



Shetland Islands Council

# Ollaberry Primary School

**Standards & Quality Report 2023-2024**  
and  
**School Improvement Plan 2024-2025**





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## Section 1: Our School

### Introduction

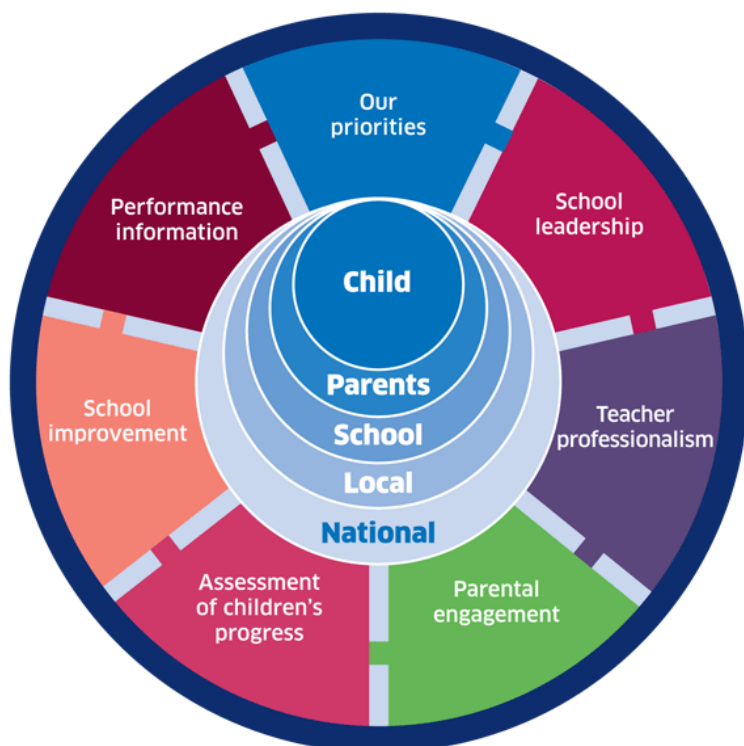
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, the National Improvement Framework, Getting it Right for Every Child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



## Our 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 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 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. 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
- Getting it Right for Every Child (GIRFEC)
- Excellence and Equity
- Raising Attainment
- Developing the Young Workforce (DYW)

## 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.  School staff will have created a curriculum tracker to show focus of previous learning.  Pupils will engage in weekly reflective learning activities.  Pupils and families will explore a range of methods for giving their views.  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.  Since February:  <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>	<p><b>What was the impact on learners?</b> Since February:  <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>	<p><b>What are the next steps and how do you plan to evidence the impact of further actions required?</b>  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 Voxter 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 - good
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



<b>School: Ollaberry Primary School</b>	<b>School Self Evaluation Grading: Good</b>
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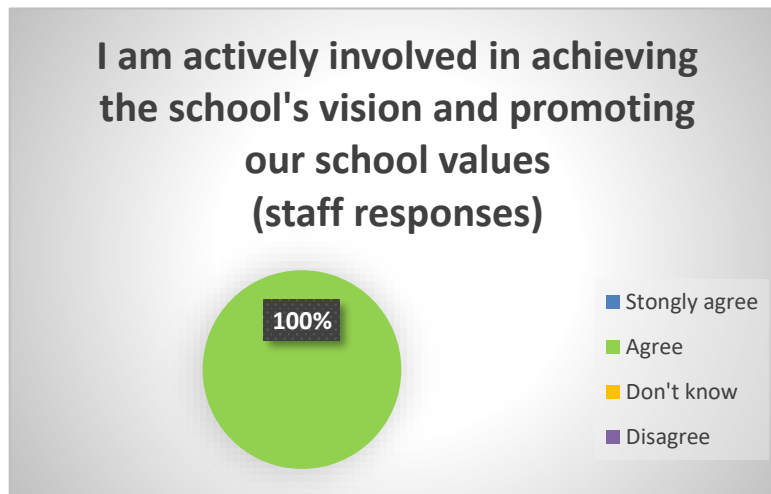
## Quality Indicator 1.3 Leadership of Change

