Teaching Strategy</li> <li>• The Equity Audit</li> <li>• “Learning Together”: Scotland’s national action plan for parental involvement etc. 2018-2021</li> </ul>
<p><b><u>School factors</u></b></p> <ul style="list-style-type: none"> <li>• Lots of staff changes over the past 3 years (Headteachers, class teachers and learning support workers) has resulted in a lack of consistency of standards. Therefore learning, teaching and assessment is at the heart of all 3 priorities on our SIP.</li> </ul>	<p><b><u>Local factors</u></b></p> <ul style="list-style-type: none"> <li>• The first priority on our SIP is a cluster priority. We will be working with Urafirth, North Roe, Lunnasting and Mossbank primary schools and Brae High School on this priority.</li> <li>• SIC Children’s Services is encouraging all schools to take part in the National Improving Writing Programme.</li> </ul>
<p><b><u>United Nations Convention on the Rights of the Child</u></b></p> <ul style="list-style-type: none"> <li>• Working towards achieving our Bronze Award and becoming a Rights Respecting School.</li> </ul>	<p><b><u>Tacking Inequalities, Poverty Proofing and Cost of the School Day</u></b></p> <ul style="list-style-type: none"> <li>• Fundraising money through enterprise projects so that our school fund will fully cover the cost of school trips and any additional costs.</li> <li>• Growing our own food in our school polycrub to provide free fruit and vegetables for all learners.</li> <li>• School hoodies/uniforms purchased through school fund.</li> </ul>

## Pupil Equity Fund – Planning and Reporting

<b>PEF Allocation 2024/25: £3,675</b>			
<b>Project/intervention:</b> Provide 1:1 support for our learners with the lowest attainment in numeracy and literacy.			
<b>What data/evidence informs this? (what is your gap?)</b> Assessment results show attainment gap in numeracy and literacy.			
<p><b>Planned Outcome</b></p> <p>1. Through providing 1:1 support with reading, comprehension, writing and spelling activities, we will raise attainment in literacy. This targeted approach will be differentiated to meet the individual needs of the learner, supporting them to achieve the appropriate level in literacy.</p> <p>2. By providing 1:1 support with SEAL activities (Stages of Early Arithmetical Learning) we will raise attainment in numeracy. This targeted approach will be differentiated to meet the individual needs of the learner, supporting them to achieve the appropriate level in numeracy and maths.</p>	<p><b>Details of project/intervention:</b></p> <p>Our ASN teacher will have 0.5 days in school each week to provide 1:1 targeted support for our learners with the lowest attainment in literacy and numeracy. Our Headteacher will take on the responsibility for ASN paperwork to allow our ASN teacher to focus on 1:1 input with our lowest attaining learners.</p> <p>Interventions:</p> <ul style="list-style-type: none"> <li>- SEAL maths programme (stages of early arithmetical learning)</li> <li>- Power of 2 mental maths coaching manual</li> <li>- Reading activities</li> <li>- Comprehension activities</li> <li>- Toe-by-toe phonics based reading manual</li> <li>- Spelling activities</li> <li>- Writing activities</li> <li>- Learning apps on iPads</li> </ul>	<p><b>Resources/Lead Person</b></p> <p>ASN teacher and Headteacher will lead together and track learner progress to measure the impact of our PEF plan.</p> <p>We will purchase iPads with our PEF funding to support the targeted 1:1 support for our learners with the lowest attainment levels. We will purchase various maths and literacy learning apps. Currently no learners have access to iPads in school.</p>	<p><b>Measures of impact on learners</b></p> <ul style="list-style-type: none"> <li>- Staff will be able to measure the impact each term through observations, conversations with learners, tracking, monitoring and assessment.</li> <li>- We will evidence improved outcomes through various numeracy and literacy assessments.</li> <li>- This data will be reviewed by our ASN teacher and Headteacher each term at tracking meetings and reported to parents at parents evenings &amp; in progress reports.</li> <li>- PEF data will also be reported in our Standards &amp; Quality Report.</li> </ul>

