



# **Scalloway Primary School & ELC**

## **Standards & Quality Report 2022-23**

**and**

## **School Improvement Plan 2023-24**

## Introduction

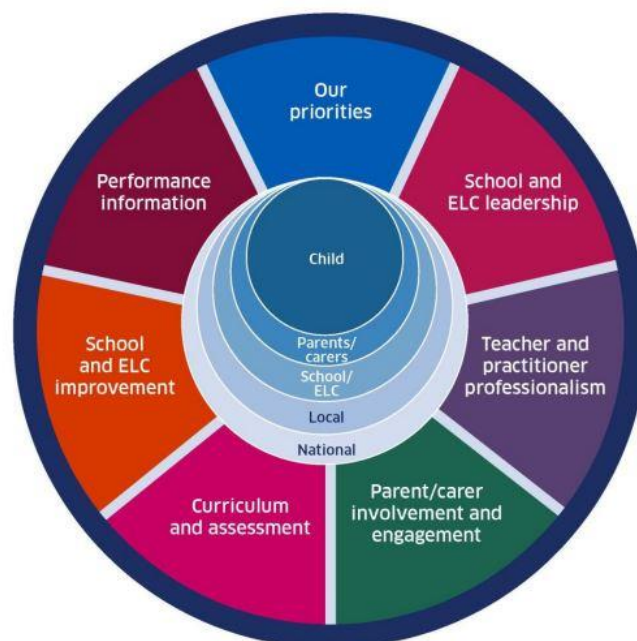
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, the National Improvement Framework, Getting it Right for Every Child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

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. We have been asking ourselves – staff, pupils, parents/carers, and other partners – the questions contained in this Standards and Quality Report. Our self-evaluation – involving staff, pupils, parents/carers, and other partners – is in the pages that follow, along with our main improvement priorities for session 2023/24. This report is based on the quality indicators in *How Good is Our School?* 4<sup>th</sup> Edition (2015) and *How Good is our Early Learning and Childcare?* (2016) and on the priorities and drivers of the National Improvement Framework.

The current National Improvement Priorities are:

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

The National Improvement Drivers are:



## Contextual analysis of the school

Scalloway Primary School, a non-denomination school, is situated in the village of Scalloway, 7 miles west of Lerwick. The school's catchment area includes all of Scalloway village, south to Trondra and north to Greista, Tingwall.

The school roll has remained relatively steady for a number of years. It's current roll is 143 (@14/08/23.). 32 children have registered in the Early Learning and Childcare (ELC) setting – not all children are in the setting everyday.

There are 7 classes in the Primary and a further class in the ELC setting.

Staffing in the ELC has increased as we have implemented the expanded delivery of 1140 hours, this includes an Early Years teacher, a Senior ELC Practitioner and a team of Practitioners, Support Workers and ASN Support Workers.

A big challenge during session 2022-23 has continued to be the level of staff and occasionally pupil absences.

Good links have been developed over the years between Scalloway School and the other schools in the Anderson High School Cluster. Effective links have also been established with Hame fae Hame (Scalloway Childcare Provision) and the Home Visiting Education Service.

Scalloway School encourages parents/carers to be involved in the education of their children and has an "open door" policy. Face to face Parent/teacher appointments were reintroduced in November 2022 and parents received written reports about their child's progress in June 2023.

There were no Care Inspectorate or HMIE visits during 2022/23. Most recent CI visit was in January 2020 and HMIE June 2017. Scalloway Primary School and ELC received a very positive Team Improvement Visit from central officers in May 2023.

New Housing – 40 new housing units are nearing completion in the school's catchment. We are anticipating further enrolments once properties are allocated to families from August 2023.

# Scalloway School Vision, Values and Aims (reviewed 22-23)

## School Values

**SAFE, KIND and RESPECT**

## School aims:

In Scalloway School we aim to:

- Provide a safe and friendly environment where everyone feels happy and valued and able to achieve his/her full potential
- Place high value on all learning and achievement.
- Support pupils to become confident, responsible citizens.

## Our Vision Statement

**Believe and you will Achieve**



## Collaboration and consultation with our stakeholders in session 2022/23

Who?	When?	How?	What did we find out? (bullet points on key themes)
Staff	Termly  April 23	Staff meetings M&T meetings  Microsoft Questionnaire	Generally staff felt we had made good or great progress in all four priorities. Targeting interventions are impacting on pupils' progress and achievement (ACEL) 100% of staff commented on progress in Literacy across stages. Staff appreciate L&T meetings and feedback from observations. Peer observations were a highlight. Priorities for 23/24 SIP – staff were asked to prioritise areas for the new SIP – they highlighted Lit, Num, Pupil Engagement and HWB
Children and young people	Termly  April 23	Assemblies Pupil Voice SHANARRI Focus grps House teams Microsoft questionnaire P4-7	Pupils enjoy being heard and action taken where appropriate They enjoy leadership opportunities such as Play Leaders and JRSOs Pupils are keen to maintain progress in literacy and are keen to find out more about digital learning 94% of P4-7 feel that their attainment in writing has improved. 90% of P4-7 have enjoyed STEM activities. 75% of P4-7 feel that Pupil Voice makes a difference
Parent and Carers	Termly  Termly  November March April  June	PC meetings  Events eg fish and chip night, concerts Parent's appts Learning walk Microsoft questionnaire Pupil reports	Scalloway PC continue to be supportive. Well attended meetings Parents are supportive of the school. Views sought (exit passes) on homework, parental engagement, VV&A Parents commented on progress of 22/23 SIP and prioritised areas of focus for 23/24.
Community and other stakeholders	Ongoing	Verbal feedback and communication	Partners comment on learners focus, enthusiasm and demonstrating school values. Partners were happy with resources and accommodation supplied Pupils have enjoyed school trips and projects in the community eg Chatterbox with the WJG Eventide home. Action – explore ways to gain more demonstrative feedback from visitors and the community.