### Developing a shared vision, values and aims relevant to the school and its community

Our school vision encompasses the ethos of our school. Being a small, rural school means that Ollaberry School is the heart of the community. Our community fully supports our school and we want to give back to our community, to ensure that the next generation can sustain the strong and positive community we are fortunate to be part of. Our vision is ambitious because we don't want anyone left behind. We strive to learn together to enable everyone to fulfil their full potential. As a result we will enrich our school community. The Headteacher maintains high expectations to motivate and inspire everyone in our school community to achieve to the best of their ability. Supported by the previous Headteacher, the school community worked together to develop shared values:

### Our Vision

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





**Enrich**  
Our values enrich our school and local community.

OUR VALUES

- E**nvironment
- N**urture
- R**espect
- I**nclusion
- C**onfidence
- H**ard Work

All staff and learners are now invested in living our school values and trying to turn our values into virtues. We have introduced a 'values book' for staff and learners to write in when they recognise others setting a good example of any of our school values. At the end of each week the positive comments written in the values book are read out and each person mentioned is celebrated. This has had a really positive impact on attitude and behaviour in school. It has set a shared standard that almost all staff and learners strive for. Our staff team is small and highly committed to achieving our school aims. All staff have welcomed change to support our school aims. Visiting staff and stakeholders have commented positively on the many changes in the school over the past year. The changes in the school environment have resulted in a more calming and nurturing place to learn where all learners and staff feel better supported to improve and progress.

**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.

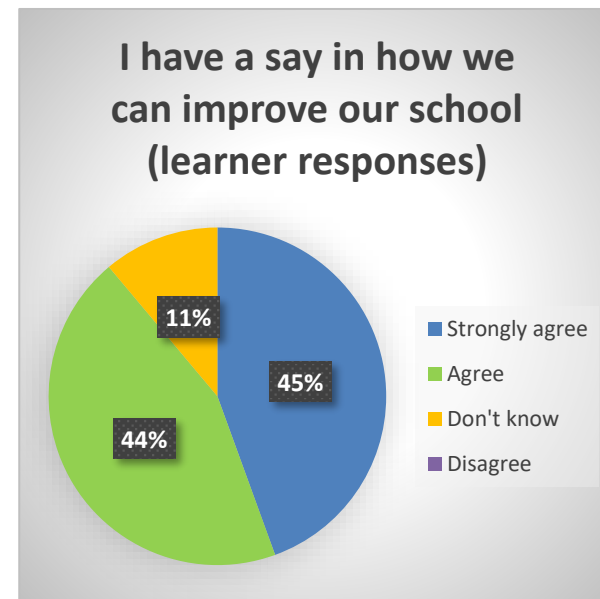
## Strategic planning for continuous improvement

The Headteacher has worked with staff to build a positive team ethos in which staff are encouraged and supported to engage in self-evaluation for continuous improvement. Time was dedicated to school self-evaluation during the October in-service. Staff came together to self-evaluate for the first time, all staff fully engaged in the process. Positive feedback was received on how worthwhile it was and how it made staff feel valued and included. Our team ethos has accelerated school improvement, our staff are fully invested in our school improvement journey and dedicated to making our school even better. Staff understand the need for change and that we are all responsible for implementing positive change. As a result, our staff go over and above to ensure our learners are supported to reach their full potential.