## Improvement Priorities for 2024 - 2025

<p><b>NIF PRIORITIES</b></p> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education.</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy. <i>(highlight as appropriate)</i></li> </ul>	<p><b>NIF DRIVERS</b></p> <ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer involvement and engagement</li> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>	<p><b>1.1 Self-evaluation for self-improvement</b></p> <ul style="list-style-type: none"> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> </ul>	<ul style="list-style-type: none"> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family Learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children's progress</li> <li>3.3 Increasing creativity &amp; employability/ Developing creativity &amp; skills for life &amp; learning</li> </ul>
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<p><b>Priority 1: Learning, teaching and assessment.</b></p>			<p><b>Continuation from 2023/24? No</b></p>	
<p><b>Data/evidence that informs this priority:</b></p> <p>All schools across the North Mainland cluster have self-evaluated as satisfactory across the majority of areas in the Learning, Teaching and Assessment standard.</p>	<p><b>Planned Outcome</b></p> <p>By June 2025 the Learning Teaching and Assessment Cycle will be quality assured and self-evaluated as good across all 4 areas:</p> <ol style="list-style-type: none"> <li>Learning and Engagement</li> <li>Quality of Teaching</li> <li>Effective Use of Assessment</li> <li>Planning, Tracking and Monitoring</li> </ol> <p>This will evidence that learners have access to higher quality learning, teaching and assessment from the previous 'satisfactory' evaluation.</p>	<p><b>How exactly are we going to do it?</b></p> <ul style="list-style-type: none"> <li>All schools in the North Mainland cluster will work together; Ollaberry, Urafirth, North Roe, Lunnasting, Mossbank and Brae.</li> <li>Eight focus visits across the cluster will provide opportunities to work collegiately to self-evaluate, quality assure and improve the four themes of Shetland Island's Council Standard for Learning Teaching and Assessment.</li> <li>Focus visits will allow time to moderate, share good practice and develop more consistent approaches across the cluster.</li> <li>Each school will coordinate at least one focus day.</li> <li>1 focus day in term 1 and 2, and 2 focus days in terms 3 and 4.</li> </ul>	<p><b>Lead Person:</b></p> <ul style="list-style-type: none"> <li>Ollaberry Headteacher/ cluster Headteachers</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Learning, Teaching and Assessment Standard</li> <li>HGIOS 4</li> <li>Observation templates</li> <li>Moderation cycle</li> <li>Learning assessments</li> <li>Forward plans</li> <li>Tracking files</li> </ul>	<p><b>Monitoring the impact of the priority on learners</b></p> <ul style="list-style-type: none"> <li>School staff will self-evaluate using the Learning, Teaching and Assessment standard.</li> <li>Tracking learner's progress will evidence progression.</li> <li>Observations of learning and teaching will identify strengths and areas for further development.</li> <li>Learning assessments will evidence progression and highlight areas for further improvement.</li> </ul>

<p><b>NIF PRIORITIES</b></p> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education.</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li><b>Improvement in attainment, particularly in literacy and numeracy.</b> <i>(highlight as appropriate)</i></li> </ul>	<p><b>NIF DRIVERS</b></p> <ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer involvement and engagement</li> <li><b>Curriculum and assessment</b></li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>	<p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection 2.2 Curriculum <b>2.3 Learning, teaching and assessment</b> 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion <b>3.2 Raising attainment and achievement/Securing children's progress</b> 3.3 Increasing creativity &amp; employability/ Developing creativity &amp; skills for life &amp; learning</p>
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Priority 2: National Improving Writing Programme				Continuation from 2023/24? No
<p><b>Data/evidence that informs this priority:</b></p> <p>ACEL data, literacy assessments and tracking and monitoring evidences that not all learners are on track in literacy for their age and stage.</p>	<p><b>Planned Outcome</b></p> <p>Stretch Aim: By June 2025: Most/majority of learners will be on track to achieve first/second level in writing. Aiming for at least 66% with a high expectation of 83%.</p> <p>Staff will have increased knowledge and confidence in:</p> <ul style="list-style-type: none"> <li>Assessing writing</li> <li>Providing targeted input</li> <li>Tracking progress</li> <li>Identifying next steps</li> <li>Awarding a level</li> <li>Quality improvement</li> </ul>	<p><b>How exactly are we going to do it?</b></p> <ul style="list-style-type: none"> <li>Headteacher will join Cohort 4 of the National Improving Writing Programme.</li> <li>Use data to inform stretch aims and teaching aims.</li> <li>Trained teachers will fully implement the quality improvement writing bundle and associated quality improvement tools within the classroom.</li> <li>Gather pupil voice (qualitative feedback).</li> <li>Use a run chart to gather data over time.</li> <li>Share practice.</li> <li>Visit colleague's classrooms to observe how others implement the writing bundle.</li> <li>Regular tracking and monitoring meetings between the Headteacher and class teacher/ASN teacher.</li> <li>Writing moderation.</li> <li>Create quality improvement poster.</li> </ul>	<p><b>Resources and lead Person:</b></p> <p>Headteacher</p> <p>Class teacher/ASN teacher</p> <p>Local Leads of the National Improving Writing Programme</p>	<p><b>Monitoring the impact of the priority on learners</b></p> <ul style="list-style-type: none"> <li>ACEL/progress and achievement tracking and monitoring data.</li> <li>Pupil voice (qualitative feedback)</li> <li>Staff voice (qualitative feedback)</li> <li>Classroom observation feedback</li> <li>Number or percentage of children achieving success criteria (evidence – run charts)</li> <li>Other stakeholder voice e.g. parents, support workers, ASN teacher, visiting specialists (qualitative feedback)</li> </ul>

