



Shetland Islands Council

Ollaberry Primary School

Standards & Quality Report 2025-2026
and
School Improvement Plan 2026-2027



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Section 1: Our School

Introduction

School improvement planning (SIP) and standards and quality reporting (SQR) are a statutory requirement. Developed and implemented effectively, the SIP and SQR supports continuous improvement and helps school leaders engage with staff, parents and pupils in the life of the school. School improvement plans take account of school community, Children's Services and national priorities.

The three Directorate priorities for Children's Services (2026-2029) are:

1. Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs;
2. Reduce the number of children and young people affected by poverty;
3. Keep the promise by ensuring that care-experienced children and young people receive support they can rely on.

The five national priorities within the National Improvement Framework are:

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

The seven strategic outcomes to be achieved are:

1. 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;
2. 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;
3. 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;
4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap;
5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs;
6. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all;
7. 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 2026-27 the school roll is 14, 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, Mrs Julie Johnson, 1.5 days per week. The school's Link Education Officer, Sandra Petrie, is based at Hayfield House in Lerwick. A clerical assistant, ASN teacher, learning support assistant, learning support workers, play support worker, 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.

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

Who?	When?	How?	What did we find out?
Staff	- Various times throughout the school year - In-service - Audit May 2026	- 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 - Audit May 2026 - Pupil Council meetings	- Pupil Council meetings - Learning conversations - Learning observations - Learner audit - Learning assessments - Learner evaluations and feedback, comment box	- Learners have enjoyed the introduction of 'mystery reader' want to get more time in our school library to take books out and read individually. - Learners want more time for outdoor learning opportunities. - Agreed 3 key priorities for SIP.
Parent and Carers	- Enterprise Café Oct 2025 - Christmas party - Audit May 2026 - Parents Evening - Open Day June - Parent Council termly meetings - School fundraisers	- Parents evenings - Parent helpers - Parent audit questionnaire - Parent Council Meetings - GIRFEC review meetings - Feedback and conversations - Feedback post-its - Comment box	- Parents are positive about the school staff, curriculum and inclusive ethos. - The parent Council is pro-active and supportive. - Parents are feeling reassured by recent staff stability and consistency. - Some parents want extra feedback/reports on where their child is in each subject for supporting at home.
Community and other stakeholders	- Enterprise Café Oct 2024 - Christmas party - Audit May 2026 - Open Day June - Parent Council car wash - School fundraisers	- GIRFEC review meetings - Volunteering - Feedback and conversations - Comment box - Stakeholder audit questionnaire - Feedback post-its	- Engagement with community partners has increased over the past year. - 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

2025-2026



Residential school trip to Voxter in June 2026.

Progress made with the Priorities from our 2025-26 School Improvement Plan

Priority 1: Achieve Rights Respecting Schools Bronze Award			
What were our outcomes? We embedded a child rights approach into all aspects of school life, creating a safe and inspiring place to learn, where everyone is respected, their talents and nurtured and they are able to thrive.	What did we do? All learners learned about their rights as stated in the convention of the rights of the child. Learners worked together to find links between our school values and Children's Rights. Learners worked together to place different articles of children's rights around the school in places where they are very relevant. These serve as good reminders for everyone coming into our school. learners worked together to create a class charter to showcase some of their key rights and responsibilities that are relevant to everyday life in school.	What was the impact on learners? Learners now have a good understanding of their rights and responsibilities and are able to articulate why their rights and responsibilities matter: • They can explain how children's rights influence our school values and the ethos of our school. • They are able to refer to articles on our class charter and explain the significance of each right/responsibility. • Tell an adult if and when they observe any rights not being respected.	What are the next steps and how do you plan to evidence the impact of further actions required? Due to various factors, we did not apply for our bronze award, but this is something that the Headteacher is going to try to achieve this year.

