



**Scalloway Primary School & ELC**

**Standards & Quality Report**

**2023-2024**

**and**

**School Improvement Plan**

**2024-2025**

## 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:



# 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 2023/24

The results of the stakeholder consultations should feed into the SIP.

Who?	When?	How?	What did we find out?
Staff	Termly  April 24	Staff Meetings L&T Meetings Formal and informal discussions  Microsoft questionnaire	100% of staff who completed questionnaire felt good or great progress was made in all three priorities. Targeting interventions are impacting on pupils' progress and achievement (ACEL) 100% of staff who completed questionnaire commented on good or great learner progress in Literacy across all stages. Staff appreciate L&T meetings and feedback from observations. Peer observations were a highlight. Priorities for 24/25 SIP – staff were asked to prioritise areas for the new SIP – they highlighted the development of play indoors and outdoors, UNCRC, Literacy, H&WB and Digital technologies.
Children and young people	Termly	Assemblies Pupil Voice SHANARRI HT Focus groups House teams	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 and play
Parent and Carers	Throughout the year	PC Meetings Events – fish & chip night, concerts, parents' apt, Learning walk, Microsoft Questionnaires, meetings, pupil reports, communication eg fb page, email	Scalloway PC continue to be supportive. Well attended meetings. Parents are supportive of the school. Views sought regularly through informal conversations and methods such as exit passes. Parents commented on progress of 23/24 SIP and prioritised areas of focus for 24/25 35% - Maths/numeracy 35% - Literacy 22% - The development of Play
Community and other stakeholders	Ongoing	Verbal Emails Visitors book Communication online eg fb posts	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.

# Standards & Quality Report 2023-24

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

<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>
--	---	---	---	---

### Priority 1: Raising and maintaining Attainment in Literacy and Numeracy

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
<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</p>	<ul style="list-style-type: none"> <li>✓ Embed Talk for Writing programme across primary</li> <li>✓ Plan extension of Emerging Literacy across P3-7</li> <li>✓ Attend Cohort 3 of the National Improvement Writing Programme (P6) (CYPIC) T1-3</li> <li>✓ Continue delivery of CYPIC (P4)</li> <li>✓ Consider CYPIC stretch aims – how can we roll this out?</li> <li>✓ Review and moderate CYPIC progress</li> <li>✓ Build on moderation calendar including PAM cycle (T1) and Criterion Scale for Writing</li> <li>✓ Review Spelling approach and resources (T2/3)</li> <li>✓ Review school assessments – baseline testing for numeracy (T1)</li> </ul>	<p><i>Great or good progress has been made in this area (79% of parents who submitted responses to our questionnaire were satisfied with the progress on priority 1).</i></p> <ul style="list-style-type: none"> <li>• 88% of ALL learners in P1-7 are on track in Literacy – achieved target set.</li> <li>• 90% of ALL learners in P1-7 are on track in Numeracy – achieved target set.</li> <li>• In P1, of those assessed, 95% have achieved all 12 elements relating to phonological awareness</li> <li>• 76% of P3-7 learners stated they were happy with their learning in 23/24.</li> <li>• Learning includes strong links to real life (SIV May 24)</li> </ul>	<p><i>In August 24 P3, P5 and P7 teachers will undertake CYPIC Writing Programme SIP 24/25</i></p> <p><i>Roll out CYPIC across whole school and use structure in other areas of the curriculum SIP 24/25</i></p> <p><i>Further embed calendar of moderation SIP 24/25</i></p> <p><i>Consider communication with parents relating to Literacy &amp; Numeracy (SIP questionnaire feedback).</i></p>

