



Working together to improve outcomes for learners to be the best that they can be.

**Standards & Quality Report
2023 - 2024**

and

**School Improvement Plan
2024-2025**

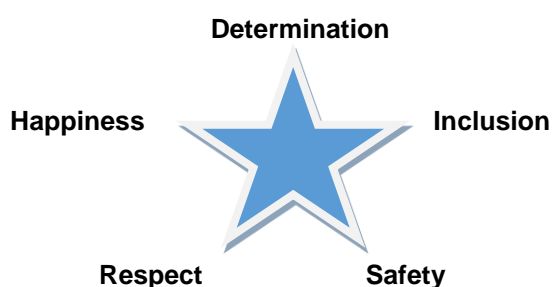
Our Vision:

At Sound Primary School, Children's rights are central to our practice and every child is encouraged to reach their full potential. Through working in partnership with children, families and our community we seek to provide a safe, welcoming environment where all of our learners are nurtured, respected, included and motivated to learn.

Our Aims:

To ensure children are at the centre of their learning, consulted in decision making and that experiences take account of their individual interests and needs.
To provide a safe, happy, nurturing and stimulating environment in which every child and all involved in their development will feel welcome, respected and valued.
To build a relevant, meaningful, progressive and balanced curriculum with high quality teaching and learning experiences that supports and challenges our learners.
To provide an environment that encourages positive and respectful relationships. Learners will be supported to understand and share their feelings, helping them to become more emotionally resilient whilst promoting responsibility, equity and equality in learning and life.
To ensure our self-evaluation processes are robust, inform improvement and consider the views of our whole school community.

Our Values:



Our Curriculum Rationale:

The teaching and learning at Sound Primary School focuses on high quality experiences that come together to improve outcomes for all. At Sound Primary School teaching and learning is enhanced through the local community and positive partnerships within it. There is a strong focus on improving attainment within Literacy, Numeracy and Health and Wellbeing through targeted support and encouraging a determination to succeed. Our local environment provides a meaningful context for application of teaching and learning. Through the development of knowledge and understanding as well as skills across the curriculum, our learners are responsible and confident individuals who can make informed choices that keep them safe, develops their resilience, helps them face challenges and allows them to be included and valued in their community. The development of skills for life and skills for work equips learners for their future.

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?* 4th Edition (2015) and *How Good is our Early Learning and Childcare?* (2016) and on the priorities and drivers of the National Improvement Framework.

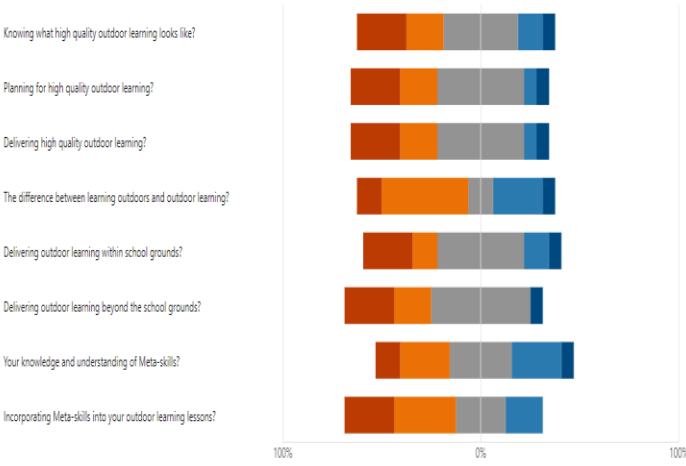


The current National Improvement Priorities are:

- 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.