# Standards & Quality Report 2022-23

## Progress made with the Priorities from our 2022-23 School Improvement Plan

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

<p><b>What were our outcomes?</b> <b>By June 2023 :-</b></p> <ul style="list-style-type: none"> <li>Improved parent/carers' engagement in their children's learning, attainment and achievement</li> <li>Review of how achievement and success is recorded and celebrated</li> <li>Improve partnership and working practice between parents, families and school staff</li> <li>Engagement and communication between partners is regular, structured, supportive and efficient</li> </ul>	<p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>Reviewed calendar of parental engagement (T1/2) done MF</li> <li>Consulted, updated and implemented new shared vision, values and aims (T1/2) MF to speak to Art Machine T4</li> <li>Reviewed and updated homework policy. Consultation required. (T2/3) Homework grid distributed, focus on time and money activities distributed term 3.</li> <li>Build a consistent overview of regular and efficient communication with parents (T2/3) in hand MF</li> <li>Refresh parent helper list and seek volunteers (T1) done CM</li> <li>Consultation on VVA</li> <li>New School Website/blog</li> <li>Updated list of parent volunteers</li> </ul>	<p><b>What was the impact on learners?</b></p> <p>Good progress has been made in this area some aspects will be carried forward into the 23/24 SIP.</p> <ul style="list-style-type: none"> <li>Most parents (76%) were satisfied with ongoing improvements in communication and consultation eg dates for your diary.</li> <li>Improved relationships with parents/carers.</li> <li>Excellent attendance at school events, learning walk and parents' appointments</li> <li>Majority of pupils recognise the importance of Pupil Voice and can give examples of the impact.</li> <li>Most pupils can discuss and demonstrate the school values and vision</li> </ul>	<p><b>What are the next steps and how do you plan to evidence the impact of further actions required ?</b></p> <p>Continue review in relation to celebrating wider achievement. Consultation with stakeholders required (23/24)</p> <p>Maintain and build on improvements made in 22/23</p> <p>Monitor engagement in homework 23/24</p>
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<p><b>NIF PRIORITIES</b> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy</p>	<p><b>NIF DRIVERS</b> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information</p>	<p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity &amp; employability/ Developing creativity &amp; skills for life &amp; learning</p>
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<p><b>Priority 2: Improve attainment in Literacy</b></p>			
<p><b>What were our outcomes?</b></p> <p>By June 2023 a minimum 75% of learners in P1-7 are on track in writing.</p>	<p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>• <i>Embedded use Emerging Literacy strategies and Phonological Awareness in ELC-P2 (ELC-P3 teachers)</i></li> <li>• <i>Protected time for staff to work together to moderate, observe, plan collaboratively (all teachers) (T2-4)</i></li> <li>• <i>Emerging Literacy network sessions</i></li> <li>• <i>Extended Literacy rich, play-based learning in ELC-P3</i></li> <li>• <i>Identified areas needing change – resources, approaches (working group) (T2) Talk for Writing and National Improving Writing Programme</i></li> <li>• <i>Shared ideas with staff (T2)</i></li> <li>• <i>Planned high quality assessment and moderation activities (all) (T3) – Inservice 4/1/23, PAM, Moderation of writing – Criterion Scale (embed 23/24)</i></li> <li>• <i>Ensured all classrooms are dyslexic friendly (all) CM</i></li> <li>• <i>Reviewed and monitored ASN interventions in writing (ASN teachers) (T2-4) Talk for Writing, National Improving Writing Programme. Literacy groups P5-7</i></li> </ul>	<p><b>What was the impact on learners?</b></p> <p><i>Very good progress has been made in this area.</i></p> <ul style="list-style-type: none"> <li>• Most of learners (87% P1/4/7) in P1-7 are on track.</li> <li>• 97% of P4-7 pupils said that daily writing had improved their writing.</li> <li>• 94% of P4-7 pupils said that their writing had improved.</li> <li>• Pupils highlighted spelling, using connectives, punctuation and confidence as being their top four areas of improvement.</li> </ul>	<p><b>What are the next steps and how do you plan to evidence the impact of further actions required?</b></p> <p><i>Further embed new initiatives introduced in 22/23 eg Talk for Writing and the National Improving Writing Programme</i></p> <p><i>Consider Emerging Literacy from P3-7</i></p> <p><i>Review Spelling resources and provision</i></p> <p><i>Further embed calendar of moderation</i></p>



<p><b>NIF PRIORITIES</b>  Placing the human rights and needs of every child and young person at the centre of education  Improvement in children and young people's health and wellbeing  Closing the attainment gap between the most and least disadvantaged children and young people  Improvement in skills and sustained, positive school-leaver destinations for all young people  Improvement in attainment, particularly in literacy and numeracy</p>	<p><b>NIF DRIVERS</b>  School and ELC leadership  Teacher and practitioner professionalism  Parent/carer involvement and engagement  Curriculum and assessment  School and ELC improvement  Performance information</p>	<p>1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff  1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  2.5 Family Learning  2.6 Transitions  2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement/Securing children's progress  3.3 Increasing creativity &amp; employability/ Developing creativity &amp; skills for life &amp; learning</p>
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**Priority 3: Developing the Young Workforce using STEM (Science, Technology, Engineering and Maths)**