<p>their needs, receiving appropriate differentiation and challenge.</p>	<ul style="list-style-type: none"> <li>✓ <i>Identify numeracy change idea/SEAL and implement</i></li> <li>✓ <i>Review and monitor</i></li> </ul>	<p><b>How do you know you are getting better?</b> (comments from focus groups)</p> <p><i>'By looking back, there are less mistakes.'</i> <i>'Because we are getting harder work.'</i> <i>'We do assessments, like chilli challenge.'</i> <i>'We know if we hit our writing targets.'</i> <i>'We get feedback from the teachers and sometimes wir pals.'</i></p> <ul style="list-style-type: none"> <li>❖ 2 PAM cycles re-introduced in 23/24</li> <li>❖ New Spelling resources purchased</li> <li>❖ Subscription to ACER assessments in numeracy/maths to help plan next steps for learners</li> <li>❖ SEAL maths training rolled out to all staff including ELC and LSWs</li> </ul> <p>Support for Learning</p> <ul style="list-style-type: none"> <li>✓ Differentiation for pupils</li> <li>✓ Alternative resources and programmes embedded eg SCERTS, CIRCLE</li> <li>✓ Foundation Milestones embedded, learners progressing towards Early Level CfE</li> </ul>	
--	--	--	--

<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>
--	---	---	---	---

## Priority 2: Improving Pupil Engagement, HWB and skills for Learning, Life and Work

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?
<p>By June 2024, 80% of learners, through IDL, will exercise further choice and take increasing responsibility for leading the learning</p> <p>By June 2024, most pupils will have contributed to a revamp of the school's Celebration of Achievement.</p> <p>By June 2024, most pupils will have contributed to and/or the building of a sensory garden</p>	<ul style="list-style-type: none"> <li>Evaluate and organise resources and IDL plans (T1/2)</li> <li>Identify opportunities/experiences within IDL to ensure personalisation and choice in addition to STEM.</li> <li>Through consultation review current House and Golden Time provision – develop a new overview to celebrate achievement (T1/2)</li> <li>Plan and build a sensory garden accessible to all (T1/4)</li> <li>Through consultation with P3-7, plan next steps for indoor/outdoor area and implement (T1/2)</li> <li>Familiarise staff with digital framework and consider improvements in practice and resources (T3)</li> </ul>	<p><i>Great or good progress has been made in this area (91% of parents who submitted responses to our questionnaire said that they were satisfied with the progress on priority 2).</i></p> <ul style="list-style-type: none"> <li>When asked (HT focus groups) learners were not clear on when they have personalisation and choice. (76% of learners said they enjoyed learning new things)</li> <li>STEM practices embedded in school – practical and active lessons are a firm favourite (learner top 3 highlights 23/24).</li> <li>Golden time renamed Fun 31 (Pupil voice)</li> <li>Mix up days and meet your teams in place (Pupil voice)(learners top 3 highlights 23/24)</li> </ul>	<p>Further develop opportunities for learners to lead their own learning. Not just in social subjects.</p> <p>Complete the sensory garden development.</p> <p>Refurbish area in Castle Room area as a sensory room</p> <p>Consider digital technologies in SIP 24/25</p> <p>Continue healthy snack project into 24/25</p>



<p>By June 2024, indoor/outdoor area phase 2 will be complete. P3-7 Pupil Voice</p> <p>By June 2024, 80% of learners will have improved their digital literacy skills</p> <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>	<ul style="list-style-type: none"> <li>• <i>New achievement board in reception</i></li> <li>• <i>HT achievement certificates given out at assembly</i></li> <li>• <i>Sensory Garden development ongoing (Pupil voice input, PC support)</i></li> <li>• <i>The Hangout is complete – well used and essential for P3-7 (Pupil voice)</i></li> </ul>	
---	--	---	--

