Shetland Islands Council

Ollaberry Primary School

Standards & Quality Report 2024-2025
and
School Improvement Plan 2025-2026

Contents

School trip to Burra May 2025

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. We want our children and young people to be well educated, skilled and able to contribute to society.

We want to know how well we are doing this and how we can improve. We do this by evaluating what we do and planning and implementing well considered priorities. All our activity should make a positive difference for our learners. This report is based on the quality indicators in How Good is Our School? 4th Edition (2015), How Good is our Early Learning and Childcare? (2016) and on the priorities and outcomes of the National Improvement Framework.

The National Improvement Framework Priorities are:

- Placing the human rights and needs of every child/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 outcomes to be achieved are:

- A globally respected, empowered, and responsive education system with clear accountability at every level that supports children, young people, and adult learners to thrive. The system enables the development of their knowledge, skills, values, and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
- Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.
- Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
- High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
- Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
- Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
- An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally-skilled workforce and tackling digital inequality.

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 2024-25 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, Sandra Petrie, 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 Urafirth 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.

Enrich
Our values enrich our school and local community.

OUR VALUES

Environment
Nurture
Respect
Inclusion
Confidence
Hard Work

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.

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 2024/25

Who?	When?	How?	What did we find out?
Staff	- Various times throughout the school year 2024-2025 - In-service - Audit May 2025	- 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.
Children and Young People	- Various times throughout the school year 2024-2025 - Audit May 2025	- Pupil Council meetings - Learning conversations - Learning observations - Learner audit questionnaire - Learner evaluations and feedback	- Learners have enjoyed the introduction of 'reading buddies' want to get more time in our school library to take books out and read individually. - Learners want more outdoor learning opportunities. - Agreed 3 key priorities for SIP.
Parent and Carers	- Enterprise Café Oct 2024 - Christmas party - Audit May 2025 - Open Day June - Parent Council termly meetings	- 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 enterprise café, Christmas party and concert.
Community and other stakeholders	- Enterprise Café Oct 2024 - Christmas party - Audit May - Open Day June -School car wash fundraiser June	- GIRFEC review meetings - Volunteering - Feedback and conversations - School events - Stakeholder audit questionnaire	- Engagement with community partners is an area for improvement. - Community events such as open afternoons, concerts, fundraisers, school community Christmas party etc have helped to include the school community and stakeholders in the life of the school more often over the past year.

Standards & Quality Report

2024-2025

LOOKING INWARDS: knowing ourselves inside out through effective self-evaluation

LOOKING OUTWARDS: learning from what happens elsewhere to challenge our own thinking

LOOKING FORWARDS: exploring what the future might hold for today's learners and planning how to get there

Residential school trip to Burra in May 2025.

Progress made with the Priorities from our 2024-25 School Improvement Plan

Priority 1: Learning, Teaching and Assessment			
What were our outcomes?	**What did we do?**	**What was the impact on learners?**	**What are the next steps and how do you plan to evidence the impact of further actions required?**
The Shetland Learning, Teaching and Assessment standard has been quality assured and self-evaluated in June 2025 as good across all 4 areas: 1. Learning and Engagement 2. Quality of Teaching 3. Effective Use of Assessment 4. Planning, Tracking and Monitoring In June 2025, learners have access to higher quality learning, teaching and assessment from the previous 'satisfactory' evaluation in June 2024.	All schools across the North Mainland cluster self-evaluated across the majority of areas in the Shetland Learning, Teaching and Assessment standard to identify key areas for improvement. Eight focus visits were planned across the cluster to provide opportunities to work collegiately to self-evaluate, quality assure and improve the four themes of Shetland Learning Teaching and Assessment Standard. Focus visits allowed time to moderate, share good practice and develop more consistent approaches across the cluster.	Learners have access to higher quality learning, teaching and assessment from the previous 'satisfactory' evaluation in June 2024. This is evidenced through: - Tracking learners' progression using the CfE benchmarks and various assessments throughout the year. - Evaluating our annual school audit responses from learners, parents, staff and stakeholders in June 2025. - Self-evaluating using the Shetland Learning, Teaching and Assessment standard. - Consistent informal observations of learning and teaching to identify strengths and areas for further development.	The Shetland Learning, Teaching and Assessment Standard will continue to be a priority on our School Improvement Plan 2025 - 2026, with a focus on numeracy and maths (priority 3). The Shetland Learning, Teaching and Assessment Standard will also be used alongside resources from the Northern Alliance Learning, Teaching and Assessment Toolkit as part of our School Improvement Plan 2025 -2026.

Priority 2: National Improving Writing Programme			
What were our outcomes?	**What did we do?**	**What was the impact on learners?**	**What are the next steps and how do you plan to evidence the impact of further actions required?**
By June 2025: Most learners were on track to achieve first/second level in writing. We aimed for at least 66% with a high expectation of 83%. In June 2025, 78% of learners were on track to achieve first/second level in writing. Staff increased their knowledge and confidence in: • Assessing writing • Providing targeted input • Tracking progress • Identifying next steps • Awarding a level • Quality improvement	• Headteacher joined Cohort 4 of the National Improving Writing Programme. • Used data to inform stretch aims and teaching aims. • Fully implement the quality improvement writing bundle and associated quality improvement tools within the classroom. • Gathered pupil voice (qualitative feedback). • Used a run chart to gather data over time. • Shared practice. • Regular tracking and monitoring meetings between the Headteacher and class teacher. • Writing moderation at January in-service. • Created quality improvement poster.	All learners showed excellent progression across all areas of writing. Most learners are now on track to achieve first/second level writing. This is evidenced through: • ACEL/progress and achievement tracking and monitoring data. • Pupil voice (qualitative feedback) • Staff voice (qualitative feedback) • Classroom observation feedback • Number or percentage of children achieving success criteria (evidence – run charts) • Other stakeholder voice e.g. parents, learning support assistant, learning support workers, (qualitative feedback)	We are continuing using the writing bundle for writing lessons. We are continuing to teach writing and have 20 minute writing time 3-5 times per week. We are continuing to track progress through the run chart and using the benchmarks.