<p><b>What were our outcomes?</b></p> <p><i>Provide opportunities for learners to access and explore STEM lessons and activities building skills for learning, life and work.</i></p> <p><i>Majority of learners will be able to identify and discuss learning relating to STEM</i></p>	<p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li><i>Provided opportunities for learners to access and explore STEM lessons and activities building skills for learning, life and work. (T1-4)</i></li> <li><i>Upskilled, shared and developed teacher competencies within STEM across stages.</i></li> <li><i>Reviewed resources (T2)</i></li> <li><i>Identified potential training opportunities for teachers (ongoing)</i></li> <li><i>Used local projects to develop STEM awareness eg visits to and working with representatives from Hjatland Building and windfarms (T2-4) – Primary 6</i></li> <li><i>New transition project – developed in AHS cluster, introduced in P6/7 T4 2023 DYW working with SDS.</i></li> <li><i>Partners and parents sharing experiences and delivering sessions in school eg Emma Chittick and Emma Ha</i></li> <li><i>Participation in the Celebration of Shetland STEM competition P6.</i></li> </ul>	<p><b>What was the impact on learners?</b></p> <p><i>Very good progress has been made in this area.</i></p> <ul style="list-style-type: none"> <li><i>92% of staff said that good or great progress has been made in STEM provision.</i></li> <li><i>75% of parents/carers said that good or great progress had been made in STEM provision.</i></li> <li><i>90% of P4-7 pupils said that they had enjoyed STEM activities in 22/23.</i></li> <li><i>Some examples of activities pupils said they enjoyed are:  Making circuits, Gregg the egg Challenge, Lung Capacity Challenge, Making a marshmallow tower, The Egg Challenge, Engineering Lego, Making Santa Sledges</i></li> </ul>	<p><b>What are the next steps and how do you plan to evidence the impact of further actions required ?</b></p> <p><i>Embed STEM across the curriculum including PAM cycle T1.</i></p> <p><i>Continue with new P6/7 transition project in partnership with SDS.</i></p>
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<p><b>NIF PRIORITIES</b></p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p>Improvement in attainment, particularly in literacy and numeracy</p>	<p><b>NIF DRIVERS</b></p> <p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parent/carer involvement and engagement</p> <p>Curriculum and assessment</p> <p>School and ELC improvement</p> <p>Performance information</p>	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family Learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/Securing children's progress</p> <p>3.3 Increasing creativity &amp; employability/ Developing creativity &amp; skills for life &amp; learning</p>
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<b>Priority 4: Improve Mental and Emotional Health by empowering learners and increasing awareness of strategies to improve mental health</b>			
<b>What were our outcomes?</b>	<b>What did we do?</b>	<b>What was the impact on learners?</b>	<b>What are the next steps and how do you plan to evidence the impact of further actions required ?</b>
<p><i>By June 2023, the majority of learners in P4-7 can state ways in which they can improve their mental health</i></p> <p><i>By June 2023, 100% of parents/carers have been given the opportunity to engage in a wellbeing activity with their child, with an uptake of 75% - relating to homework review – grid on money and time (parental engagement)</i></p> <p><i>Continued opportunity for all learners to use their Pupil Voice to make positive change within the school community</i></p>	<ul style="list-style-type: none"> <li>• <i>Embedded 'Zones for Regulation', update and refresh visuals in classrooms. Extended these displays to areas throughout the school. (T2-4)</i></li> <li>• <i>Delivered explicit lessons from 'Do be Mindful' resource (T1-4) Subscription renewed</i></li> <li>• <i>Identified wellbeing activities for parent/child (T3) – homework time/money Feb 23.</i></li> <li>• <i>Increased opportunities to hear Pupil Voice (T1-4) eg Homework, outdoor and indoor play, Library consultation. What makes us unique?</i></li> <li>• <i>Reintroduced Breakfast Club- start date 12/1/23 CM.</i></li> <li>• <i>Belinda Anderson – Art Therapy 4 weeks x 2 groups Nov 22 (PEF)</i></li> <li>• <i>KITBAG training for staff.</i></li> <li>• <i>Indoor/Outdoor area – phase one complete and in use (16/8/23)</i></li> </ul>	<p><b>Good progress has been made in this area some aspects will be carried forward into the 23/24 SIP.</b></p> <ul style="list-style-type: none"> <li>• 75% of P4-7 said Pupil Voice made a difference to them</li> <li>• 89% of parents said progress was great or good.</li> <li>• 100% of staff said that very good or good progress had been made in this area.</li> <li>• Majority of P4-7 pupils said that the Mindfulness programme is useful</li> <li>• Less than half of P4-7 pupils feel that Zones of Regulation is helpful to them. (Staff feel that the Zones are particularly useful across ELC-P3 where not all children are able to verbalise their emotions.</li> </ul>	<p><i>Continue to highlight and action Pupil Voice.</i></p> <p><i>Continue review in relation to celebrating wider achievement. Consultation with stakeholders required (23/24)</i></p> <p>Teachers of uppers stages will consider finding a way that supports a more mature approach relating to emotional intelligence.</p>

<b>Project/intervention: Breakfast Club and Targeted Literacy/Numeracy Interventions</b>					
<b>What was your gap?</b>					
<b>Interventions for Equity</b> <a href="#">Interventions for Equity</a>   <a href="#">Self-evaluation</a>   <a href="#">National Improvement Hub (education.gov.scot)</a>					
<b>Early intervention and prevention</b>	<b>Social and Emotional Wellbeing</b>	<b>Promoting healthy lifestyles</b>	<b>Targeted approaches to literacy and numeracy</b>	Promoting a high quality learning experience	<b>Differentiated support</b>
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact
<b>Planned Outcome</b>		<b>Measures of impact on learners</b>			
<p>a) <i>Improved attainment for learners P1-7 and in particular P2 and P3</i></p> <p>b) <i>Throughout school session 22/23 70% of identified learners are accessing the breakfast club on a regular basis. (65% T4 2023)</i></p>		<ul style="list-style-type: none"> <li>• <i>Attainment in Literacy and Numeracy has improved during 22/23. Most children in P1, 4 and 7 have achieved age appropriate levels</i></li> <li>• <i>100% of learners, who received targeted support, have made progress in Literacy and Numeracy.</i></li> <li>• <i>Our breakfast club is attended on average by 25 pupils each day. Feedback from parents, staff and pupils is that this provides nurture, nutrition and social interaction for learners and is highly valued.</i></li> <li>• <i>Majority of identified learners accessed the breakfast club on a regular basis.</i></li> </ul>			
<b>Teaching and Learning</b>	<b>x</b>				
<b>Leadership</b>					
<b>Family and Community</b>	<b>x</b>				

### Leadership of change (QI 1.3)

- Developing a shared vision, values and aims relevant to the setting and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

How well are you doing? What's working well for your learners?