Priority 2: Build and Sustain a Reading Culture			
What were our outcomes? By May 2026: All learners (100%) at second level were on track to achieve the appropriate level in reading. Some learners at second level were above track in their reading. Reading for enjoyment had a positive impact on learners' attainment in literacy as well as supporting their wellbeing. All learners provided positive feedback on new reading activities including: - mystery reader - class novels (one for p2-5 and one for p6-7) - reading buddies - ERIC time (everyone reading in class) Our school library was improved.	What did we do? Shared 'reading for success' info with parents at the term 1 parent council meeting to get them on board with this priority. Invited parents/relatives/community partners in for 'mystery reader'. Asked pupils at the term 1 pupil council meeting to help with this priority, they suggested daily ERIC time, reading buddies and class novels which we implemented straight away. Asked pupils for suggestions on what new books they wanted for our library and ordered new books. Ordered new seating for sensory room to be used for library time (library is next door to sensory room). Tracking and assessment to gather attainment data. Created reading journal awards (bronze, silver and gold) to encourage reading for enjoyment.	What was the impact on learners? All learners across second level showed excellent progression in reading. Increased fluency, confidence, enjoyment and comprehension and attainment. Most learners across first level are still not on track in reading but through assessments we have identified the gaps and are providing targeted support to fill the gaps (the alternative sounds). Mystery reader created a real buzz of excitement around the school. All learners looked forward to it each week and enjoyed listening to the different stories read. Reading buddies gave our older learners a leadership opportunity and the responsibility of reading stories to our younger pupils. ERIC time was very valuable for our second level learners, they were consistently engaged but our first level learners required more input from staff to use the time wisely. Our learners looked forward to class novel each day, especially our 2nd level learners who were absorbed in their class novel 'Wonder'.	What are the next steps and how do you plan to evidence the impact of further actions required? We are continuing to build and sustain our reading culture by keeping it as a key priority on our SIP 2026-2027. We will increase attainment in reading across first and second level by May 2027: - All learners (100%) at first level will be on track to achieve the appropriate level in reading. - All learners (100%) at second level will have made appropriate progress in reading (currently all on track/ahead). - All learners from early - second level will enjoy weekly time in our school library. - Impact will be evidenced through attainment data and staff observations.

Priority 3: Raise Attainment in Numeracy and Maths

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?
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 are now on track to achieve the appropriate level in numeracy and maths. - Most learners (75-90%) at first level are now on track to achieve the appropriate level in numeracy and maths.	Completed baseline assessments in term 1 using Sumdog diagnostic tests. Completed Sumdog diagnostic tests again in term 4 to evidence progression. Used CfE benchmarks and our Northern Alliance progression pathway to track individual progress. Self-evaluated using the Shetland LTA Standard by RAG rating to identify priorities for improving learning, teaching and assessment in numeracy and maths. Replaced our old SHM maths scheme with a new maths scheme 'Primary Maths for Scotland' which is aligned to the CfE benchmarks. Established a routine for targeted support for some learners (SEAL maths) with our ASN teacher and LSA/LSW.	All learners showed appropriate progression in maths and numeracy and most learners achieved the appropriate level. This is evidenced through: • Assessments • Progress and achievement tracking and monitoring data. • Staff observations All learners showed increased engagement with our new maths scheme, in comparison to engagement with our previous SHM textbooks/worksheets. Biggest improvement in engagement was with our learners with ASN. All learners are now receiving the right level of support and challenge in numeracy and maths. Some learners are receiving targeted support with SEAL. Advanced learners in maths have commented on how they like the 'challenges' in the new textbooks because they're difficult! All learners now have access to effective maths resources that support their learning.	Continue to use the Shetland LTA Standard to continually improve LTA in numeracy and maths. Continue to implement the new 'Primary Maths for Scotland' scheme to achieve a good balance between practical activities, textbook work, worksheets and assessment. Continue to use Sumdog assessment data to identify gaps in learning and then provide targeted support to fill any gaps. Gather pupil views and review assessment data to evidence the impact of these further actions.