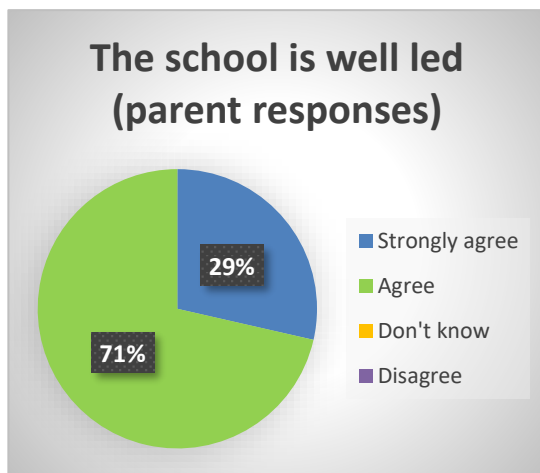
Some recent changes that are supporting continuous improvement are:

- a new Quality Assurance calendar that includes a self-evaluation cycle to involve all stakeholders
- a new Assessment cycle to ensure we evidence pupil progress
- a new Tracking system to ensure we track curriculum coverage, pupil progress and plan for next steps
- a School Improvement Plan that is relevant, evidence based and linked to self-evaluation
- a new School Annual Audit that provides valuable insights into learner, parent/carer and staff views
- an active Pupil Council that meets regularly (once a term minimum) to discuss school improvement

Since February 2024 the pace of change has been excellent, considering how small our staff team is, this is further evidence of how committed our staff are.



## Implementing improvement and change



Some of the most significant changes our staff team have made since February 2024 are around relationships and the school environment. Both these areas needed significant improvement to ensure equity for all learners and to ensure that our learners with additional support needs are supported and included in all aspects of school. Our staff team worked collaboratively to develop a clear rationale around developing positive relationships, promoting positive behaviour and supporting learners' co-regulation/self-regulation. As a result, our learners are much more calm and settled in school. They respond much more positively to staff and staff are able to meet their needs much more effectively. Our learners are now much more ready to learn and this has been noticed by visiting staff, parents/carers and stakeholders.

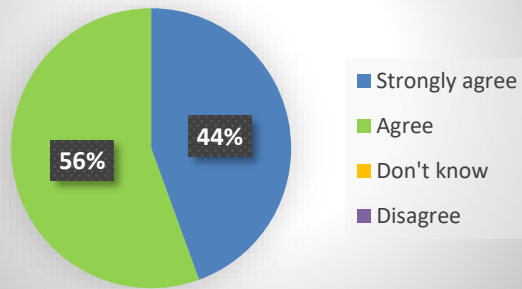
Our school environment was previously not set up to meet the needs of all learners. Staff have worked together and volunteered many hours to declutter, tidy, organise and paint our school building. All changes were made with the shared goal that we wanted our learning environment to be calm and inclusive. The impact has been worth every hour invested. Our natural, calming and inclusive environment supports our learners with ASN to be fully included in our mainstream class. All learners and staff now feel at home in our multi-composite classroom.



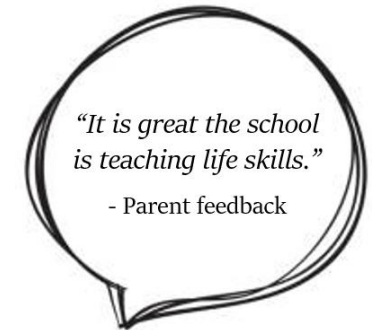
Quality Indicator 2.3 Learning, teaching and assessment

Learning and engagement

I enjoy learning at school  
(learner responses)



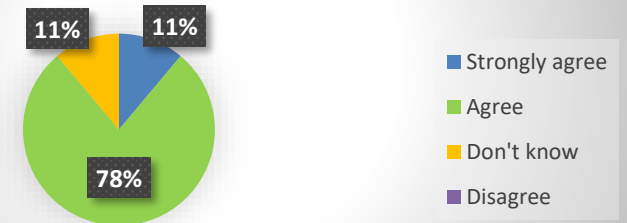
Engagement in learning activities has increased significantly since February. All learners are now engaging in their learning activities almost all the time. This includes subjects with specialist teachers, P.E, art and music. This has been achieved through building positive relationships between all learners and staff. Our learners are now learning about Children’s Rights and our school has made a commitment to becoming a Rights Respecting School. All learners now have access to ipads and laptops to support more opportunities for learners to lead their own learning and have more opportunities for pupil choice. Our curriculum is skills based and enables our learners to develop life skills through a range of practical activities. This year they have learned how to plant various vegetable seeds, help the seeds to grow, harvest the veg, prepare the veg, cook/bake with the veg and preserve the veg. For example with the beetroot they grew from seed they baked chocolate beetroot cake to eat for snack and they made jars of pickled beetroot to give to their parents. All learners were fully engaged in this process and learned many life skills along the way, from polycrub to fork!