*There has been very good progress made against the school improvement visit priorities from June 2022*

- Methodical planning for ongoing self-evaluation including digital surveys
- Gathering a wider range of evidence to support improvement planning
- Progressing the vision, values and aims.

*There has been significant positive progress in developing the school's vision, values and aims and children in classes and focus groups, parents and almost all staff have developed their familiarity with the values and how they can be used to support the culture and ethos of the school. Children were observed linking these to the work they are doing on children's rights.*

*The school should continue with plans to further embed the vision, values and aims making sure that support staff and those in ELC have a shared understanding and opportunities to bring the vision and values to life in their context.*

*The Head Teacher meets fortnightly with ELC Teacher and ELC Senior Practitioner. This has been valuable time for all and has resulted in focused actions with a shared understanding of who will take the actions forward.*

*Weekly meetings are established in the ELC setting and are led by ELC Teacher and ELC Senior Practitioner.*

*All staff feel included in planning for improvement. The programme of meetings, which are affectively led, minuted and actioned, as well as the revised quality assurance calendar, are developing a sense of collective ownership and shared accountability of school improvement. There is a growing sense of leadership at all levels and staff feel confident in contributing to, and leading aspects of school improvement. With a new staff team developing, a strategic overview of improvement, mindful of the pace of change, will be an important aspect of school improvement, pulling together the views and ideas into a cohesive plan. A quality assurance process for ELC is in place.*

*Partners reported very good relationships with the school and feel valued as stakeholders in supporting children. There is scope to build on these relationships and extend the self-evaluation work of the school to include the views of partners, both in terms of review and forward planning.*

*Pupils could be given more responsibility, using the HGIOUS toolkit to carry out evaluations of the school. **(Team Improvement Visit May 23)***

How do you know? What **quantitative** and **qualitative** evidence do you have of positive impact on learners?

- Most of our learners are aware of our updated Vision, Values and Aims (VVA) and its core messages. VVA is referred to when speaking with learners. All stakeholder groups were involved in the review of VVA in Nov/Dec 22.
- Stakeholder, visitor and pupil feedback – including verbal, exit passes and Microsoft questionnaires
- Established timetable of Learning & Teaching Meetings along with classroom observations. Promotes self-evaluation and professional dialogue leading to meaningful changes and adaptations to best suit learners' needs.
- PRD/Continuous Conversations with all staff, including processes linked to the GTCS standards for teachers and SIP.
- Very good progress across 4 priorities in 22-23 SIP

What are you going to do now? What are your improvement priorities in this area?

- **Continue to raise the profile of our VVA. Visuals are on order from Art Machine and should be displayed by Oct 23.**
- **Finalise and distribute our updated Curriculum Rationale.**
- **Revisit the use of Pastoral Notes (SEEMIS), leading to consistency of use.**
- **Further improve questionnaires used so that useful information and data is gathered to demonstrate progress and inform next steps**

**Self-evaluation grade on the HGIOS? Good 4**

**Learning, teaching and assessment (QI 2.3)**

- **Learning and engagement**
- **Quality of interactions**
- **Effective use of assessment**
- **Planning, tracking and monitoring**

How well are you doing? What's working well for your learners?

*Good use of smartboard technology throughout the school. Clicker 8 being used effectively to support learners with their literacy work. P7 pupils using dictate*

*on office 365 or building skills in typing in Word, this will support them in to S1 where these are used more commonly than Clicker 8. This has helped to increase confidence for some dyslexic learners who can now see themselves as 'writers'. Lovely use of QR codes observed.*

*National Improving writing project working really successfully in P4, the children were on board and motivated throughout the lesson, this was also seen to be successful with an ASN group from P5. Working alongside the LA leads consider how the improvement tools of the project could be developed throughout the school.*

*Play pedagogy is emerging in primary 1 and 2 and staff value the importance of learning through play. Staff reported that they are looking forward to working together next year to develop approaches further.*

*Learning through play both indoors and outdoors established and valued in ELC. Resources are high quality and carefully planned for.*

*Well planned lessons observed in all the classes.*

*All classes observed differentiated for learners and gave them opportunities to decide their own level of challenge. Teachers could on some occasions review the learner's choice to ensure appropriate challenge.*

*Positive nurturing environment throughout the school with displays in the classrooms regarding the rights of the child and health and wellbeing.*

*Wide range of teaching approaches observed, active, cooperative.*

*Vision, values and aims are beginning to be embedded with pupils and teachers. Strong sense of belonging and pride in the school. Pupils were very supportive of each other.*

*Tidy, organised learning environments with a nurturing approach found throughout the school. There is a clear vision for next steps regarding the vision in some classes.*

*Teachers could speak about the assessment methods they were using and a mixture of summative and formative assessment was observed. Assessment methods used matched the needs of learners. Consistent use of peer assessment.*

*Higher order thinking skills were being developed in some of the classes observed e.g. fast finisher activity about timetables in P4.*

*Observed that learners were aware of what their next steps would be in numeracy as a class. Observed individual next steps in literacy observation. Clear learning intentions and success criteria observed at a developmentally appropriate level.*

*Did not observe much use of outdoor and community spaces except in P1. Look forward to seeing how this is developed.*

*Pupils and staff have been very welcoming and enthusiastic.*

*Very inclusive ethos and ASN needs are carefully thought about.*

*High quality resources including digital.*

*Learners were able to give effective feedback and this was used to support their progress.*

*Ensure shared expectations and collegiate planning.*

*Increasingly, moderation is supporting an increased confidence in teacher judgement. The professional dialogue around moderation is also highlighting where learners can be challenged further and there is evidence in some planning of learning activities to extend those who are identified as above track. Moderation*

*activity could be further developed with other school colleagues and across the cluster.  
STEM becoming embedded throughout the school. (Team Improvement Visit May 23)*

How do you know? What **quantitative** and **qualitative** evidence do you have of positive impact on learners?