Priority 3: Moderation			
What were our outcomes? **Impact on learners:** • Raised attainment • Relevant interventions and improvements made based on assessments **Impact on staff:** • Consistent approaches/practice • Supporting pupil's progress based on sound assessment evidence • Greater understanding of progression • Consistent collegiate approach • Collaborative planning • Shared standards & consistently leading to higher-quality practice • Reduced isolation for staff teaching in one teacher schools	**What did we do?** • Worked together with staff from Whiteness, Aith and Brae Schools • Identified area of curriculum to moderate- science • Senior leaders and staff planned together using an agreed format • Assessments planned for using progression frameworks • Supported consistency by collegiate working • Gathered information from individuals and groups across each curriculum level • Moderation exercise- professional dialogue and development • Interventions identified to support children's progress based on assessment evidence	**What was the impact on learners?** All learners showed progression in science. This is evidenced through: • Science assessments • Progress and achievement tracking and monitoring data. • Learner feedback • Staff feedback	**What are the next steps and how do you plan to evidence the impact of further actions required?** Continue to work with other schools each year on moderation activities. Choose a different focus area this year. The format used for science worked well, now we need to adapt it to evidence progression in a different curricular area.

Pupil Equity Fund Reporting 2024-2025

Project/intervention: Provide 1:1 support for our learners with the lowest attainment in numeracy and literacy.
What data/evidence informs this? (what is your gap?) Assessment results show attainment gap in numeracy and literacy.

Planned Outcome		**Measures of impact on learners**
Teaching & Learning: 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. 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.		- Staff measured the impact each term through observations, conversations with learners, tracking, monitoring and assessment. - We evidenced improved outcomes through various numeracy and literacy assessments: 1. SNSA 2. SEAL (Stages of Early Arithmetical Learning) 3. Sumdog diagnostic assessments 4. Sumdog multiplication assessments 5. Maths check-up assessments 6. NIWP writing run chart 7. SWST (single word spelling test) 8. Fry's most common words spelling tests 9. Daily Toe-by-toe reading - This data was reviewed by our ASN teacher/Headteacher each term and reported to parents at GIRFEC reviews, parents evenings & in progress reports.
Teaching and Learning	**x**	
Leadership		
Family and Community		

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	4 – good
2.3 Learning, teaching and assessment	4 - good
3.1 Ensuring wellbeing, equality and inclusion	5 – very good
3.2 Raising Attainment and Achievement	4 - good

"All children are included and thought of as individuals."
- Parent feedback

"I like that the school encourages us to work harder and challenge ourselves."
- Learner feedback

"Ollaberry is a nurturing, safe, supportive and inclusive school where every pupil feels valued, respected and empowered to achieve their full potential."
- Stakeholder feedback

"Staff, pupils and parents have strong positive relationships and all work together to ensure the needs of all pupils are met."
- Staff feedback

"Our school has kind pupils and staff."
- Learner feedback

Feedback from audit questionnaires
June 2025
Response rates:
Parents/carers – 92.86%
Learners – 85.71%
Staff – 100%
Stakeholders – 100%

School trip to the Fire Station
June 2025

Our Peerie Makkers Knitting Group
June 2025

Hatching Chicks
May 2025

Standards & Quality Report

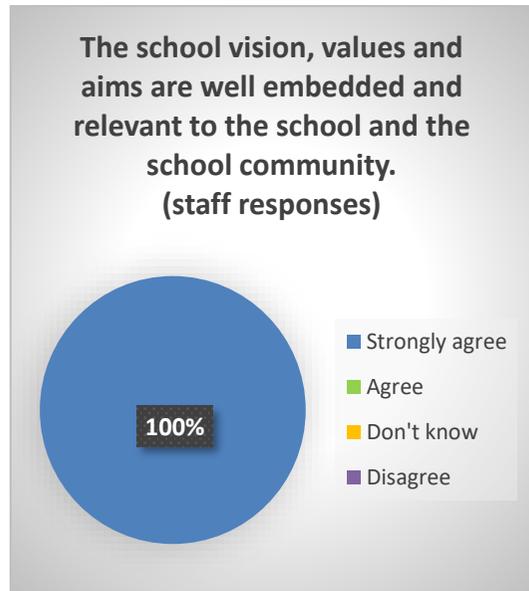| School: Ollaberry Primary School	School Self Evaluation Grading: Good
Quality Indicator 1.3 Leadership of Change	
Developing a shared vision, values and aims relevant to the school and its community	

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. The school community developed our shared values. All staff and learners are now invested in living our school values and trying to turn our values into virtues. We have 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 each person mentioned in the book is celebrated. This has a really positive impact. It has set a shared standard that all staff and learners strive for.