Quality of teaching

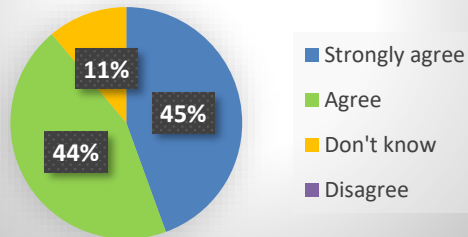
Our school has had a high turnover of teachers and Headteachers in recent years. Our primary 7 learners have had 6 different Headteachers. However, the school now has a consistent core staff who work closely with the Headteacher to help support high quality teaching across all curricular areas. This year our school is part of the National Improving Writing Programme which has improved the quality of teaching in writing lessons. Our learners now have daily writing lessons where teachers use feedback effectively to inform and support next steps in writing. Evidence of learner progress shows how this approach has helped to raise attainment in writing. Our teachers clearly explain learning intentions and success criteria to ensure our learners are clear about what they are learning, how they will learn and why. Now that we have laptops and ipads available to support learning, we need to ensure that teachers use digital technologies effectively to enrich the learning.

I am encouraged to work to the best  
of my ability (learner responses)



## Effective use of assessment

### Teachers tell me how well I am doing and how I can improve (learner responses)



The Headteacher has developed a Framework for Assessment to ensure that all learners' progress can be reliably evidenced throughout the school year. This is used to report on the progress of all children at parents evening and in their end of year progress reports. Our assessment data supports our teachers to feel confident in their professional judgement, especially when awarding a level. It also allows our teachers to identify next steps for our learners and ensure that teaching and learning is meeting the individual needs of learners. Assessment results inform planning and support our teachers to provide targeted support when required. Our assessment cycle includes:

- SEAL, GloSS, Sumdog and Multiplication assessments
- Various maths 'check-ups' throughout the year
- SHANARRI Health & Wellbeing self-assessments
- Emerging Literacy phonics assesment
- Jolly Phonics and 'toe-by-toe' reading assessments
- SWST and weekly spelling tests
- Class presentation assessment
- SNSA assessments (p1, p4 & p7 only)

## Planning, tracking and monitoring

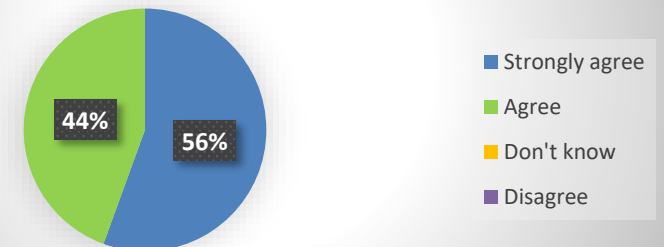
We have recently developed a school curriculum rationale, our rationale contains a topic cycle that was developed by staff, learners and parents/carers. The purpose of the topic cycle is to ensure curriculum coverage for all learners from early - second level in our multi-composite class. Teachers use the topic cycle to plan exciting topics each term, with pupil choice included as much as possible. We need to develop more effective ways of engaging all learners in planning their own learning.

We track learning using the benchmarks and our progression pathways:

- Northern Alliance Maths & Numeracy
- Highland Literacy & English
- Shetland Islands Council Health & Wellbeing

By individually tracking learner progress, we are able to clearly evidence attainment over time for Maths & Numeracy, Literacy & English and Health & Wellbeing.