- Learners are happy and engaged. Observed during classroom visits, pupil focus groups, Pupil Voice, assemblies, feedback from parents, staff and visitors
- Wall displays, jotters, diaries, online apps including teacher feedback
- Feedback from School Improvement Visit and Team Improvement Visit
- Feedback from all stakeholders – verbal and written
- Calendar of SIP and teacher meetings, L&T meetings, Classroom observations, ELC, ASN – all minuted and action points noted then carried out.
- Effective tracking and monitoring
- Improved ACEL in 2023, supported by PEF and SEF
- Consistent collegiate approach to planning in school
- PRDs/Continuous Conversations with staff, identifying personal goals and priorities linked to the SIP
- Targeted support and assessments for some identified pupils
- Data collected using digital apps and programs
- Areas within the school are well resourced and replenished
- Very good attendance records – absence and lateness followed up by SMT
- Review minutes, Child's Plans, CSPs and IEPs

What are you going to do now? What are your improvement priorities in this area?

- **Further develop annual programme of Moderation within school and cluster.**
- **PAM (Planning, Assessment and Moderation) cycle relating to STEM planned for term 1**
- **Continue to promote use of digital technology to support learning and attainment**

**Self-evaluation grade on the HGIOS? Good 4**

### Ensuring wellbeing, equity and inclusion (QI 3.1)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

How well are you doing? What's working well for your learners?

*Children feel safe in the school and looked after by the adults working in the school. Children are polite and engage well with adults including visitors to the school, supervisory and canteen staff. Children have access to high quality, nutritious food and canteen staff support the children well at lunch times. Systems are in place to ensure children with special dietary requirements are catered for. Almost a quarter of children across the school take a packed lunch and the school should consider further evaluating the reasons behind this figure and staff should be mindful of the nutritional guidelines required of schools when arranging celebration events.*

*Children's wellbeing is central to the school's work and this is evident in the adult/child interactions as well as the level of support that children provide each other, in terms of wellbeing and learning. SHANARRI is a key feature of the school's approach to wellbeing and data from wellbeing audits are interrogated to identify class level and school level areas for improvement. Children benefit from caring and nurturing relationships and are proud of their school. The support for learning team ensure that the curriculum is adapted to include all learners and use a range of assessment evidence to support this.*

*Training in CIRCLE and SCERTS is impacting positively on learners. Class Teachers are using the 'CIRCLE inclusive classroom scale' to evaluate and improve the classroom environment for their learners. The 'Circle Participation scale has been used to support particular children by identifying strengths and targets. This has been a useful addition to the ASN Team. Children have had opportunities to influence the books within the library which is enabling them to explore diversity in more depth.*

*The school's main entrance is not fully secure and is open outside of school break times. Furthermore, clasps for the gates to provide added security for children at risk of absconding have not yet been installed. It is important that both these issues are addressed to ensure compliance with safety and supervision and complaints handling requirements.*

*Attendance is monitored with support from clerical staff. A few children's late coming and attendance is being closely monitored. The Head Teacher knows the below 80% attendance children well and support is in place for those children and families. There have been no reports of bullying on SEEMIS. The school management team should ensure that staff have opportunities to refresh their knowledge and understanding of the anti-bullying policy, procedures and guidance.*

*The Head Teacher delivers a child protection refresher in August to all staff. There is evidence of child protection being included in the agenda for teacher meetings and this identifying the training needs. The Head Teacher, with support from the Council's Workforce Development Team should maintain an overview of child protection training and plan training and refreshers through annual PRDs and continuous conversations.*



*IEPs, SCERTS plans, passports and Child's plans are informed and evaluated by teachers, support staff, children and families. This is a real strength as all feel invested and included in the targets and actions.*

*Indoor spaces and environments are carefully considered. There is a shared view that outdoor spaces require development and the school should continue with plans and ensure there is a sustained focus on engaging all stakeholders to help make further progress.*

*The school is using pupil equity funding and strategic equity funding effectively to support learner's health and wellbeing and address gaps in attainment. Funding is being targeted on a data informed basis and the impact is being monitored and evaluated. In time, a full evaluation of the SEF interventions will provide important data on the effectiveness of the model used to improve attainment in these groups of learners. **(Team Improvement Visit May 23)***

How do you know? What **quantitative** and **qualitative** evidence do you have of positive impact on learners?

- Almost all learners are happy and engaged. Observed during classroom visits, pupil focus groups, Pupil Voice, assemblies, feedback from parents, staff and visitors
- Calendar of SIP and teacher meetings, L&T meetings, ELC, ASN – all minuted and action points noted then carried out.
- Feedback from School Improvement Visit and Team Improvement Visit
- Feedback from all stakeholders – verbal and written
- Targeted support and assessments for some identified pupils (supported by SEF/PEF as appropriate)
- Review minutes, Child's Plans, CSPs and IEPs
- Areas within the school are well resourced and replenished
- Surveys and exit passes
- Participation in the Daily Mile, making links between physical activity and health.
- Uptake of available clubs in and out of school
- Child Protection procedures in place and strong links with wider agencies
- Successful transitions, monitoring meetings and planning
- Large number of placing requests
- Rare exclusion rate
- Individualised approach and effective support for learners, calmer and more productive learning environments
- ASN Outreach Team and partner agencies are used effectively for pupils who require additional support.
- SEEMIS records

What are you going to do now? What are your improvement priorities in this area?