<p><b>NIF PRIORITIES</b></p> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education.</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li><b>Improvement in attainment, particularly in literacy and numeracy.</b> <i>(highlight as appropriate)</i></li> </ul>	<p><b>NIF DRIVERS</b></p> <ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer involvement and engagement</li> <li><b>Curriculum and assessment</b></li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>	<p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection 2.2 Curriculum <b>2.3 Learning, teaching and assessment</b> 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity &amp; employability/ Developing creativity &amp; skills for life &amp; learning</p>
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Priority 3: Moderation		Continuation from 2023/24? No		
Data / evidence informing this priority.	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
<p>Moderation activities have not been happening with a high turnover of Headteachers/class teachers in the past 3 years.</p> <p>Requirement to complete moderation activities with schools across the authority.</p>	<p><b>Impact on pupils:</b></p> <ul style="list-style-type: none"> <li>Raising attainment</li> <li>Relevant interventions, if applicable, based on assessments</li> </ul> <p><b>Impact on staff:</b></p> <ul style="list-style-type: none"> <li>Consistent approaches and practice</li> <li>Supporting pupil's progress based on sound assessment evidence</li> <li>Greater understanding of progression</li> <li>Consistent collegiate approach</li> <li>Collaborative planning adds value</li> <li>Shared standards and consistently high-quality practice</li> <li>Reduced isolation for staff teaching in one teacher schools</li> </ul>	<ul style="list-style-type: none"> <li>Identify areas of curriculum to moderate- potential to set stretch aims</li> <li>Senior leaders and staff plan together using an agreed format</li> <li>Assessments are planned for using progression frameworks</li> <li>Consistency is supported by collegiate working</li> <li>Information gathered from cohorts / individuals / classes and groups across each curriculum level</li> <li>Moderation exercise- professional dialogue and development</li> <li>Interventions identified to support children's progress based on assessment evidence</li> </ul>	<p>Headteacher of Ollaberry, Whiteness and Aith</p> <p>1x 2 hour collegiate staff meeting term 2</p> <p>Term 2 and 3- carrying out the lessons</p> <p>1x 2 hour staff meeting start of Term 4</p>	<p>Moderation and tracking meetings based on evidence</p> <p>Initiatives identified based on evidence from tracking</p> <p>Detailed tracking and progression in areas identified</p> <p>Equity for all learners</p>



# Overview of our School Improvement Plan

Our plan for 2024 - 2025 to make our school even better!

## Priority One:

### Learning, Teaching and Assessment

#### Planned Outcome:

By June 2025 the Learning Teaching and Assessment Cycle will be quality assured and self-evaluated as good across all 4 areas:

1. Learning and Engagement
2. Quality of Teaching
3. Effective Use of Assessment
4. Planning, Tracking and Monitoring

This will evidence that learners have access to higher quality learning, teaching and assessment from the previous 'satisfactory' evaluation.