<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>
--	---	---	---	---

Priority 3: ELC Developments with focus on Number and Number Processes			
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
<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>	<ul style="list-style-type: none"> <li>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</li> <li>Continue using floor books (and relevant ELC documentation) to record self-evaluations and to consider how these reflections impact on the individual learner</li> <li>Agree a clear procedure for gathering information from families and recording the achievements of individual learners</li> <li>Representatives from ELC be part of school working group</li> <li>Embed concepts of counting in all areas of the ELC</li> <li>Use training (Ed. Scot) to support staff</li> <li>Use multi-sensory approach, making connections with numeracy using loose parts indoor and outdoor</li> <li>Build on existing knowledge, counting principles and routines.</li> </ul>	<p><i>Great or good progress has been made in this area (85% of parents who submitted responses to our questionnaire were satisfied with the progress on priority 3).</i></p> <ul style="list-style-type: none"> <li>All ELC staff agree they are better equipped and confident in recording and supporting next steps in learners’ journals</li> <li>All staff encouraged to facilitate quality learning with consideration of: - ‘interact or interfere?’ ‘Teachable moments’</li> <li>Further embed self-evaluation tools to reflect and improve provision for learners</li> <li>Excellent response from parents/carers who have shared home achievements</li> <li>New display demonstrating achievement</li> <li>Whole school training includes ELC team eg SEAL maths, nurture principles.</li> </ul>	<p><i>In self-evaluation consider impact and next steps (SIV May 24)</i></p> <p><i>Complete Education Scotland training – staff should consider all maths areas and not just numeracy</i></p> <p><i>Future in house training – include ELC team when relevant.</i></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>Awareness raising and participation in SEAL opportunities with whole school</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>ALL staff supporting and facilitating learning in maths and numeracy play situations, learning opportunities, displays, indoors and outdoors</i></li> <li>• <i>ALL staff attending online sessions with Education Scotland Numeracy</i></li> </ul>	
---	--	--	--

<p><b>Project/intervention: Raising and maintaining attainment in Literacy and Numeracy. 100% of learners have access to breakfast club and a healthy sack.</b></p> <p><b>What was your gap?</b></p>	
<p><b>Planned Outcome</b></p> <p><b>a) Raising and maintaining attainment in Literacy and Numeracy</b></p> <p><b>b) 100% of learners have access to free breakfast and a healthy snack Senior pupils to lead initiative</b></p>	<p><b>Measures of impact on learners</b></p> <ul style="list-style-type: none"> <li>• <i>Attainment data – hit set targets</i></li> <li>• <i>Positive Feedback from learners, parents and staff</i></li> <li>• <i>Measured and appropriate interventions for learners who require support</i></li> <li>• <i>100% of learners, who received targeted interventions , have made progress in Literacy and Numeracy</i></li> <li>• <i>Data indicates learners confidence and progress (questionnaires)</i></li> <li>• <i>Self-evaluation/progress floor book to be introduced in 24/25</i></li> </ul> <ul style="list-style-type: none"> <li>• Attendance data</li> <li>• Feedback from learners, parents and staff</li> <li>• Healthy snack project carried forward into 24/25.</li> </ul>
<p><b>Teaching and Learning</b></p>	<p><b>X</b></p>
<p><b>Leadership</b></p>	<p><b>X</b></p>
<p><b>Family and Community</b></p>	<p><b>X</b></p>

Please self-evaluate 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	HGIOELCC	School Self-Evaluation
1.3 Leadership of change	<b>5 (4 in 22/23)</b>	1.3 Leadership of change	<b>5</b>
2.3 Learning, teaching and assessment	<b>5 (4 in 22/23)</b>	2.3 Learning, teaching and assessment	<b>5</b>
3.1 Ensuring wellbeing, equality and inclusion	<b>5 (5 in 22/23)</b>	3.1 Ensuring well-being, equality and inclusion	<b>5</b>
3.2 Raising attainment and achievement	<b>5 (4 in 22/23)</b>	3.2 Securing children's progress	<b>5</b>

# School Improvement Plan

## *2024-25*

## Factors Influencing the 2024/25 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>• Scalloway school receives £18,375 of Pupil Equity Funding</li> <li>• Feedback from School Improvement Visits (Dec 23/May 24), Care Inspectorate Visit (Sept 23), HMI Thematic Maths Inspection (April 24)</li> <li>• Significant teacher absences continues to impact</li> <li>• Positive collegiate working amongst school staff and leadership at all levels</li> </ul>	<p><b>Local factors</b></p> <ul style="list-style-type: none"> <li>• Collegiate working with the AHS Cluster and partners</li> <li>• Mandatory in-service for all teaching staff – consistency in message</li> <li>• Introduction of the National Standard for Learning, Teaching and Assessment</li> <li>• Head Teacher Development Days</li> <li>• Positive HT support network</li> </ul>
<p><b>UNCRC</b></p> <ul style="list-style-type: none"> <li>• UNCRC will feature in the 24/25 SIP</li> <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>• Considered use of PEF</li> <li>• Involvement of agencies such as Anchor Help and share information from Scalloway Community Hub</li> <li>• Sensitive planning for all school events and activities eg fundraising</li> <li>• School supports families where possible who find themselves in financial hardship</li> </ul>