Our staff team is small and highly committed to achieving 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 Vision

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

"Parents have opportunities to help and get involved in school life and feel welcome."
- Parent feedback

"Children are respectful and polite."
- Stakeholder feedback

Enrich
Our values enrich our school and local community.

OUR VALUES
E nvironment
N urture
R espect
I nclusion
C onfidence
H ard Work

The school vision, values and aims are well embedded and relevant to the school and the school community.
(staff responses)
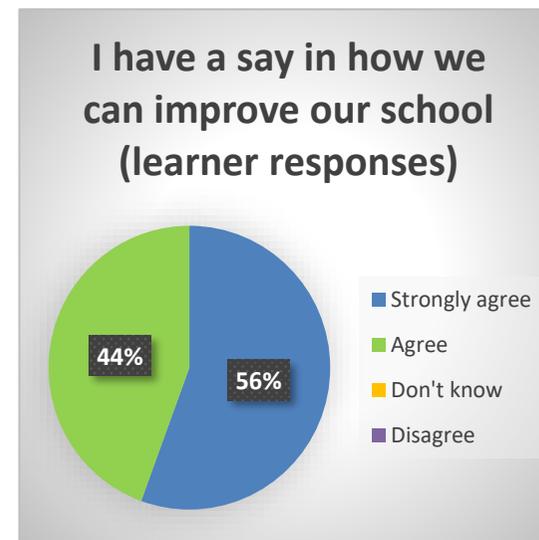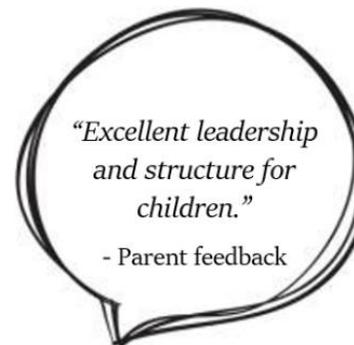
100%

- Strongly agree
- Agree
- Don't know
- Disagree

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.
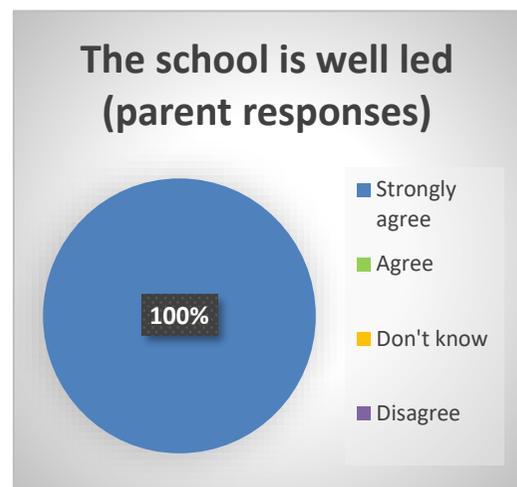
Strategic planning for continuous improvement

The Headteacher works with staff to build a positive team ethos in which staff are encouraged and supported to engage in self-evaluation for continuous improvement. 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. Leadership is supported and encouraged at all levels. Most staff feel confident to contribute to, and at times lead on, school improvement.

"Excellent leadership and structure for children."
- Parent feedback

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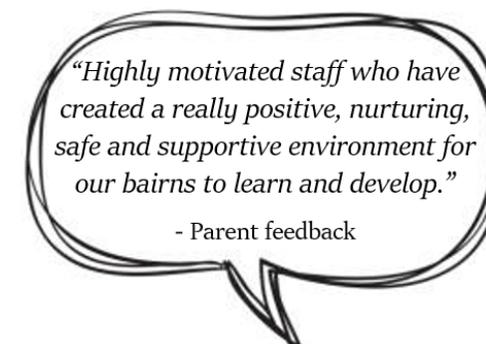- Active Pupil Council and Parent Council that meet regularly (once a term minimum) to discuss school improvement

I have a say in how we can improve our school (learner responses)

- Strongly agree — 56%
- Agree — 44%
- Don't know
- Disagree

Implementing improvement and change

The school is well led (parent responses)

- Strongly agree — 100%
- Agree
- Don't know
- Disagree

The most significant changes our staff team have implemented 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 addition 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, all learners are much more calm and settled in school and staff are able to meet their needs much more effectively. This has been noticed by visiting staff, parents/carers and stakeholders.

Our staff took collective responsibility and worked together to improve our school environment. 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. Our school environment now feels like a 'home from home'.

"Highly motivated staff who have created a really positive, nurturing, safe and supportive environment for our bairns to learn and develop."
- Parent feedback

School: Ollaberry Primary School	School Self Evaluation Grading: Good

Quality Indicator 2.3 Learning, teaching and assessment

Learning and engagement

I learn skills in school that are relevant to real life and support me to become more independent (learner responses)

- Strongly agree 67%
- Agree 33%
- Don't know
- Disagree
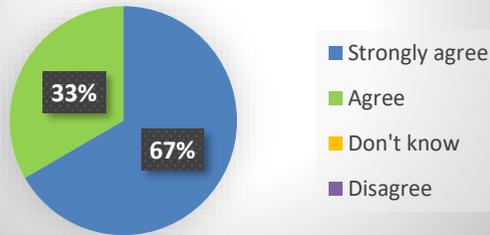
Our school ethos is underpinned by our school values. Staff and learners are encouraged to turn our school values into virtues by living the values each day, in all aspects of school life. As a result, engagement in learning activities has increased. This has also been achieved through building positive 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 seeds, help the seeds to grow, harvest, prepare the fruit/veg, cook/bake and preserve it. For example with the beetroot they grew from seed they baked chocolate beetroot cake to eat for snack and they made jars of picked beetroot to give to their parents. All learners were fully engaged in this process and learned many life skills along the way.