Pupil Equity Fund Reporting 2025-2026

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.		Measures of impact on learners 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. NIWP writing target tracking 7. SWST (single word spelling test) 8. Daily Toe-by-toe reading Data was reviewed by our ASN teacher/Headteacher each term and reported to parents at GIRFEC reviews, parents evenings & in progress reports. We used some of our PEF funding to improve our sensory room by purchasing comfortable seating. As our pupils who make use of the sensory room have grown, they outgrew the previous seating which was no longer suitable, so we replaced it with 2 new comfortable couches to support regulation. We also used some of our PEF funding to fund the cost of accommodation for our school trip to Edinburgh for our p5-7s learners, this meant that all children could come on the school trip because the cost was covered and parents didn't need to pay. The rest of the trip was covered by our school fund and money we fundraised for the trip. This trip provided all p5-7 learners with valuable learning experiences and opportunities that are not available in Ollaberry/Shetland. This trip allowed our pupils to gain experiences that are not attainable from our rural location.
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

"I really enjoy school and I love doing all the fun things we do."
- Pupil feedback

"The school has a varied curriculum involving a range of learning activities in school and involving the wider community."
- Parent feedback

"A positive, welcoming school that is supportive of pupils and their interests and encourages everyone to do the best they can."
- Stakeholder feedback

"Strong leadership, community involvement, clear lines of communication and quality learning spaces."
- Staff feedback

Feedback from audit questionnaires
May 2026

Response rates:
Parents/carers - 92.31%
Learners - 100%
Staff - 90%
Stakeholders - 75%

"There is a vast variety of learning to engage the bairns and you can see on visits that they love their school."
- Parent feedback



Playing at the Burn
April 2026



School trip to the Lerwick Fish Market & the Altaire
June 2026



Hatching Ducklings
May 2026

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. 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 Vision To learn together, aiming high to fulfil our potential and enrich our school community. <i>"Everything links clearly to vision, values and aims."</i> - Staff feedback <i>"We are pushed to work to our best."</i> - Pupil feedback The school vision, values and aims are well embedded and relevant to the school and the school community. (staff responses) <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly agree</td> <td>100%</td> </tr> <tr> <td>Agree</td> <td>0%</td> </tr> <tr> <td>Don't know</td> <td>0%</td> </tr> <tr> <td>Disagree</td> <td>0%</td> </tr> </tbody> </table> 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.	Response	Percentage	Strongly agree	100%	Agree	0%	Don't know	0%	Disagree	0%
Response	Percentage										
Strongly agree	100%										
Agree	0%										
Don't know	0%										
Disagree	0%										

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.

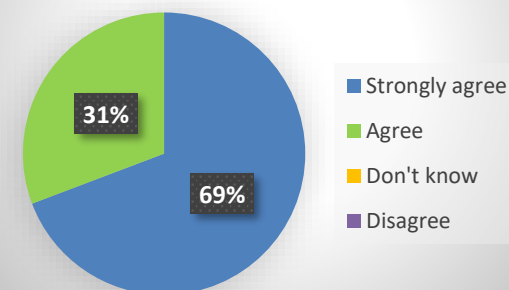
Continuous improvement is supported through our:

- 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

*"Ollaberry School
has given our
children a great
foundation."*

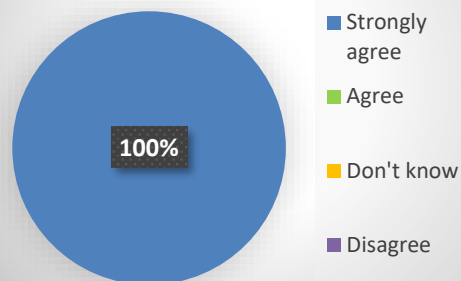
- Parent feedback

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



Implementing improvement and change

The school is well led (parent responses)



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 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, 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'.