Pupil Equity Fund – Planning and Reporting

PEF Allocation 2024/25 - £18,275			
Project/intervention: Aim to support learners in ways that will support their learning and help close the poverty-related attainment gap			
What data/evidence informs this? (what is your gap?)			
Planned Outcome	Details of project/intervention:	Resources and Lead Person	Measures of impact on learners
<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 participatory budget</p> <p>c) Provide opportunities for adult and child led play across all stages. Upskill staff in their knowledge of play provision and establish as collective agreement on what learning through play looks like</p>	<ul style="list-style-type: none"> <li>Targeted interventions for individual and groups of learners</li> <li>Subscriptions specific to support targeted learners eg Nessy, Dynamo Maths</li> <li>Offer a free breakfast club during terms <math>\frac{3}{4}</math></li> <li>Offer free healthy snack at break time</li> <li>Adapt and improve internal and external play spaces</li> <li>Creatively resource the spaces</li> <li>Support staff through the process</li> </ul>	<p>LSW 12hpw (Aug-March) (learning prepared by class teachers/SfL teacher) (Approx £9,000) (Approx £3,000)</p> <p>SMT P6/7 learners Breakfast club food (approx. £1,200) Snack food (approx. £500)</p> <p>SMT (approx. £3,500)</p>	<p>Maintain and improve attainment data Quality Assurance calendar including ACEL uplift x 3 Feedback from all stakeholders including pupil voice</p> <p>Attendance register Uptake on healthy snack Feedback from all stakeholders including pupil voice</p> <p>Feedback from all stakeholders including pupil voice Pupil engagement Attainment data Tracking and monitoring</p>
Teaching and Learning	X		



<b>Leadership</b>	<b>X</b>			
<b>Family and Community</b>	<b>X</b>			



## Improvement Priorities for 2024-25

<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>	<ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> </ul>	<ul style="list-style-type: none"> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family Learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children’s progress</li> <li>3.3 Increasing creativity &amp; employability/ Developing creativity &amp; skills for life &amp; learning</li> </ul>
---	--	--	--	--

**Priority 1: Develop learning through play (Indoors and Outdoors)**

**Continuation from 2023/24? N**

Data/evidence that informs this priority:	<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>New post support worker (play) 17.5hpw</p> <p>Local and national priority</p> <p>Play pedagogy network</p> <p>Realising the Ambition: Being Me</p>	<p><i>Continue the careful consideration of continuous provision in the ELC</i></p> <p><i>By August 2024 100% of P1, 2 and 3 learners will have planned (both responsive and intentional) opportunities to play during the school week</i></p> <p><i>By August 2024 some of P4-7 will have planned play interventions, linked to the 6 Principles of Nurture.</i></p> <p><i>Regular discussions with learners will allow Pupil Voice to impact on provision and direction of play (at least once a term)</i></p> <p><i>By June 2025, 100% of staff will have a better understanding of learning through play – what does this mean for the learner? And how can we provide the environment to enrich play opportunities?</i></p>	<ul style="list-style-type: none"> <li>• <i>Through regular discussion, reflect and plan for learning experiences</i></li> <li>• <i>Attend Play Pedagogy networks</i></li> <li>• <i>Attend Support Worker Play networks</i></li> <li>• <i>In house training eg Nurture</i></li> <li>• <i>Attend relevant training face to face and online eg In-service for ALL staff – teachers and support team.</i></li> <li>• <i>Visit colleagues in schools who have play established to gain ideas</i></li> <li>• <i>Consider areas of play and build on resourcing – creative, discovery and social</i></li> <li>• <i>Establish a balance between child initiated and directed play and teacher/staff directed play</i></li> <li>• <i>Decide processes for observing, monitoring and recording learning</i></li> <li>• <i>Clear communication and involvement for all stakeholders explaining the rationale behind play and report progress in provision</i></li> <li>• <i>Fundraiser (Fish &amp; Chip Night) to finance new resources</i></li> </ul>	<p><i>All relevant staff</i></p> <p><i>All relevant staff</i> <i>Support worker (play)</i></p> <p><i>All relevant staff</i></p> <p><i>Relevant staff</i> <i>All staff</i></p> <p><i>Teachers/Support worker (play)</i></p> <p><i>Teachers/SMT</i></p> <p><i>SMT</i></p> <p><i>All staff/PC £1,000</i></p>	<p><i>Stakeholder feedback</i> <i>Staff feedback</i></p> <p><i>Reflection time built into calendar of meetings – self-evaluation and next steps</i> <i>Add ‘Play’ onto Quality Assurance Calendar</i></p> <p><i>Gather pupil voice</i> <i>Record observations, monitor play, assessing and adjust and adapt to suit child and adult led play</i></p> <p><i>Consider continuous provision in terms of:-</i></p> <ul style="list-style-type: none"> <li>• <i>Resources available to learners at all times</i></li> <li>• <i>Skills and learning experiences</i></li> <li>• <i>Personal &amp; social development</i></li> </ul>