"The learning activities and experiences provided have been thoroughly enjoyed by pupils."
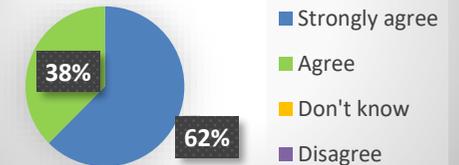
- Parent feedback

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. 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. Our teachers successfully ensure that learning is motivating and meaningful. This includes using the outdoor environment well to deliver a variety of learning.

"The variety of topics, activities, trips and fundraisers covered are a huge benefit for pupils."

- Parent feedback

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

- Strongly agree 62%
- Agree 38%
- Don't know
- Disagree

Effective use of assessment

Teachers give me feedback on how well I am doing and how I can improve (learner responses)

- Strongly agree: 69%
- Agree: 31%
- Don't know
- Disagree
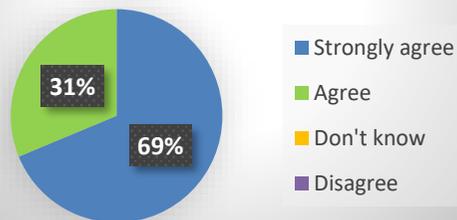
The Headteacher has developed a Framework for Assessment to ensure that all learners' progress can be reliably evidenced throughout the school year. This is used to report on the progress of all children at parents evening and in their end of year progress reports. Our assessment data supports our teachers 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 assessments 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)

"Partnership working works really well in Ollaberry and it's a pleasure to have input with the school."
- Stakeholder feedback

"We are kept well informed each term."
- Parent feedback
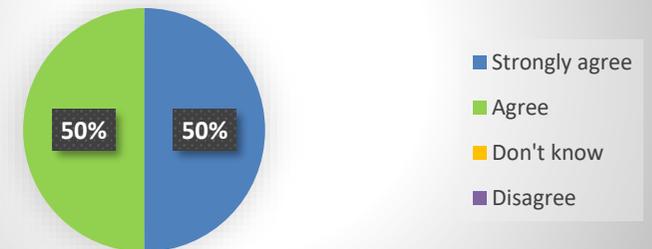
Planning, tracking and monitoring

We have recently reviewed and updated our 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 are working on developing 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.
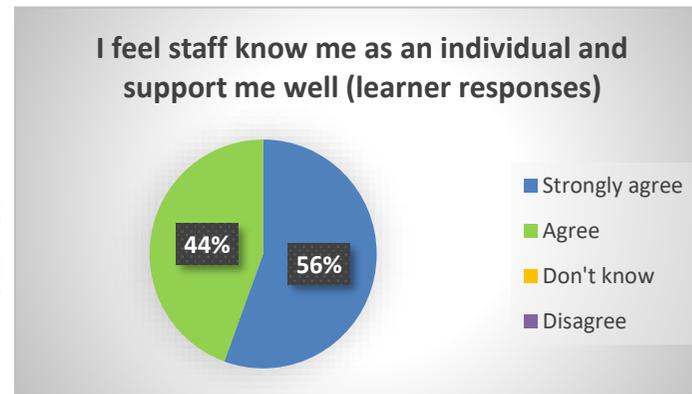
I am making good progress in school (learner responses)

- Strongly agree: 50%
- Agree: 50%
- Don't know
- Disagree

School: Ollaberry Primary School	School Self Evaluation Grading: Very good

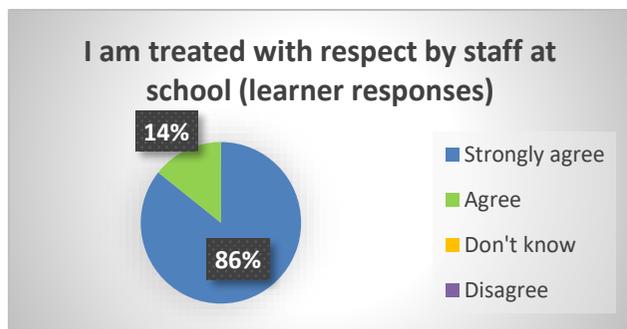| Quality Indicator 3.1 Ensuring wellbeing, equality and inclusion |
|---|

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 support learners to develop an understanding of all the SHANARRI wellbeing indicators. Each learner 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. Our learners' benefit from the high quality education which we provide for all children. Relationships across our school community are very positive and supportive.