- Improvements in security – outdoor gates work in progress, back-up responsibility plan for front door in the case of staff absence, high handles installed on P1/2 classroom doors.
- Refresh of relevant school and SIC policies during staff INSET, meetings and training.
- Indoor/Outdoor space – phase 1 complete. Consult staff and pupils re phase 2.
- Develop P1/2 indoor space to align with current recommendations relating to play – make better use of space and opportunity. Leadership opportunity for P1/2 teachers.
- Further embed CIRCLE and SCERTS in daily practice. Updates and training around attachment and nurture.

**Self-evaluation grade on the HGIOS? Good 5**

### **Raising attainment and achievement (QI 3.2)**

- **Attainment in literacy and numeracy**
- **Attainment over time**
- **Overall quality of learners' achievement**
- **Equity for all learners**

How well are you doing? What's working well for your learners?

*Progress has been made against the majority of the areas for consideration within the school improvement visit report in December 2022. A few areas of the report have not been able to be progressed as anticipated and a continued focus on learners achieving first level and starting second level is required. Planning should be completed in line with whole school expectations and represent individual children's progress more accurately.*

*Furthermore, additional evidence is required to support professional judgement of learner progress as there is a gap between the data within progress and achievement and learner's attainment at first and start of second level. This can be achieved by implementing planned classroom observations and detailed interrogation of data during learning and teaching meetings.*

*Overall, according to the school's attainment ACEL data, attainment in literacy and numeracy attainment is satisfactory, however, progress and achievement data for all stages indicates improvement over the course of 2022/23. Interrogation of the data and targeted interventions including those around SEF, will ensure every effort is made to record children's progress effectively. There is a shared commitment amongst the staff involved in the focus groups to improve attainment and address the negative bell curve.*

*Children are proud of their school and their achievements in and out of school. The House arrangements are motivating children to do their best and children speak positively about how awards are given for kindness and clearing as well as for more academic achievements. This makes the approach inclusive for all*

children. Children in the focus group shared examples of how the school celebrated their achievements in the community. Most children are proud of their achievement folders and can talk about the progress they have made through the school. A few learners could benefit from a revised approach to gathering work that children are proud of, for inclusion in the folder. For example, those learners who complete their best work on a digital devices. **(Team Improvement Visit May 23)**

How do you know? What **quantitative** and **qualitative** evidence do you have of positive impact on learners?

- Significant improvement in attainment data – June 23. Most to almost all pupils achieved relevant levels in Literacy and Numeracy.
- Learners are happy and engaged. Observed during classroom visits, pupil focus groups, Pupil Voice, assemblies, feedback from parents, staff and visitors
- Calendar of SIP and teacher meetings, L&T meetings, ELC, ASN – all minuted and action points noted then carried out.
- Feedback from School Improvement Visit and Team Improvement Visit
- Feedback from all stakeholders – verbal and written
- Targeted support and assessments for some identified pupils (supported by SEF/PEF as appropriate)
- Moderation cycle in place to support professional judgement
- Comprehensive transition process across all stages and in particular P7 to the AHS. Enhanced transition available to pupils who require additional support
- ELC trackers and development overviews
- SEEMIS records

What are you going to do now? What are your improvement priorities in this area?

- Further develop calendar of moderation
- Expand use of digital technologies and apps to support learning
- Review of 'Celebration of Achievement', Golden Time etc

**Self-evaluation grade on the HGIOS?4 six-point scale: 4 Good**

# School Improvement Plan 2023-24



## Factors Influencing the 2023/24 School Improvement Plan

<p><b>Local authority factors</b></p> <ul style="list-style-type: none"> <li>• Excellence and Equity for Shetlands' learners</li> <li>• Children's Services, Recovery and Renewal Plan</li> <li>• Children's Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting</li> <li>• SIC Strategy for Parental Involvement 2022</li> </ul>	<p><b>National factors and drivers</b></p> <ul style="list-style-type: none"> <li>• Curriculum for Excellence</li> <li>• Realising the Ambition</li> <li>• National Improvement Framework</li> <li>• The Scottish Attainment Challenge</li> <li>• Education Reform and Empowerment</li> <li>• Getting It Right for Every Child</li> <li>• Developing Young Workforce</li> <li>• Digital Learning and Teaching Strategy</li> <li>• The Equity Audit</li> <li>• "Learning Together": Scotland's national action plan for parental involvement etc. 2018-2021</li> </ul>
<p><b>School factors</b></p> <ul style="list-style-type: none"> <li>• We have received £18,375 of Pupil Equity Funding</li> <li>• Positive Team Improvement Visit from local Officers and HTs</li> <li>• Significant staff absence continues to impact</li> <li>• Positive collegiate working among school staff</li> </ul>	<p><b>Local factors</b></p> <ul style="list-style-type: none"> <li>• Collegiate working with the AHS Cluster HTs</li> <li>• January INSET 2024</li> <li>• Positive HT support network</li> <li>• Open to Collegiate opportunities with cluster schools, planning to share SEAL training.</li> </ul>
<p><b>UNCRC</b></p> <ul style="list-style-type: none"> <li>• Children's Rights are regularly discussed, taught and displayed</li> <li>• Through interdisciplinary learning eg rights and responsibilities, SHANARRI and Pupil Voice</li> </ul>	<p><b>Tacking Inequalities, Poverty Proofing and Cost of the School Day</b></p> <ul style="list-style-type: none"> <li>• Involvement of agencies such as Anchor Help</li> <li>• Sensitive planning for all school events and activities eg fundraising</li> <li>• School supports families that we are aware of in financial hardship</li> </ul>