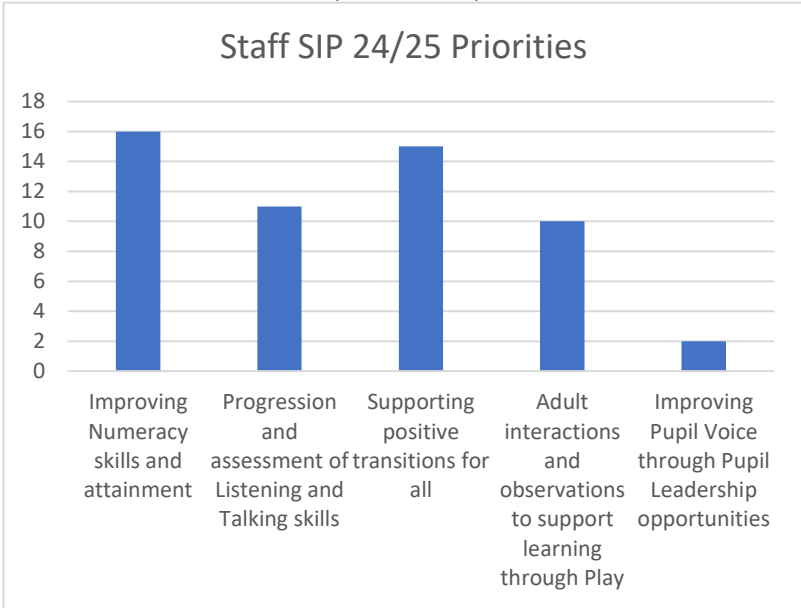




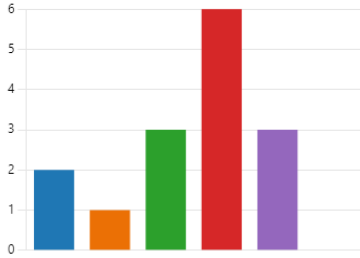
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Collaboration and consultation with our stakeholders in session 2023/24