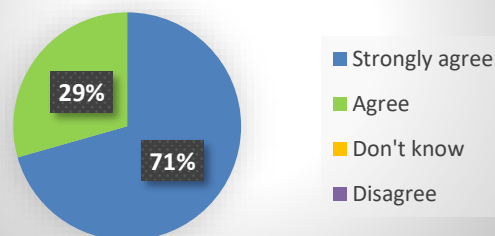
*"The school has strong
leadership which can be
seen through school
visits and pupils."*

- Parent feedback

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)



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.

"I like the learning choices we get."

- Pupil feedback

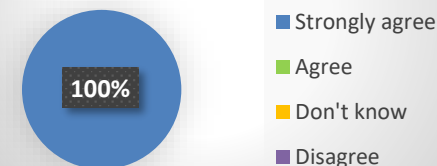
Quality of teaching

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.

"Pupils are happy, independent and engaged with their learning."

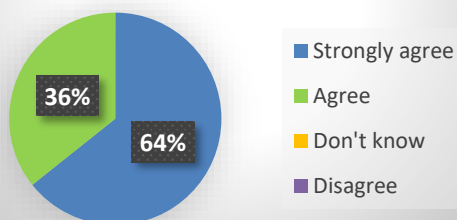
- Staff feedback

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



Effective use of assessment

Teachers give me feedback on 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 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)

"Staff give each pupil attention to meet their individual needs."

- Parent feedback

"There are high expectations of pupils."

- Staff feedback

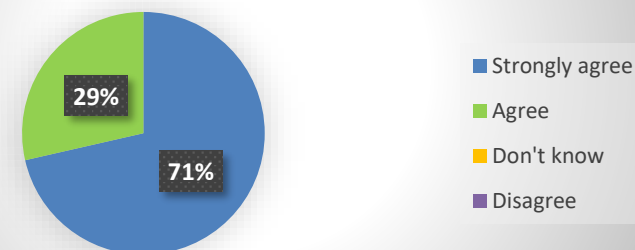
Planning, tracking and monitoring

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)



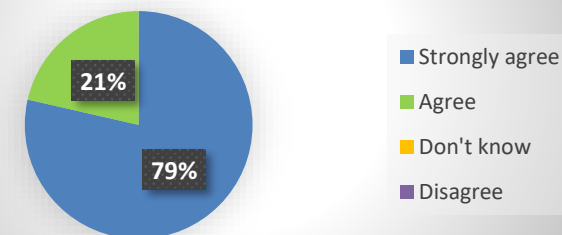
Quality Indicator 3.1 Ensuring wellbeing, equality and inclusion

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 environment is nurturing and stimulating."
- Staff feedback

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

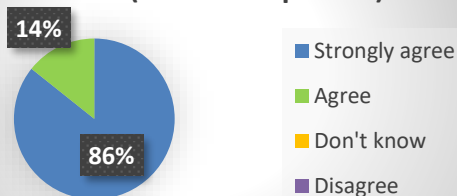


Fulfilment of statutory duties

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)



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.

"The staff know their pupils well and bring out the very best in them. The bairns are confident and happy."
- Stakeholder feedback

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 writing attainment. 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. Informed by our assessment data, spelling is a key priority on our 2026-2027 School Improvement Plan. 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:

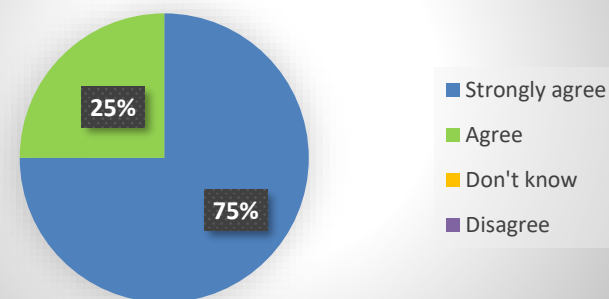
Bronze - 2, 5 and 10 x tables

Silver - 3, 4, 6 and 11 x tables

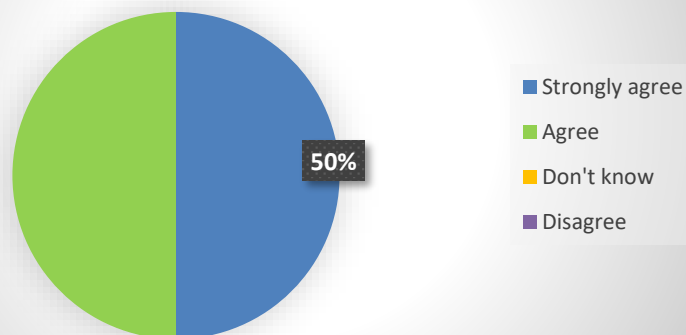
Gold - 7, 8, 9 and 12 x tables

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)**

**Attainment over time**

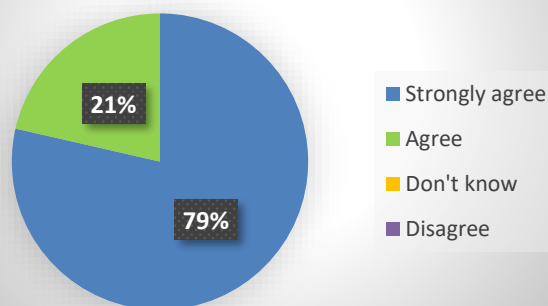
Learners are provided with regular feedback on what they need to do to improve (staff responses)



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, especially in maths and literacy but we want to make this more consistent across all areas of the curriculum. Therefore feedback is a priority on our SIP 2026-2027 along with more opportunities for pupil choice, better links between learning and real life situations, raising attainment in spelling and creating/sustaining a reading culture. 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)



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.

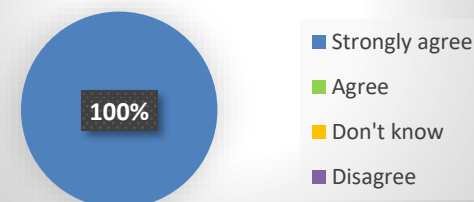
Equity for all learners

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 disadvantage 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.



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



2025 – 2026 Highlights



Developing the Young Workforce - Enterprise Café.



Show and Tell – Maggie the caddy lamb joining us in the playground!



Polycrub Harvest – our tatties won a first and second prize at the Northmavine 'Growing Local' show.



School trip to the SIC pilot boats and tugboats at Sella Ness.



Cinderella – our Christmas Concert in the Ollaberry Hall.



Enterprise – selling our crafts at the Christmas craft fair in the Ollaberry Hall.

2025 – 2026 Highlights



Winning the 'Construct a Crane' challenge at the Celebration of STEM Day at the Shetland Museum.



Northmavine Up Helly Aa.



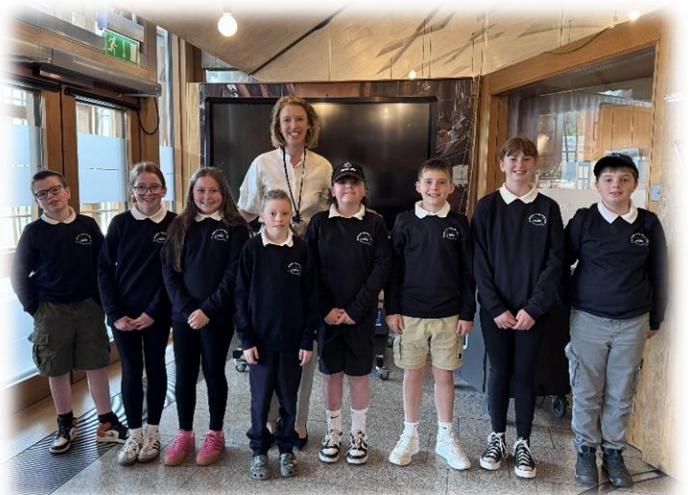
Singing on stage at the Shetland Youth Music Festival at Mareel.



Bikeability with Danny Peterson our Active Schools Coordinator.



Undefeated at the Shetland Schools Hockey Festival.