"The school community as a whole is extremely welcoming and supportive."
- Staff feedback

I feel staff know me as an individual and support me well (learner responses)

- Strongly agree 56%
- Agree 44%
- Don't know
- Disagree

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

I am treated with respect by staff at school (learner responses)

- Strongly agree 86%
- Agree 14%
- Don't know
- Disagree

Inclusion is one of our school values and something that we strive for. 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 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 fully included in the mainstream class, engaging in their learning activities. All our learners feel very well supported to do their best.
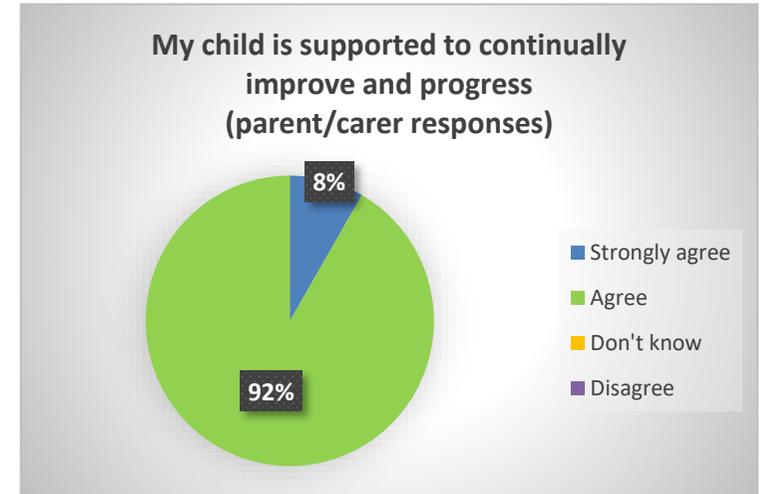
"It's a welcoming and nurturing environment to work in."
- Stakeholder feedback

Shetland Islands Council

School: Ollaberry Primary School	School Self Evaluation Grading: Good

Quality Indicator 3.2 Raising attainment and achievement

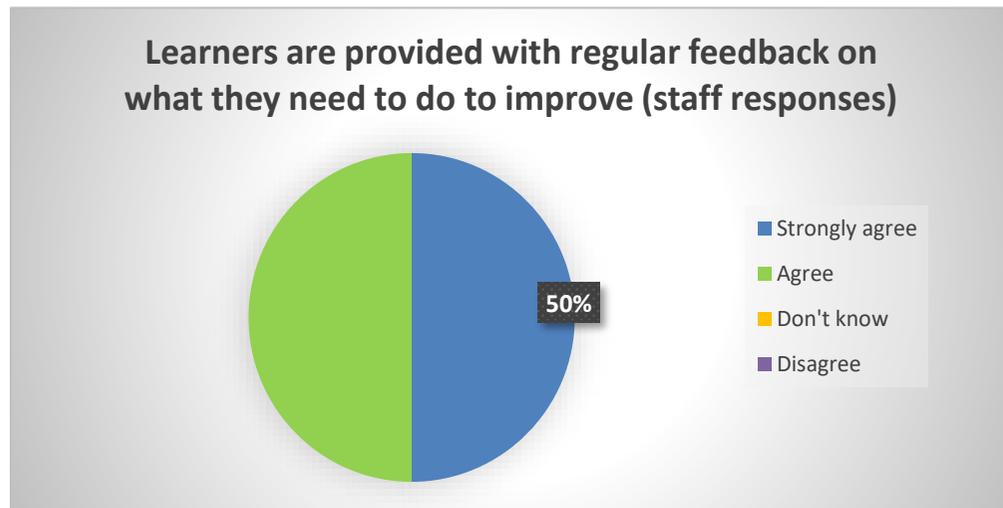### Attainment in literacy and numeracy

This year we are continuing the National Improving Writing Programme. Since we started the writing programme, we have seen an steady increase in all learners attainment in writing. Most learners are consistently meeting their writing targets each day. We have also been focussing on improving spelling each 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. Overall, children's attainment in literacy and numeracy is good and all children are progressing each term.

My child is supported to continually improve and progress (parent/carer responses)

- Strongly agree
- Agree
- Don't know
- Disagree

8%

92%

Attainment over time

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

- Strongly agree
- Agree
- Don't know
- Disagree

50%

We have various systems in place to track and monitor pupil progress, 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 numeracy and maths and creating a reading culture are two key priorities on our school improvement plan. Overall, there is an improving pattern in levels of attainment across numeracy, reading and writing.

Overall quality of learners' achievement

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

- 25% — Strongly agree
- 75% — Agree
- Don't know
- Disagree
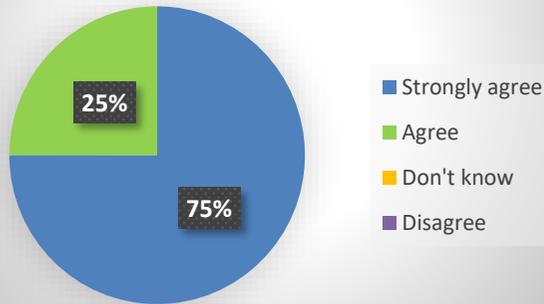
During term 1 our learners showed their confidence and responsibility when they ran an 'Enterprise Café' for two days for their parents and families. The feedback received from parents and community members was very positive. Our learners were personally and socially adept and they achieved a range of 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. We recognise and celebrate star pupils for changing our values into virtues. Children's achievements from within school are recognised and celebrated.
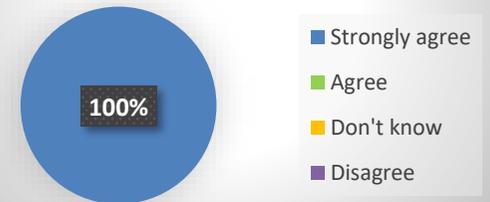
Equity for all learners

Our staff know our children and families very well and understand the socio-economic context of the Ollaberry community. 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 disadvatage due to the cost of the school day. We use 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 travel or costs.

"Brilliant team of staff, great facilities, amazing range of opportunities, very inclusive."