### I am making good progress in school (learner responses)

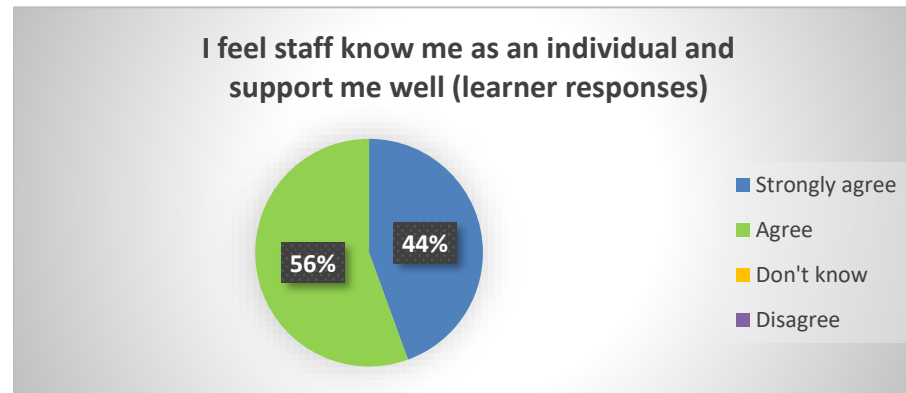




Quality Indicator 3.1 Ensuring wellbeing, equality and inclusion

**Wellbeing**

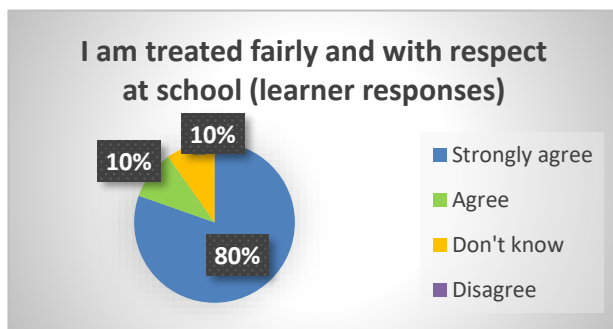
Relationships across our school community are positive and supportive. Ollaberry is a strong and close-knit community where most of our staff and parents have known each other for many years. The impact this has on the school is positive, everyone looks out for each other and wants the school to do well. Teachers are currently supporting learners to develop an understanding of all the SHANARRI wellbeing indicators. Each learner now has their own SHANARRI journal where they self-assess and learn about all the wellbeing indicators: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. Consistency in staff approaches has resulted in a strong staff team where all staff feel valued and supported.



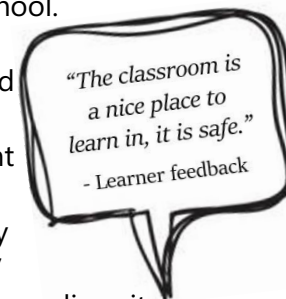
**Fulfilment of statutory duties**

All staff take due account of the legislative framework related to wellbeing, equality and inclusion. All staff engage in Child Protection training to ensure they are fully up-to-date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all learners.

**Inclusion and equality**



Inclusion is one of our school values and something that we have been striving for since February 2024, we can now say that all learners are included, engaged and involved in the life of the school. Learners with additional support needs have IEPs and GIRFEC plans to help ensure that they are supported to do their best. Staff timetables have recently been changed to ensure that support for learning is maximised, with effective strategies in place to improve attainment & achievement for all learners. Adapting our school environment has had a huge impact on inclusion. By making our learning environment a calming space, we have enabled our learners with additional support needs to be able to stay in the mainstream class, engaging in learning activities. In term 4, all learners in p1-7 engaged in a 'neurodiversity' topic to build an understanding of different types of neurodiversity.