		<ul style="list-style-type: none"> <li>• <i>Be creative in relation to resources and spaces, think outside the box.</i></li> <li>• <i>Continue to find ways of improving outdoor spaces to facilitate play</i></li> <li>• <i>Promote engagement during break times as well as in class</i></li> </ul>	<p><i>All staff</i></p> <p><i>All staff</i></p> <p><i>LSW/LSA/Janitor</i></p>	<ul style="list-style-type: none"> <li>• <i>Science, social studies &amp; technologies</i></li> <li>• <i>Literacy, language &amp; communication</i></li> <li>• <i>Expressive arts &amp; design</i></li> <li>• <i>Physical development</i></li> <li>• <i>Vocabulary and;</i></li> <li>• <i>The adult role</i></li> </ul>
--	--	---	---	---

## Improvement Priorities for 2024-25

*(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><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>
---	--	---	---	---

**Priority 2: Raising and maintaining attainment in Literacy**

**Continuation from 2023/24? Y**

	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
<p>Data/evidence that informs this priority:</p> <p>Attainment Data</p> <p>SNSA</p> <p>Formative assessments</p> <p>LA priority</p>	<p>By June 2025, a minimum of 85% of learners in P1-7 are on track in writing (currently 84%) or have progressed.</p> <p>By June 2025, 100% of learners will be working at a pace which is suitable to their needs, receiving appropriate differentiation and <b>challenge</b>.</p>	<ul style="list-style-type: none"> <li>• <i>Cohort 4 of the National Improvement Writing Programme (CYPIC) (P3, P5 and P7 teachers) Aug 24</i></li> <li>• <i>Continue delivery of writing programme in P4 and P6</i></li> <li>• <i>Using CYPIC approach, consider where other curricular areas can be a focus eg numeracy and maths</i></li> <li>• <i>Review and moderate CYPIC progress (end of T1 and T3)</i></li> <li>• <i>Build on calendar of moderation</i></li> <li>• <i>Improved communication to parents re Literacy content</i></li> <li>• <i>Improve opportunity for learners leading learning</i></li> <li>• <i>Ensure able learners are challenged consistently</i></li> <li>• <i>Introduce SMT floor book to capture year round reflections and evaluations</i></li> </ul>	<p><i>Primary teachers and SMT</i></p>	<p><i>Highland Literacy Pathway (P1/HT)</i></p> <p><i>Attainment Data/L&amp;T Meetings x 3 (teaching staff)</i></p> <p><i>Data dashboard</i></p> <p><i>Quality Assurance Calendar (HT/SMT)</i></p> <p><i>Planning documentation (teaching staff)</i></p> <p><i>Teacher observations x 3 (teaching staff/SMT)</i></p> <p><i>Moderation activities in school and at cluster level (teaching staff and SMT)</i></p> <p><i>Improved Moderation Calendar</i></p> <p><i>Learner focus groups x 4</i></p> <p><i>Feedback from all stakeholders</i></p> <p><i>ELC Literacy tracker (teaching staff)</i></p> <p><i>Regular Self-evaluation and reflection (teaching staff/SMT)</i></p> <p><i>Formative/summative assessments (teaching staff)</i></p> <p><i>Calendar of meetings scheduled to review progress of priorities, discuss and alter if appropriate. (teaching staff/SMT)</i></p>