- Parent feedback

Staff encourage, challenge and support learners to work to the best of their ability (staff responses)

- 100% — Strongly agree
- Agree
- Don't know
- Disagree

Section 3: Action

Factors Influencing the 2025-2026 School Improvement Plan

Local authority factors	**National factors and drivers**
• The Ambition - Excellence and Equity for Shetlands' learners 2022-2026 • Children's Services, Recovery and Renewal Plan • Children's Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting • SIC Strategy for Parental Involvement 2022	• Curriculum for Excellence • Realising the Ambition • National Improvement Framework • The Scottish Attainment Challenge • Education Reform and Empowerment • Getting It Right for Every Child • Developing Young Workforce • Digital Learning and Teaching Strategy • The Equity Audit • "Learning Together": Scotland's national action plan for parental involvement etc. 2018-2021
School factors	**Local factors**
• Lots of staff changes over the past 4 years (Headteachers, class teachers and learning support workers) has resulted in a lack of consistency of standards. Therefore learning, teaching and assessment is a priority on our SIP, with a focus on numeracy and maths (priority 3).	• The Shetland Learning, Teaching and Assessment standard will be used along with the Northern Alliance Learning, Teaching and Assessment toolkit to make improvements across the school but particularly in numeracy and maths (priority 3).
United Nations Convention on the Rights of the Child	**Tacking Inequalities, Poverty Proofing and Cost of the School Day**
• Working towards achieving our Bronze Award and becoming a Rights Respecting School is the first priority on our school improvement plan. • Once we have achieved bronze (by May 2026) we will start to work towards the silver award.	• Fundraising money through enterprise projects so that our school fund will fully cover the cost of school trips and any additional costs. • Growing our own food in our school polycrub to provide free fruit and vegetables for all learners. • School hoodies/uniforms purchased through school fund.

Pupil Equity Fund – Planning and Reporting

PEF Allocation 2025-26: £3,675			
Project/intervention: Provide 1:1 support for our learners with the lowest attainment in numeracy and literacy. **What data/evidence informs this? (what is your gap?)** Assessment results show attainment gap in numeracy and literacy.			
Planned Outcome Teaching & Learning: 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. 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.	**Details of project/intervention:** We are allocated 0.5 days ASN teacher time each week. This does not allow enough time to provide effective targeted support. We will use our PEF funding to increase this time and allow our ASN teacher to focus on 1:1 input with our lowest attaining learners. Interventions: - SEAL maths programme (stages of early arithmetical learning) - Power of 2 mental maths coaching manual - Reading activities - Comprehension activities - Toe-by-toe phonics based reading manual - Spelling activities - Writing activities - Learning apps on iPads	**Resources/Lead Person** ASN teacher and Headteacher will lead together and track learner progress to measure the impact of our PEF plan. We will purchase resources needed to support the targeted 1:1 support for our learners with the lowest attainment levels.	**Measures of impact on learners** - Staff will be able to measure the impact each term through observations, conversations with learners, tracking, monitoring and assessment. - We will evidence improved outcomes through various numeracy and literacy assessments. - This data will be reviewed by our ASN teacher and Headteacher each term at tracking meetings and reported to parents at parents evenings & in progress reports. - PEF data will also be reported in our Standards & Quality Report.

Improvement Priorities for 2025 – 2026

NIF PRIORITIES	1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
• Placing the human rights and needs of every child and young person at the centre of education.	1.2 Leadership for learning	2.2 Curriculum	
• Improvement in children and young people's health and wellbeing	1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Raising attainment and achievement/Securing children's progress
• Closing the attainment gap between the most and least disadvantaged children/young people	1.4 Leadership and management of staff	2.4 Personalised support	3.3 Increasing creativity & employability/
• Improvement in skills and sustained, positive school-leaver destinations for all young people	1.5 Management of resources to promote equity	2.5 Family Learning	Developing creativity & skills for life & learning
• Improvement in attainment, particularly in literacy and numeracy.		2.6 Transitions	
		2.7 Partnerships	

Priority 1: Achieve Rights Respecting Schools (RRS) Bronze Award			Continuation from 2024/25? No
Data/evidence that informs this priority: Children learn about their rights and responsibilities in class each year but we currently do not have a whole school community approach, therefore RRS values are not yet fully embedded in school.	**Planned Outcome** A whole school community approach to embedding a child rights approach into all aspects of school life, creating a safe and inspiring place to learn, where everyone is respected, their talents are nurtured and they are able to thrive. We aim to fully embed RRS values in daily school life by the end of May. This should provide everyone the best chance to lead happy, healthy lives and to be responsible, active citizens.	**Measures** - Set up pupil led steering group - Headteacher to attend the Achieving Bronze Course - Staff to complete RRS modules on e-learning platform - Whole school community RRS audit - Achievement of Bronze Award	**Lead Person:** Headteacher **Resources:** • RRS subscription • RRS e-learning • UN Convention on the Rights of the Child • Class Charter • RRS audit

Monitoring priority progress over time: impact on learners

- Headteacher will keep track of RRS e-learning courses completed by staff.
- Headteacher will support pupil led steering group to meet at least once a term to review and set targets/actions.
- Headteacher will create a whole school community RRS audit to gather data and evidence progress made.
- Headteacher will use the RRS Bronze checklist to ensure we are on target to achieve the award by the end of May 2026.

What will success look like?