Who?	When?	How?	What did we find out?																																						
Teachers	Term 2	Outdoor Learning Confidence survey	<p>1. How confident do you feel about:</p> <p>More Details</p> <p>■ No confidence ■ Developing confidence ■ Somewhat confident ■ Fairly confident ■ Very confident</p>  <ul style="list-style-type: none"> • Almost all Outdoor Learning experiences took place within the school grounds. 																																						
Teachers	Term 2 onwards	Self-Evaluation of teaching and learning using Shetland Standard for Learning, Teaching and Assessment	<p>Identified areas for further quality assurance within Learning, Teaching and Assessment including:</p> <ul style="list-style-type: none"> • Opportunities for leading within learning • Application of learning in different contexts • Co-constructed measures of success • Assessment for breadth, challenge and application 																																						
Teachers and Support Staff	Term 3	Closing the Attainment Gap questionnaire priorities questionnaire	<p>2. Thinking about your current class/classes and 'closing the Gap' where do you see the most significant gap being? Select all you feel are relevant.</p> <p>More Details</p> <table border="1" data-bbox="587 1254 766 1400"> <tr><td>● Literacy</td><td>13</td></tr> <tr><td>● Numeracy</td><td>13</td></tr> <tr><td>● HWB</td><td>1</td></tr> <tr><td>● Digital Literacy</td><td>1</td></tr> <tr><td>● Home Learning</td><td>4</td></tr> </table>  <p>3. In which order would the following need to be tackled to have the biggest impact on learning experiences and raising attainment at Sound Primary School? Rate 1 - 9, 1 being the highest priority.</p> <p>More Details</p> <table border="1" data-bbox="587 1489 925 1713"> <tr><td>1 Writing</td><td>9</td></tr> <tr><td>2 Numeracy</td><td>8</td></tr> <tr><td>3 Reading</td><td>7</td></tr> <tr><td>4 Pupil Engagement</td><td>6</td></tr> <tr><td>5 Emotional Wellbeing/social inte...</td><td>5</td></tr> <tr><td>6 Listening and Talking</td><td>4</td></tr> <tr><td>7 Attendance and Lateness</td><td>3</td></tr> <tr><td>8 Home learning and Parental Eng...</td><td>2</td></tr> <tr><td>9 Physical wellbeing</td><td>1</td></tr> </table> <p>4. Which resource would assist you the most in 'closing the gap' within your current class? Select all relevant options</p> <p>More Details</p> <table border="1" data-bbox="587 1803 766 1926"> <tr><td>● Additional SFL teacher input</td><td>11</td></tr> <tr><td>● Additional LSW/LSA input</td><td>7</td></tr> <tr><td>● More CPD opportunities/training</td><td>4</td></tr> <tr><td>● Resources</td><td>8</td></tr> <tr><td>● Other</td><td>1</td></tr> </table> 	● Literacy	13	● Numeracy	13	● HWB	1	● Digital Literacy	1	● Home Learning	4	1 Writing	9	2 Numeracy	8	3 Reading	7	4 Pupil Engagement	6	5 Emotional Wellbeing/social inte...	5	6 Listening and Talking	4	7 Attendance and Lateness	3	8 Home learning and Parental Eng...	2	9 Physical wellbeing	1	● Additional SFL teacher input	11	● Additional LSW/LSA input	7	● More CPD opportunities/training	4	● Resources	8	● Other	1
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Teachers	Term 3	Thinking Squares Exit passes	<ul style="list-style-type: none"> Learners have increasing opportunities to lead their IDL through key questions and thinking squares to support progress and identify next steps Learners can more easily recognise and discuss their progress in IDL 																																																
Teachers and Support Staff	Term 3	Outdoor Learning questionnaire	<p>100% of staff shared that learners were happy during outdoor learning. 100% of staff felt that the school valued Outdoor learning as a teaching and Learning approach and that it promoted our school values. 93% of staff felt that we made good use of local areas during outdoor learning.</p> <p>26% of staff felt that every class experienced weekly outdoor learning. Almost all staff agreed on the benefits of Outdoor learning:</p> <div data-bbox="582 716 1404 1332"> <table border="1"> <thead> <tr> <th>Benefit</th> <th>Agree (%)</th> <th>Disagree (%)</th> </tr> </thead> <tbody> <tr><td>Connections made with the real world outside the classroom</td><td>100</td><td>0</td></tr> <tr><td>Promotes creative thinking and learning</td><td>100</td><td>0</td></tr> <tr><td>Provides opportunities for challenge and enquiry</td><td>100</td><td>0</td></tr> <tr><td>Develops fine and gross motor skills</td><td>100</td><td>0</td></tr> <tr><td>Opportunities for critical thinking and reflection</td><td>100</td><td>0</td></tr> <tr><td>Improves physical health and wellbeing</td><td>100</td><td>0</td></tr> <tr><td>Improves mental health and wellbeing</td><td>100</td><td>0</td></tr> <tr><td>Supports inclusion</td><td>93</td><td>7</td></tr> <tr><td>Promotes positive behaviour</td><td>100</td><td>0</td></tr> <tr><td>Provides a different learning experience</td><td>100</td><td>0</td></tr> <tr><td>Provides a meaningful context and rich stimulus</td><td>100</td><td>0</td></tr> <tr><td>Creates opportunities for wider achievement</td><td>100</td><td>0</td></tr> <tr><td>Opportunities for personal development</td><td>100</td><td>0</td></tr> <tr><td>Positive impact on attainment</td><td>93</td><td>7</td></tr> <tr><td>Positive impact on engagement</td><td>93</td><td>7</td></tr> </tbody> </table> </div>	Benefit	Agree (%)	Disagree (%)	Connections made with the real world outside the classroom	100	0	Promotes creative thinking and learning	100	0	Provides opportunities for challenge and enquiry	100	0	Develops fine and gross motor skills	100	0	Opportunities for critical thinking and reflection	100	0	Improves physical health and wellbeing	100	0	Improves mental health and wellbeing	100	0	Supports inclusion	93	7	Promotes positive behaviour	100	0	Provides a different learning experience	100	0	Provides a meaningful context and rich stimulus	100	0	Creates opportunities for wider achievement	100	0	Opportunities for personal development	100	0	Positive impact on attainment	93	7	Positive impact on engagement	93	7
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Teachers	Term 3	Time for inclusive education Stage 2 training poll	<p>Shown:</p> <ul style="list-style-type: none"> An increase in Teacher confidence in the delivery of LGBT Inclusive education from an average score of 4.9 prior to completing training to 7.7 on completion. <p>Identified next steps:</p> <ul style="list-style-type: none"> Whole School self-evaluation using the TIE toolkit Create whole school action plan Update curriculum rationale and explore TIE resources Further explore TIE resources 																																																