P5-7 School trip to Edinburgh – meeting our MSP Hannah Mary Goodlad at the Scottish Parliament.

School Improvement Plan

2026-2027



Playing in the snow - January 2026.

Section 3: Action

Factors Influencing the 2026-2027 School Improvement Plan

<u>Local authority factors</u> • Children's Services Directorate Plan ○ Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; ○ Reduce the number of children and young people affected by poverty; ○ Keep the promise by ensuring that care-experienced children and young people receive support they can rely on. • The Ambition - Excellence and Equity for Shetlands' learners 2022-2026 • Support for Learning Review • Devolved School Management • Digital Learning and Teaching Strategy	<u>National factors and drivers</u> • Education Reform including Curriculum Improvement • National Improvement Framework • The Scottish Attainment Challenge (PEF/SEF/CECYP fund) • Education Reform • Getting It Right for Every Child • Developing Young Workforce • Reduced Class Contact Time
<u>School factors</u> • Lots of staff changes over the past 6 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.	<u>Local factors</u> • The Shetland Learning, Teaching and Assessment standard will be used to make improvements across the school but particularly in literacy/spelling (priority 3).
<u>United Nations Convention on the Rights of the Child</u> • Working towards achieving our Bronze Award and becoming a Rights Respecting School is a continuation that we still hope to achieve. • Teaching and learning about rights, through rights and for rights is ongoing across early, first and second level.	<u>Tacking Inequalities, Poverty Proofing and Cost of the School Day</u> • 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 2026-27: £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 2026 – 2027

Priority 1: Embed Bruce Robertson’s Lesson Evaluation Toolkit in Teaching Practice				Continuation from 2025/26? No
Directorate Priorities	NIF Priorities	Leadership and Management	Learning Provision	Successes and Achievements
Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; Reduce the number of children and young people affected by poverty; Keep the promise by ensuring that care-experienced children and young people receive support they can rely on.	- 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.	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	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	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children’s progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
Data/evidence that informs this priority: Teaching staff audit responses: - More dedicated time is needed to provide learners with regular feedback. - More pupil choice across some areas of the curriculum. - More links to real life situations across the curriculum (particularly in maths).	Planned Outcome Using the lesson evaluation toolkit to plan, observe, team teach and self-evaluate, teachers will ensure the continuous improvement of teaching and learning in three key areas: 1. More dedicated time to provide feedback to learners. 2. More pupil choice across some areas of the curriculum. 3. More links to real life situations across the curriculum (particularly in maths).	Measures - Headteacher and class teacher will plan lessons to ‘team teach’ to observe each other and evaluate using the Lesson Evaluation Toolkit. - Headteacher and class teacher will RAG rate the different elements, with a focus on our 3 key areas for improvement. - Teacher feedback will be recorded in jotters and Learning Journals. - Learner evaluations will be recorded in Learning Journals using ‘exit tickets’ etc.	Lead Person: Headteacher and class teacher Resources: • Lesson Evaluation Toolkit • Pupil Learning Journals • ‘Exit tickets’ (for learner evaluations) • Pupil audit May 2027 • Staff audit 2027 • Parent audit 2027	
Monitoring priority progress over time: impact on learners • RAG ratings on completed Lesson Evaluation Toolkits will show an improvement over time across all 3 key areas for improvement. • Teacher feedback will be evident in pupil jotters and in their individual learning journals. • Learner evaluations of their lessons and learning will be recorded in their individual learning journals. • Audit responses from learners, staff and parents will evidence how we are doing across the 3 key areas for improvement.				