- RRS award outcomes for strand A, B and C will be demonstrated throughout the school:
  Strand A – teaching and learning about rights
  Strand B – teaching and learning through rights – ethos and relationships
  Strand C – teaching and learning for rights – participation, empowerment and action

By the end of November, we expect to see	By the end of February, we expect to see	By the end of May, we expect to see
• RRS subscription completed • Headteacher completed the Achieving Bronze Course • Staff completed RRS modules on e-learning platform • Pupil led steering group setting targets with clear achievable actions • In school children enjoy the rights enshrined in the UN Convention on the Rights of the Child.	• Pupil led steering group completing targets/actions • The school community know about and understand the UN Convention on the Rights of the Child • Children know that their views are taken seriously.	• Children have taken action to claim their rights and promote the rights of others in their local community. • RRS Bronze Award Achieved • RRS audit providing data/evidence that the school community has fully embedded RRS values in daily school life
What happened? What did we see? *Provide updates on progress in the short term based on data and evidence.*	**What happened? What did we see?** *Provide updates on progress made in the medium term based on data and evidence.*	**What happened? What did we see?** *Provide updates on progress made in the long term based on data and evidence.*
What are our next steps? *Insert next steps which reflect progress made during this period of time. These next steps may change what you would expect to see in the medium term and long term.*	**What are our next steps?** *Insert next steps which reflect progress made during this period of time. These next steps may change what you would expect to see in the long term.*	**What are our next steps?** *Insert next steps which reflect progress made during this period of time. These next steps can inform your next period of improvement activity.*
End of Session Summary of Progress and Impact		

NIF PRIORITIES	1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
• Placing the human rights and needs of every child and young person at the centre of education.	1.2 Leadership for learning	2.2 Curriculum	
• Improvement in children and young people's health and wellbeing	1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Raising attainment and achievement/Securing children's progress
• Closing the attainment gap between the most and least disadvantaged children/young people	1.4 Leadership and management of staff	2.4 Personalised support	
• Improvement in skills and sustained, positive school-leaver destinations for all young people	1.5 Management of resources to promote equity	2.5 Family Learning	3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
• Improvement in attainment, particularly in literacy and numeracy.		2.6 Transitions	
		2.7 Partnerships	

Priority 2: Build and Sustain a Reading Culture			Continuation from 2024/25? No
Data/evidence that informs this priority: Our school library is not being used regularly. Currently there is no consistent time set aside for reading for enjoyment. Not all learners are on track to achieve the appropriate level in reading across first and second level.	**Planned Outcome** Reading for enjoyment will have a positive impact on learners' attainment in literacy as well as support their wellbeing. We will increase attainment in reading across first and second level by June 2026: - All learners (100%) at second level will be on track to achieve the appropriate level in reading. (Currently less than 80%) - Most learners (75-90%) at first level will be on track to achieve the appropriate level in reading. (Currently less than 60%)	**Measures** - Reading baseline assessments will be completed by all learners in term 1. - Reading assessments will be completed by all learners in term 4 to evidence progression. - CfE reading benchmarks will be used to track individual progress. - School 'reading culture' audit will be completed by all learners in term 1 and repeated in term 4 to evidence improvements. - Track progress through the Scottish Book Trust Reading School Awards.	**Lead Person:** Headteacher **Resources:** • Reading assessments • CfE benchmarks • Reading culture audit • Scottish Book Trust awards scheme

Monitoring priority progress over time: impact on learners
- Headteacher will complete reading baseline assessments with all learners in primary 2-7.
- Headteacher and class teacher will track each learner's progress individually using the benchmarks.
- Headteacher will create a whole school 'reading culture' audit to be completed by all learners in term 1 and again in term 4.
- Headteacher will use the Scottish Book Trust awards scheme to support the school to achieve the first award by the end of May 2026.

What will success look like?
- All learners (100%) at second level will be on track to achieve the appropriate level in reading by May 2026.
- Most learners (75-90%) at first level will be on track to achieve the appropriate level in reading by May 2026.
- All learners at first and second level will have consistent time to read for enjoyment each week.
- All learners will have timetabled time to make good use of our school library each week.

By the end of November, we expect to see	By the end of February, we expect to see	By the end of May, we expect to see
• Baseline assessment data being used to provide targeted and universal support to raise attainment in reading. • School 'reading culture' audit completed. • Library time timetabled for each learner on a weekly basis. • Parent/carer helpers volunteering to support member of staff during library time. • Consistent time each week for all learners to read for enjoyment.	• New routines for library time and reading for enjoyment fully established and working well. • Reading tracking information evidencing progression for all learners. • Staff and learners working together to achieve their first Scottish Book Trust Award.	• Scottish Book Trust Award Achieved as a result of a sustained school reading culture. • School 'reading culture' audit providing data/evidence that the school's reading culture is helping to support wellbeing. • All learners at second level on track to achieve the appropriate level in reading. • Most learners at first level on track to achieve the appropriate level in reading. • Progress made for all learners from their baseline assessment in term 1.
What happened? What did we see? *Provide updates on progress in the short term based on data and evidence.*	**What happened? What did we see?** *Provide updates on progress made in the medium term based on data and evidence.*	**What happened? What did we see?** *Provide updates on progress made in the long term based on data and evidence.*
What are our next steps? *Insert next steps which reflect progress made during this period of time. These next steps may change what you would expect to see in the medium term and long term.*	**What are our next steps?** *Insert next steps which reflect progress made during this period of time. These next steps may change what you would expect to see in the long term.*	**What are our next steps?** *Insert next steps which reflect progress made during this period of time. These next steps can inform your next period of improvement activity.*
End of Session Summary of Progress and Impact		