School staff	Term 4	Identification of School Improvement Priorities questionnaire	<p>Staff identified the same Improvement priorities as Parents/Carers</p>  <table border="1"> <caption>Staff SIP 24/25 Priorities</caption> <thead> <tr> <th>Priority</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Improving Numeracy skills and attainment</td> <td>16</td> </tr> <tr> <td>Progression and assessment of Listening and Talking skills</td> <td>11</td> </tr> <tr> <td>Supporting positive transitions for all</td> <td>15</td> </tr> <tr> <td>Adult interactions and observations to support learning through Play</td> <td>10</td> </tr> <tr> <td>Improving Pupil Voice through Pupil Leadership opportunities</td> <td>2</td> </tr> </tbody> </table>	Priority	Count	Improving Numeracy skills and attainment	16	Progression and assessment of Listening and Talking skills	11	Supporting positive transitions for all	15	Adult interactions and observations to support learning through Play	10	Improving Pupil Voice through Pupil Leadership opportunities	2
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Teachers	Term 4	Self evaluation HIGIOS 4 Q.I 2.3	<p>Listening and Talking next steps identified for SIP 24/25</p> <ul style="list-style-type: none"> • Streamlined Universal Augmentative Alternative Communication to support inclusion • Develop Listening and Talking progression framework • Assessment of Listening and Talking 												
Teachers	Term 4	Moderation activity: progression within Writing	 <p>Strengths</p> <ul style="list-style-type: none"> Teachers using similar style to SC and self assessment in the jotters which is helpful for pupils. Strength - content is increasing in length, use of punctuation, descriptive phrases Punctuation is on track and progressing across the stages. A clear progression across the stages showing improvement in quantity of writing, legibility, pencil control and confidence. Finger spaces, Punctuation Punctuation is on track and pupils are using a variety of openers. Spelling difficult to gauge in writing jotters - in jotters they show if they can or can't spell Evidence of progression using paragraphs across stages. Length of writing is appropriate. The daily write project clearly evidences progression in the use of figurative language and sentence openers (the set target for writing at the time) Definite progression in writing at length <p>Areas for development</p> <ul style="list-style-type: none"> Handwriting and letter formation is generally poor. As length of pieces of writing increases the pupils need to aim to use punctuation consistently, some were forgetting capital letters. Handwriting and letter formation across P1-P3 examples are areas for development. Reversals, starting at the bottom, not writing on the line, size of formation Application of spelling common words/tricky words is poor across the board. Jotter presentation - missing pages, writing across the spine of the jotter etc. Jotter layout - presentation, date, missing pages, titles etc 												

Nursery staff	Term 4	Self-Evaluation questionnaire	<p>2. Which areas do you feel we have made progress on this year?</p> <p>More Details</p> <table border="0"> <tr><td>● Personal Plans</td><td>3</td></tr> <tr><td>● Nurture - working with large nu...</td><td>5</td></tr> <tr><td>● Drop off/pick up routine</td><td>4</td></tr> <tr><td>● Outdoor learning</td><td>3</td></tr> <tr><td>● CYPIC project using developme...</td><td>2</td></tr> </table>  <p>5. What do you feel are the main areas of improvement that we need to work on in 2024-2025 that will have a positive impact for the children?</p> <p>More Details</p> <table border="0"> <tr><td>● Number in Nursery</td><td>2</td></tr> <tr><td>● Literacy in Nursery</td><td>1</td></tr> <tr><td>● Interactions</td><td>3</td></tr> <tr><td>● Spaces</td><td>6</td></tr> <tr><td>● Experiences</td><td>3</td></tr> <tr><td>● Other</td><td>0</td></tr> </table> 	● Personal Plans	3	● Nurture - working with large nu...	5	● Drop off/pick up routine	4	● Outdoor learning	3	● CYPIC project using developme...	2	● Number in Nursery	2	● Literacy in Nursery	1	● Interactions	3	● Spaces	6	● Experiences	3	● Other	0
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Nursery Staff	Term 4	Self-assessment of practice using Shetland Standard for Learning Teaching and Assessment - ELC	<ul style="list-style-type: none"> ● Almost all staff felt that Nursery Vision and values underpinned practice ● Staff identified the provision of high quality outdoor spaces as satisfactory 																						