What will success look like? • All learners will receive regular, helpful feedback from their teachers, this can be individual feedback or group feedback. • All learners will have some written feedback in their individual learning journals from their teachers. • All learners will have more opportunities for pupil choice across some areas of the curriculum (some curriculum areas already provide pupil choice). • All learners will be able to explain how their learning links to real life situations and how their learning will help them in real life. • Teachers will support each other and feel confident in how to improve the three key areas.		
By the end of November, we expect to see • 'Exit tickets' being used by learners at the end of some lessons to self-evaluate then stick in their learning journals. • Teachers working together to RAG rate the elements of the Lesson Evaluation Toolkits to identify areas to work on first (anything highlighted red across the 3 key areas).	By the end of February, we expect to see • The Lesson Evaluation Toolkit fully embedded in teaching practice. • Learner feedback a regular part of lessons across the curriculum. • More links to real life situations across the curriculum (particularly in maths). • Appropriate pupil choice across all areas of the curriculum.	By the end of May, we expect to see • RAG ratings improved across all 3 key areas in the Lesson Evaluation Toolkit. • Audit responses evidencing the progression made across all 3 key areas.
What happened? What did we see? <i>Provide updates on progress in the short term based on data and evidence.</i>	What happened? What did we see? <i>Provide updates on progress made in the medium term based on data and evidence.</i>	What happened? What did we see? <i>Provide updates on progress made in the long term based on data and evidence.</i>
What are our next steps? <i>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.</i>	What are our next steps? <i>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.</i>	What are our next steps? <i>Insert next steps which reflect progress made during this period of time. These next steps can inform your next period of improvement activity.</i>
End of Session Summary of Progress and Impact		

Priority 2: Build and Sustain a Reading Culture			Continuation from 2025/26? Yes	
Directorate Priorities	NIF Priorities	Leadership and Management	Learning Provision	Successes and Achievements
Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; Reduce the number of children and young people affected by poverty; Keep the promise by ensuring that care-experienced children and young people receive support they can rely on.	- 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.	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	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	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
Data/evidence that informs this priority: Our school library is not being used consistently. Consistent time set aside for reading for enjoyment needs to be better suited for meeting the needs of our first level learners. Not all learners are on track to achieve the appropriate level in reading across first 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 May 2027: - All learners (100%) at first level will be on track to achieve the appropriate level in reading. - All learners (100%) at second level will have made appropriate progress in reading (currently all on track). - All learners from early – second level will enjoy weekly time in our school library.	Measures - Reading baseline assessments have been completed by all learners. - Reading assessments will be completed again in term 4 to evidence progression from baseline. - 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 has completed 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 and class teacher will use the Scottish Book Trust awards scheme to support the school to achieve the first award by the end of May 2027.				
What will success look like? • All learners (100%) at first level will be on track to achieve the appropriate level in reading by May 2027. • All learners from early - second level will have consistent time to read for enjoyment each week that is beneficial to them. • 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. - All first level learners to be competent and fluent reading the 'alternative sounds' (baseline assessments flagged this up as a reoccurring problem).	- 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 first level on track to achieve the appropriate level in reading. - All learners at second level continuing to make appropriate progress in reading (all currently on track). - Appropriate progress made for all learners from their baseline assessment in term 1.
What happened? What did we see? <i>Provide updates on progress in the short term based on data and evidence.</i>	What happened? What did we see? <i>Provide updates on progress made in the medium term based on data and evidence.</i>	What happened? What did we see? <i>Provide updates on progress made in the long term based on data and evidence.</i>
What are our next steps? <i>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.</i>	What are our next steps? <i>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.</i>	What are our next steps? <i>Insert next steps which reflect progress made during this period of time. These next steps can inform your next period of improvement activity.</i>
End of Session Summary of Progress and Impact		

Priority 3: Raise Attainment in Literacy (Spelling Focus)			Continuation from 2025/26? No	
Directorate Priorities	NIF Priorities	Leadership and Management	Learning Provision	Successes and Achievements
Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; Reduce the number of children and young people affected by poverty; Keep the promise by ensuring that care-experienced children and young people receive support they can rely on.	- 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.	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	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	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children’s progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning

Data/evidence that informs this priority: Not all learners across first and second level are on track in spelling. Baseline assessments have highlighted some gaps across second level and significant gaps across first level.	Planned Outcome Improving Learning, Teaching and Assessment in spelling, using the Shetland LTA Standard, as a result increasing attainment in spelling across first and second level by May 2027: - The majority of learners (50 - 74%) at first and second level will be on track in spelling by May 2027. - Most (75 - 90%) first level learners to be competent spelling the ‘alternative sounds’ (baseline assessments flagged this up as a reoccurring problem).	Measures - Baseline assessments have been completed by all learners and further assessments will be completed by all learners each term to evidence progression. - CfE benchmarks will be used to track individual progress. - Various spelling resources will be used to provide targeted support. - Self-evaluation using the Shetland LTA Standard and the NA LTA Toolkit.	Lead Person: Headteacher Resources: • Shetland LTA Standard • SWST assessments • CfE benchmarks • Fry sight words • Jolly Phonics Spelling (alternative sounds) • Sumdog spelling • Spelling for Literacy • Spelling homework
Monitoring priority progress over time: impact on learners • Headteacher has completed baseline assessments with all learners in primary 2-7 and will complete further assessments each term. • Headteacher and class teacher will track each learner’s progress individually using the fry sight words. • Headteacher and class teacher will self-evaluate using the Shetland LTA Standard.			
What will success look like? • The majority of learners (50 - 74%) at first and second level will be on track in spelling by May 2027. • Most (75 - 90%) first level learners to be competent spelling the ‘alternative sounds’ by May 2027. • All learners will be engaged in various spelling activities throughout the week. • All learners will receive the right level of support and challenge with their spelling. • All learners will have access to effective spelling 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 spelling. - New spelling resources in place that promote engagement and motivation. - Headteacher and class teacher will have self-evaluated using the Shetland LTA Standard to identify areas for immediate improvement (areas RAG rated red).	- Spelling tracking information evidencing progression for all learners. - All learners more engaged in spelling lessons. - New spelling resources 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 to identify further areas for improvement (areas RAG rated amber).	- The majority of learners (50 - 74%) at first and second level will be on track in spelling. - Most (75 - 90%) first level learners to be competent spelling the 'alternative sounds'. - Progress made for all learners from their baseline assessment (SWST in May 2026) . - 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 spelling resources to support their learning.
What happened? What did we see? <i>Provide updates on progress in the short term based on data and evidence.</i>	What happened? What did we see? <i>Provide updates on progress made in the medium term based on data and evidence.</i>	What happened? What did we see? <i>Provide updates on progress made in the long term based on data and evidence.</i>
What are our next steps? <i>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.</i>	What are our next steps? <i>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.</i>	What are our next steps? <i>Insert next steps which reflect progress made during this period of time. These next steps can inform your next period of improvement activity.</i>
End of Session Summary of Progress and Impact		



Overview of our School Improvement Plan

Our plan for 2026 - 2027 to make our school even better.

Our Vision

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

Priority One:

Embed an effective Lesson Evaluation Toolkit

Planned Outcome:

Using the lesson evaluation toolkit to plan, observe, team teach and self-evaluate, teachers will ensure the continuous improvement of teaching and learning in three key areas:

1. More dedicated time to provide feedback to learners.
2. More pupil choice across some areas of the curriculum.
3. More links to real life situations across the curriculum (particularly in maths).

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 May 2027:

- All learners (100%) at first level will be on track to achieve the appropriate level in reading.
- All learners (100%) at second level will have made appropriate progress in reading (currently all on track).
- All learners from early - second level will enjoy weekly time in our school library.

Priority Three:

Raise Attainment in Literacy (Spelling Focus)

Planned Outcome:

Improving Learning, Teaching and Assessment in spelling, using the Shetland LTA Standard, as a result increasing attainment in spelling across first and second level by May 2027:

- The majority of learners (50 - 74%) at first and second level will be on track in spelling by May 2027.
- Most (75 - 90%) first level learners to be competent spelling words with the 'alternative sounds' (baseline assessments flagged this up as an area for improvement).

How can you help?

Parents/Carers:

- Engage in the life of the school and 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 be a parent/carers 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 2026-2027



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
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 2026-2027



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 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).