NIF PRIORITIES	1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
• 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/young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly in literacy and numeracy.	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	2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning

Priority 3: Raise Attainment in Numeracy and Maths	Continuation from 2024/25? No

Data/evidence that informs this priority:	Planned Outcome	Measures	Lead Person:
Not all learners are on track to achieve the appropriate level in numeracy and maths across first and second level. The Shetland LTA standard has not yet been used to improve learning, teaching and assessment specifically in numeracy and maths.	Improving Learning, Teaching and Assessment in numeracy and maths, using the Shetland LTA Standard, as a result increasing attainment in numeracy and maths across first and second level by June 2026: - All learners (100%) at second level will be on track to achieve the appropriate level in numeracy and maths. (Currently less than 80%) - Most learners (75-90%) at first level will be on track to achieve the appropriate level in numeracy and maths. (Currently less than 60%)	- Baseline assessments will be completed by all learners in term 1 and further assessments will be completed by all learners each term to evidence progression. - CfE benchmarks will be used to track individual progress. - Self-evaluation using the Shetland LTA Standard and the NA LTA Toolkit.	Headteacher **Resources:** • Shetland LTA Standard • NA LTA Toolkit • Maths assessments • CfE benchmarks • New maths textbooks • Visual maths resources (e.g. numicon)

Monitoring priority progress over time: impact on learners

- Headteacher will complete baseline assessments with all learners in primary 2-7 and further assessments each term.
- Headteacher and class teacher will track each learner's progress individually using the benchmarks.
- Headteacher and class teacher will self-evaluate using the Shetland LTA Standard and the NA LTA Toolkit.

What will success look like?

- All learners (100%) at second level will be on track to achieve the appropriate level in numeracy and maths by May 2026.
- Most learners (75-90%) at first level will be on track to achieve the appropriate level in numeracy and maths by May 2026.
- All learners will be more engaged in their learning activities.
- All learners will receive the right level of support and challenge in numeracy and maths.
- All learners will have access to effective maths resources that support their learning.

By the end of November, we expect to see	By the end of February, we expect to see	By the end of May, we expect to see
- Baseline assessment data used to provide targeted and universal support and challenge to raise attainment in numeracy and maths. - A new maths resource in place that aligns to the CfE first and second level benchmarks to replace SHM textbooks. - Headteacher and class teacher will have self-evaluated using the Shetland LTA Standard and the NA LTA Toolkit to identify areas for immediate improvement (areas RAG rated red).	- Numeracy and maths tracking information evidencing progression for all learners. - All learners more engaged in numeracy and maths lessons. - New maths textbooks fully embedded and supporting progression. - Areas of the LTA standard RAG rated red should have improved to amber or green. - Self-evaluation using the Shetland LTA Standard and the NA LTA Toolkit to identify further areas for improvement (areas RAG rated amber).	- All learners at second level on track to achieve the appropriate level. - Most learners at first level on track to achieve the appropriate level. - Progress made for all learners from their baseline assessment in term 1. - Areas of the LTA standard RAG rated amber should have improved to green. - All learners more engaged in their learning activities, receiving the right level of support and challenge. - All learners will have access to effective maths resources that support their learning.
What happened? What did we see? *Provide updates on progress in the short term based on data and evidence.*	**What happened? What did we see?** *Provide updates on progress made in the medium term based on data and evidence.*	**What happened? What did we see?** *Provide updates on progress made in the long term based on data and evidence.*
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End of Session Summary of Progress and Impact		

Overview of our School Improvement Plan

Our plan for 2025 - 2026 to make our school even better!

Priority One:
Achieve Rights Respecting Schools Bronze Award

Planned Outcome:

A whole school community approach to embedding a child rights approach into all aspects of school life, creating a safe and inspiring place to learn, where everyone is respected, their talents are nurtured and they are able to thrive.

We aim to fully embed RRS values in daily school life by the end of May. This should provide everyone the best chance to lead happy, healthy lives and to be responsible, active citizens.

Priority Two:
Build and Sustain a Reading Culture

Planned Outcome:

Reading for enjoyment will have a positive impact on learners' attainment in literacy as well as support their wellbeing. We will increase attainment in reading across first and second level by June 2026:

- All learners (100%) at second level will be on track to achieve the appropriate level in reading. (Currently less than 80%)

- Most learners (75-90%) at first level will be on track to achieve the appropriate level in reading. (Currently less than 60%)

Priority Three:
Raise Attainment in Numeracy and Maths

Planned Outcome:

Improving Learning, Teaching and Assessment in numeracy and maths, using the Shetland Learning, Teaching and Assessment Standard, as a result, increasing attainment in numeracy and maths across first and second level by June 2026:

- All learners (100%) at second level will be on track to achieve the appropriate level in numeracy and maths. (Currently less than 80%)

- Most learners (75-90%) at first level will be on track to achieve the appropriate level in numeracy and maths. (Currently less than 60%)

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/carer 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 2025-2026

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)

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
Total	**35**	**1,365**

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
Total	**117**

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).

Ollaberry Primary School
Working Time Agreement
Session 2025-2026

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)

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
Total	**15**	**546**

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
Total	**97.5**

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).