## Improvement Priorities for 2023-24

<p><b>NIF PRIORITIES</b></p> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education.</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy.</li> </ul>	<p><b>NIF DRIVERS</b></p> <ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer involvement and engagement</li> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>	<p>1.1 Self-evaluation for self-improvement            1.2 Leadership for learning            1.3 Leadership of change            1.4 Leadership and management of staff            1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection            2.2 Curriculum            2.3 Learning, teaching and assessment            2.4 Personalised support            2.5 Family Learning            2.6 Transitions            2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion            3.2 Raising attainment and achievement/Securing children's progress            3.3 Increasing creativity &amp; employability/ Developing creativity &amp; skills for life &amp; learning</p>
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**Priority 1: Raising and maintaining Attainment in Literacy and Numeracy**

**Continuation from 2022/23? Y**

<b>Data/evidence that informs this priority:</b>	<b>Planned Outcome</b>	<b>How exactly are we going to do it?</b>	<b>Resources and Lead Person</b>	<b>Monitoring the impact of the priority on learners</b>
<p>Current attainment data</p> <p>SNSA</p> <p>In house assessments</p> <p>Circular 017 – 2023 – R</p> <p>Team Improvement Visit</p>	<p>By June 2024, a minimum of 85% of learners in P1-7 are on track in writing (currently 88%) or have progressed.</p> <p>By June 2024, a minimum of 85% of learners in P1-7 are on track or have improved their performance in numeracy (currently 91%)</p> <p>By June 2024, 100% of learners will be working at a pace which is suitable to their needs, receiving appropriate differentiation and challenge.</p>	<ul style="list-style-type: none"> <li>• <i>Embed Talk for Writing programme across primary</i></li> <li>• <i>Plan extension of Emerging Literacy across P3-7</i></li> <li>• <i>Attend Cohort 3 of the National Improvement Writing Programme (P6) (CYPIC) T1-3</i></li> <li>• <i>Continue delivery of CYPIC (P4)</i></li> <li>• <i>Consider CYPIC stretch aims – how can we roll this out?</i></li> <li>• <i>Review and moderate CYPIC progress</i></li> <li>• <i>Build on moderation calendar including PAM cycle (T1) and Criterion Scale for Writing</i></li> <li>• <i>Review Spelling approach and resources (T2/3)</i></li> <li>• <i>Review school assessments – baseline testing for numeracy (T1)</i></li> <li>• <i>Identify numeracy change idea/SEAL and implement</i></li> <li>• <i>Review and monitor</i></li> </ul>	<p>Primary teachers and SMT</p> <p>£500 budget</p> <p>£500 budget</p>	<p>Highland Literacy Pathway</p> <p>Attainment Data/L&amp;T meetings as per cycle</p> <p>Planning documentation</p> <p>Tracking meetings</p> <p>Classroom observations</p> <p>Moderation activities in school and at cluster level</p> <p>Pupil Voice</p> <p>ELC Literacy tracker</p>



## Improvement Priorities for 2023-24

<p><b>NIF PRIORITIES</b></p> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education.</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy. <i>(highlight as appropriate)</i></li> </ul>	<p><b>NIF DRIVERS</b></p> <ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer involvement and engagement</li> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>	<p>1.1 Self-evaluation for self-improvement            1.2 Leadership for learning            1.3 Leadership of change            1.4 Leadership and management of staff            1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection            2.2 Curriculum            2.3 Learning, teaching and assessment            2.4 Personalised support            2.5 Family Learning            2.6 Transitions            2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion            3.2 Raising attainment and achievement/Securing children's progress            3.3 Increasing creativity &amp; employability/ Developing creativity &amp; skills for life &amp; learning</p>
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**Priority 2: Improving Pupil Engagement, HWB and skills for Learning, Life and Work**

**Continuation from 2022/23? Y**

<b>Data/evidence that informs this priority:</b>	<b>Planned Outcome</b>	<b>How exactly are we going to do it?</b>	<b>Resources and Lead Person</b>	<b>Monitoring the impact of the priority on learners</b>
22/23 SIP  Feedback from TIV	By June 2024, 80% of learners, through IDL, will exercise further choice and take increasing responsibility for leading the learning	<ul style="list-style-type: none"> <li>• <i>Evaluate and organise resources and IDL plans (T1/2)</i></li> <li>• <i>Identify opportunities/experiences within IDL to ensure personalisation and choice in addition to STEM.</i></li> </ul>	Teaching staff & LT	Feedback from staff, pupils and parents IDL plans Self – evaluation
Pupil Voice  Parent Survey  Staff Survey	By June 2024, most pupils will have contributed to a revamp of the school’s Celebration of Achievement.	<ul style="list-style-type: none"> <li>• <i>Through consultation review current House and Golden Time provision – develop a new overview to celebrate achievement (T1/2)</i></li> </ul>	Teaching staff Pupil Voice	Pupil Voice
	By June 2024, most pupils will have contributed to and/or the building of a sensory garden	<ul style="list-style-type: none"> <li>• <i>Plan and build a sensory garden accessible to all (T1/4)</i></li> </ul>	Pupil Voice HT Parent Council	Increased use of improved spaces by learners
	By June 2024, indoor/outdoor area phase 2 will be complete. P3-7 Pupil Voice	<ul style="list-style-type: none"> <li>• <i>Through consultation with P3-7, plan next steps for indoor/outdoor area and implement (T1/2)</i></li> </ul>	Pupil Voice HT £500	
	By June 2024, 80% of learners will have improved their digital literacy skills	<ul style="list-style-type: none"> <li>• <i>Familiarise staff with digital framework and consider improvements in practice and resources (T3)</i></li> </ul>	Teaching staff & MF	