Quality Indicator 3.2 Raising attainment and achievement

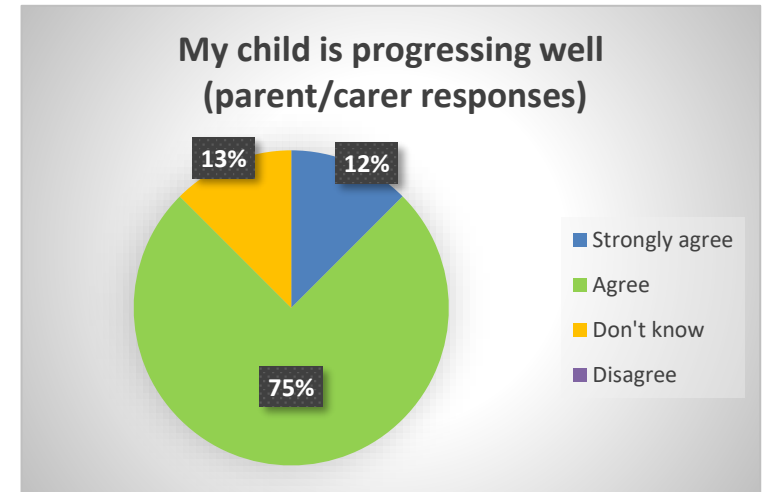
Attainment in literacy and numeracy

This year we started taking part in the National Improving Writing Programme. In the short time that we have been doing the writing programme, we have already seen an increase in all learners attainment in writing. Most learners are consistently meeting their writing targets each day. We have also been focussing more on spelling this term. Assessment results evidenced that most of our learners have low attainment in spelling. We now focus on spelling each week and it is clear from assessing writing that spelling has improved.

In numeracy, Sumdog assessments identified that most of our learners have low attainment in multiplication. To motivate and encourage our learners to learn their timetables, we have created a school 'multiplication' awards system:

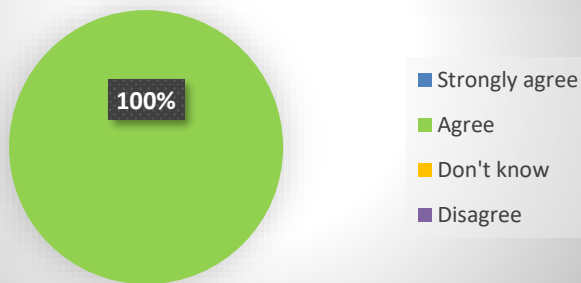
- Bronze - 2, 5 and 10 x tables
- Silver - 3, 4, 6 and 11 x tables
- Gold - 7, 8, 9 and 12 x tables

Once learners are over 90% accurate with the times tables they are working on (accuracy tracked on Sumdog) then they receive their bronze, silver or gold award. This awards system has already showed huge improvements. Since we started it in term 4, we have gone from 12.5% of pupils having achieved their bronze award to 62.5% in term 1!



Attainment over time

Learners are provided with regular feedback on what they need to do to improve (staff responses)

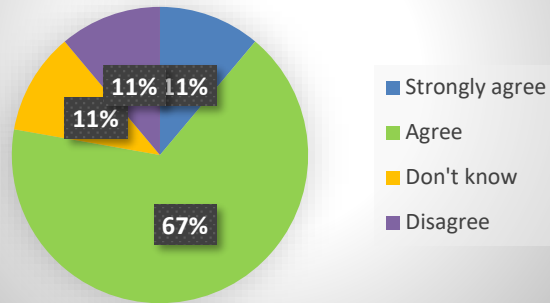


Previously the school did not have a robust tracking system in place to evidence attainment over time. Now we have a system in place with updated pupil profiles, benchmarks and progression pathways all evidencing attainment over time. Our staff team is much more consistent which has allowed teachers and support staff to develop consistently high standards. We know our learners very well, we know their individual strengths and talents and we know what they need support with. We are now collectively striving to support each individual learner to reach their full potential. Our learners receive regular feedback from teachers on what they need to do to improve further, across all areas of the curriculum. Raising attainment in writing is a key priority on our school improvement plan.

*“There has been a lot of staff changes in the past few years so a bit more stability going forward will be a big improvement.”*  
 - Parent feedback

## Overall quality of learners' achievement

### My achievements in and out of school are recognised and celebrated (learner responses)



During term 1 our learners showed their confidence and responsibility when they ran an 'Enterprise Café' for two days for their parents and families. The feedback received from parents and community members was very positive. Our learners were personally and socially adept and they achieved a range of skills and attributes throughout the experience. They had to write an application form to apply for a job at the café, interview for the position, design the café menu, work out prices/profit, learn customer service skills, bake, cook, serve, clean, wash up, handle money... the list goes on! The sense of pride and achievement at the end of the two days was very rewarding for everyone involved.