## Priority Two:

### National Improving Writing Programme

#### Planned Outcome:

Most/majority of learners will be on track to achieve first/second level in writing. Aiming for at least 66% with a high expectation of 83%.

Staff will have increased knowledge and confidence in:

- Assessing writing
- Providing targeted input
- Tracking progress
- Identifying next steps
- Awarding a level
- Quality improvement

## Priority Three:

### Moderation

#### Planned Outcome:

Impact on pupils:

- Raising attainment
- Relevant interventions, if applicable, based on assessments

Impact on staff:

- Consistent approaches and practice
- Supporting pupil's progress based on sound assessment evidence
- Greater understanding of progression
- Consistent collegiate approach
- Collaborative planning adds value
- Shared standards and consistently high-quality practice
- Reduced isolation for staff teaching in one teacher schools

## How can you help?

### Parents/Carers:

- Engage in school events.
- Be positive about school and learning when talking to your child.
- Attend parent council meetings and work together with other parents/carers
- Support your child's learning at home.
- Volunteer to become a parent helper.

### Learners:

- Take ownership of your learning.
- Talk about your learning and next steps, set targets for yourself.
- Have a positive attitude towards learning (you can do it!)
- Develop a growth mindset (never give up!)
- Always try to be a good example of our School Values.







## Ollaberry Primary School

### Working Time Agreement Session 2024-2025

School day = 5 hours 55 mins  
Not including breaks = 4 hours 50 mins

9.05 – 10.45am (1 hour 40 mins)	Break time 15 mins	11.00am – 12.10pm (1 hour 10 mins)	Lunch time 50 mins	1.00pm – 3.00pm (2 hours)
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#### Configuration of time within 35 hour week: Head Teacher

Activity	Hours per week (35 hour week)	Hours per year (x39 weeks)
Class Contact (teaching)	17	663
HT Administration	7.5	292.5
Personal (Preparation & Correction)	7.5	292.5
Remaining Time	3	117
<b>Total</b>	<b>35</b>	<b>1,365</b>

#### Breakdown of remaining time (117 hours per year)

Activity	Hours per year
In-service (5 x 6 hours)	30
Parent consultation & preparation	3
Report writing, tracking & monitoring	14
Forward planning & evaluations	16
Professional review & development	7
Staff meetings/collegiate activity time (CAT) 8 x 2 hour sessions	16
GIRFEC meetings & preparation	6
Curricular development	10
Flexibility hours (to include) - concerts - fundraisers - visiting other schools - any other school related event	15
<b>Total</b>	<b>117</b>

In addition, each member of staff is contracted to undertake 35 hours of CPD (Continuing Professional Development). This may include attendance at courses, professional reading, curricular development, after school clubs, visiting other schools etc. Staff should maintain their own individual CPD log on their My GTCS account. This will provide a basis for discussion during the staff review process (PRD every June), and for the GTCS sign-off year (every 5 years).



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Configuration of time within 15 hour week: Class teacher 1.5 days & ASN teacher 0.5 days

Activity	Hours per week (15 hour week)	Hours per year (x39 weeks)
Class Teacher	7.5	292.5
Personal (Preparation & Correction)	1.5	58.5
ASN Teacher	3.5	136.5
Remaining Time	2.5	97.5
<b>Total</b>	<b>15</b>	<b>546</b>

Breakdown of remaining time (97.5 hours per year)

Activity	Hours per year
In-service (2 x 6 hours)	12
Parent consultation & preparation 16 x 10 min appointments = 2 hours 40 mins	4.5
Report writing, tracking & monitoring	14
Forward planning & evaluations	12
Professional review & development	2
Staff meetings/collegiate activity time (CAT) 8 x 2 hour sessions	16
IEPs	7
GIRFEC meetings & preparation	9
Curricular development	5
Flexibility hours (to include) - concerts - fundraisers - any other school related event	16
<b>Total</b>	<b>97.5</b>

In addition, each member of staff is contracted to undertake 35 hours of CPD (Continuing Professional Development). This may include attendance at courses, professional reading, curricular development, after school clubs, visiting other schools etc. Staff should maintain their own individual CPD log on their My GTCS account. This will provide a basis for discussion during the staff review process (PRD every June), and for the GTCS sign-off year (every 5 years).