## Improvement Priorities for 2024-25

<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>	<ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> </ul>	<ul style="list-style-type: none"> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family Learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children’s progress</li> <li>3.3 Increasing creativity &amp; employability/ Developing creativity &amp; skills for life &amp; learning</li> </ul>
--	--	--	--	--

**Priority 3: Improving Pupil Engagement , HWB and skills for Learning, Life and Work**

**Continuation from 2023/24? Partly**

	<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>
23/24 SIP Feedback from stakeholders Pupil voice SIP Questionnaires	<p><b>By June 2025, almost all pupils will have an understanding of the UNCRC and what it means to them</b></p> <p><b>By June 2025, most pupils will have contributed to the completion of the sensory garden</b></p> <p><b>By June 2025 80% of learners will have improved their digital literacy skills</b></p> <p><b>Build on lessons learned during 23/24 and continue to raise awareness, upskill pupils and tackle instances of bullying head on – throughout the year</b></p> <p><b>Create a sensory room for ALL learners who would benefit by the end of T2</b></p>	<ul style="list-style-type: none"> <li><i>Audit where we are in terms of understanding and delivery</i></li> <li><i>Devise a framework of progression from ELC to P7</i></li> <li><i>Work with PC to complete sensory garden – planters and steps</i></li> <li><i>Revisit Technologies Es and Os</i></li> <li><i>Self-evaluate current status and delivery</i></li> <li><i>Adapt framework of progression from ELC to P7</i></li> <li><i>Continue to raise and maintain awareness of anti-bullying strategies</i></li> <li><i>Culminating in a focus week in November – anti-bullying week</i></li> <li><i>Promote school values – safe, kind &amp; respect</i></li> <li><i>Support team have made a phased plan</i></li> <li><i>Make space structurally safe</i></li> <li><i>Source soft furnishings and resources</i></li> </ul>	<p>All staff T1/2</p> <p>SMT Budget £500</p> <p>All staff By end of T3</p> <p>All staff ongoing</p> <p>SMT SfL team By end T2</p>	<p><i>Attainment Data</i></p> <p><i>Data dashboard</i></p> <p><i>Quality Assurance Calendar (HT/SMT)</i></p> <p><i>Planning documentation (teaching staff)</i></p> <p><i>Learner focus groups x 4</i></p> <p><i>Feedback from all stakeholders</i></p> <p><i>Pupil Voice</i></p> <p><i>Regular Self-evaluation and reflection (teaching staff/SMT)</i></p> <p><i>Calendar of meetings scheduled to review progress of priorities, discuss and alter if appropriate. (teaching staff/SMT)</i></p> <p><i>Attendance at Breakfast club &amp; feedback from learners</i></p> <p><i>Increased use of improved spaces by learners</i></p>



	<p><b>Run breakfast club for all during T2/3 – to improve attainment outcomes for identified and all learners</b></p> <p><b>Complete and deliver the healthy snack project by the end of T2 - to improve outcomes for identified and all learners</b></p>	<ul style="list-style-type: none"> <li>• <i>Continue provision throughout T2/T3</i></li> <li>• <i>Volunteers to support delivery – staff and parents/carers</i></li> <li>• <i>Promote healthy lifestyle including diet</i></li>   <li>• <i>P6/7 pupils complete research and project</i></li> <li>• <i>Continue to seek pupil voice</i></li> <li>• <i>Deliver promise of healthy snack to pupils during school day</i></li> <li>• <i>Promote healthy lifestyle including diet</i></li> </ul>	<p>SMT Volunteers Budget PEF</p> <p>SMT P6/7 Class teacher Budget PEF</p>	
--	---	--	--	--

**Scalloway School and ELC  
Working Time Agreement 2023-24  
(Due for review in term 1 2024)**

<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>