We have recently started learning about Global Citizenship and what it means to be a Global Citizen. This is a particularly important topic for our school community, as we don't have much diversity or different cultures. The children have been learning about famous people that are good examples of citizenship values and different countries and cultures. This helps our learners to widen their horizons and learn to understand and respect other people, cultures, points of view etc. Feedback from learners has been that they want more of these lessons.

Our 'Star Pupil Award' is linked to our school values. Learners can be star pupil for being a good example of any of our school values. We recognise and celebrate star pupils for changing our values into virtues.

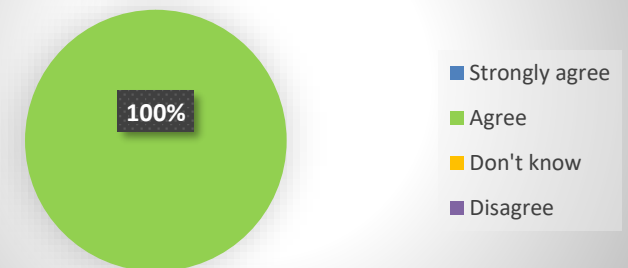
## Equity for all learners

Having a supportive school community means that our school fundraisers are well attended and very well supported. As a result we have a healthy school fund which we use to ensure that no learner is at a disadvantage due to the cost of the school day. We have used our school fund to pay for school uniforms, school trips, learning resources etc. This helps to minimise barriers and ensure that in school, all of our learners have a fair chance of success and achievement.

Whilst we strive to raise attainment for all learners, we take into account our most disadvantaged and ensure that PEF funding and extra support is put in place. We want to ensure we are doing everything we can to achieve equity for all learners.

Our remote, rural location can be a barrier to our learners being able to attend out of school clubs/sports clubs in Brae and Lerwick. For this reason, the Headteacher provides a free after school club for all learners every Monday. This gives everyone the chance to experience extra-curricular activities and have social time with their peers, without having to travel or pay money.

### Learners are given activities that meet their learning needs (staff responses)





## 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><b>Improvement in attainment, particularly in literacy and numeracy.</b></li> </ul> <p><i>(highlight as appropriate)</i></p>	<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><b>1.1 Self-evaluation for self-improvement</b></p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p><b>2.3 Learning, teaching and assessment</b></p> <p>2.4 Personalised support</p> <p>2.5 Family Learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p><b>3.2 Raising attainment and achievement/Securing children's progress</b></p> <p>3.3 Increasing creativity &amp; employability/ Developing creativity &amp; skills for life &amp; learning</p>
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Priority 1: Learning, teaching and assessment.		Continuation from 2023/24? No		
<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>Improvement in attainment, particularly in literacy and numeracy.</li> </ul> <p><i>(highlight as appropriate)</i></p>	<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>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 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 2: National Improving Writing Programme			Continuation from 2023/24? No	
Data/evidence that informs 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>ACEL data, literacy assessments and tracking evidences that not all learners are on track in literacy for their age and stage.</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>	<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>Headteacher</p> <p>Class teacher/ASN teacher</p> <p>Local Leads of the National Improving Writing Programme</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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<b>Priority 3: Moderation</b>		<b>Continuation from 2023/24? No</b>		
<p><b>Data / evidence informing this priority.</b></p> <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>Planned Outcome</b></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/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 &amp; consistently high-quality practice</li> <li>Reduced isolation for staff teaching in one teacher schools</li> </ul>	<p><b>How exactly are we going to do it?</b></p> <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><b>Resources and Lead Person</b></p> <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><b>Monitoring the impact of the priority on learners</b></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

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 = 6 hours  
 Not including breaks = 4 hours 55 mins

9.00 - 10.45am (1 hour 45 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).