	<p>By June 2024, Pupil Voice will have led, written and shared a new 'Healthy Snack Policy' for learners and families</p>	<ul style="list-style-type: none"> <li>• <i>Working group of senior pupils to research, write and share school policy on healthy snacks</i></li> </ul>	<p>Teaching staff &amp; CM</p>	
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## Improvement Priorities for 2023-24

*(A maximum of four priorities is recommended)*

<p><b>NIF PRIORITIES</b></p> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education.</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy.</li> </ul> <p><i>(highlight as appropriate)</i></p>	<p><b>NIF DRIVERS</b></p> <ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer involvement and engagement</li> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>	<p>1.1 Self-evaluation for self-improvement            1.2 Leadership for learning            1.3 Leadership of change            1.4 Leadership and management of staff            1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection            2.2 Curriculum            2.3 Learning, teaching and assessment            2.4 Personalised support            2.5 Family Learning            2.6 Transitions            2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion            3.2 Raising attainment and achievement/Securing children's progress            3.3 Increasing creativity &amp; employability/ Developing creativity &amp; skills for life &amp; learning</p>
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**Priority 3: ELC Developments with focus on Number and Number Processes**

**Continuation from 2022/23? N**

<b>Data/evidence that informs this priority:</b>	<b>Planned Outcome</b>	<b>How exactly are we going to do it?</b>	<b>Resources and Lead Person</b>	<b>Monitoring the impact of the priority on learners</b>
<p>Staff feedback</p> <p>LA advice</p>	<p>By June 2024 100% of staff will have improved their skills and confidence in recording quality observations and self-evaluations using these to identify next steps for individual learners.</p> <p>By June 2024, most children will have their achievements from out with school recognised and recorded by staff (links to SIP priority 2)</p> <p>By June 2024, 100% of staff will have improved their skills and confidence in planning and delivering improved opportunities for learning in Number and Number Processes</p>	<ul style="list-style-type: none"> <li>• <i>Continue to develop a shared understanding of the purpose of learning journeys – what is being recorded, why and how it is impacting on the individual learner</i></li> <li>• <i>Continue using floor books (and relevant ELC documentation) to record self-evaluations and to consider how these reflections impact on the individual learner</i></li> <li>• <i>Agree a clear procedure for gathering information from families and recording the achievements of individual learners</i></li> <li>• <i>Representatives from ELC be part of school working group</i></li> <li>• <i>Embed concepts of counting in all areas of the ELC</i></li> <li>• <i>Use training (Ed. Scot) to support staff</i></li> <li>• <i>Use multi-sensory approach, making connections with numeracy using loose parts indoor and outdoor</i></li> <li>• <i>Build on existing knowledge, counting principles and routines.</i></li> <li>• <i>Awareness raising and participation in SEAL opportunities with whole school</i></li> </ul>	<p>All ELC staff</p>	<p>Staff feedback</p> <p>Observations</p> <p>HT Monitoring</p> <p>Floor books record/consistent quality observations</p> <p>Learning Journeys</p> <p>Staff and parent feedback</p> <p>Pupil Voice</p> <p>Displays</p> <p>Observations</p> <p>Staff and parent feedback</p> <p>Pupil Voice</p> <p>Displays and provision of play</p> <p>HT monitoring</p>

## Pupil Equity Fund – Planning and Reporting

PEF Allocation 2023/24 - £18,375		Carry forward from 2022/23: £0			
Project/intervention:					
What data/evidence informs this? (what is your gap?)					
Interventions for Equity <a href="#">Interventions for Equity</a>   <a href="#">Self-evaluation</a>   <a href="#">National Improvement Hub (education.gov.scot)</a> (highlight the interventions that apply)					
Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact
<b>Planned Outcome</b>		<b>Details of project/intervention:</b>		<b>Resources and Lead Person</b>	<b>Measures of impact on learners</b>
<p>a) Raising and maintaining attainment in Literacy and Numeracy</p> <p>b) 100% of learners have access to free breakfast and a healthy snack Senior pupils to lead initiative</p>		<ul style="list-style-type: none"> <li>Targeted interventions for individual and groups of learners</li> <li>Subscriptions to specific apps and programs to universally support</li> <li>Offer a free breakfast club during terms <math>\frac{3}{4}</math></li> <li>Offer free healthy snack at break time</li> </ul>		<p>12 hpw LSW (Aug-Mar) (Approx. £10,500)</p> <p>(Approx. £3,000)</p> <p>SMT Pupil group with participatory budget (Approx £1,500/£1,000)</p> <p>Breakfast Club food Snack food</p>	<p>Data relating to attainment</p> <p>Feedback from learners, staff and parents</p> <p>Breakfast club register Uptake of healthy snack</p>
Teaching and Learning		X			
Leadership		X			
Family and Community		X			

## Scalloway School and ELC Working Time Agreement 2023-24

<b>Collegiate Agreement Scalloway Primary</b>	
<b>Activity</b>	<b>Time per week</b>
Teaching	22.5 hours
Personal Time (preparation and correction)	7.5 hours
WTA - with focus on collegiate time	5 hours
<b>Total</b>	<b>35 hours</b>

<b>Total collegiate time available 39 weeks x 5 hours = 195 hours</b>	
<b>Activity</b>	<b>Total</b>
Partnership with parents/carers	30 hours
Staff Meetings	15 hours
Preparation of reports/L&T meetings	35 hours
School Improvement Priorities/working groups	15 hours
Professional review and development	10 hours
SfL and transition consultations	35 hours
Planning, assessment and moderation	47 hours
Other activities/duties	8 hours
<b>Total</b>	<b>195 hours</b>