<p>Children and young people</p>	<p>Term 2 onwards</p>	<p>Learner feedback on intergenerational partnerships.</p>	<p>Learners are developing skills through intergenerational partnerships and they find these experiences enjoyable.</p> <div data-bbox="560 286 1023 528"> <p>I learned how to communicate clearly to make sure that someone who is hard of hearing can take part and be included. One of the day care users was a pilot in World War 2 and saluted us as a way of thanking us for our help.</p> </div> <div data-bbox="1023 264 1422 528"> <p>Primary 5 went to Taing House to make Christmas Crafts. We coloured in Christmas pictures and helped to make Christmas trees. It was nice to speak to the elderly people and I got to hear about when they were young.</p> </div> <div data-bbox="560 562 991 869"> <p>We joined up with people in the care home. The workers showed us how to plant seeds. We helped the people in the care home to plant and water the seeds. We learned that the service users make crafts to sell and use the money for activities.</p> </div> <div data-bbox="991 528 1445 954"> <p>Our class went to the Sound Hall to sing at the Senior Citizen's Christmas Party. It was really, really fun. After we had sung there was music playing and everyone danced and had a good time.</p> </div>																				
	<p>Term 3</p>	<p>Outdoor learning class surveys. P1-7 classes</p>	<p>1. Do you enjoy outdoor learning? More Details</p> <table border="0"> <tr> <td>● Yes</td> <td>8</td> <td rowspan="2"></td> </tr> <tr> <td>● No</td> <td>0</td> </tr> </table> <p>3. Do you feel outdoor learning promotes our school values? More Details</p> <table border="0"> <tr> <td>● Yes</td> <td>8</td> <td rowspan="2"></td> </tr> <tr> <td>● No</td> <td>0</td> </tr> </table> <p>4. Do you like outdoor learning in our school grounds? More Details</p> <table border="0"> <tr> <td>● Yes</td> <td>8</td> <td rowspan="2"></td> </tr> <tr> <td>● No</td> <td>0</td> </tr> </table> <p>5. Do you like outdoor learning in the Sound area? More Details</p> <table border="0"> <tr> <td>● Yes</td> <td>8</td> <td rowspan="2"></td> </tr> <tr> <td>● No</td> <td>0</td> </tr> </table>	● Yes	8		● No	0	● Yes	8		● No	0	● Yes	8		● No	0	● Yes	8		● No	0
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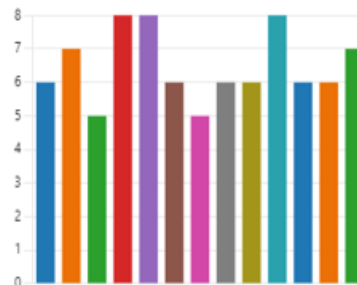
Terms 3 and 4

HGIOS 4 Q.I 2.3
HGIOURS Theme 2
Pupil Focus group discussions.

6. Do you feel that outdoor learning (please tick each one that applies):

[More Details](#)

- Makes connections with the real... 6
- Helps you to think creatively 7
- Provides opportunity for you to ... 5
- Helps you to be more active 8
- Helps you to feel happier and/o... 8
- Helps you feel ready to learn 6
- Helps you to feel included 5
- Helps you feel better about you... 6
- Promotes positive behaviour 6
- Helps you to enjoy your learning 8
- Allows you to be successful 6
- Helps you to do better at school 6
- Helps you to concentrate and fo... 7




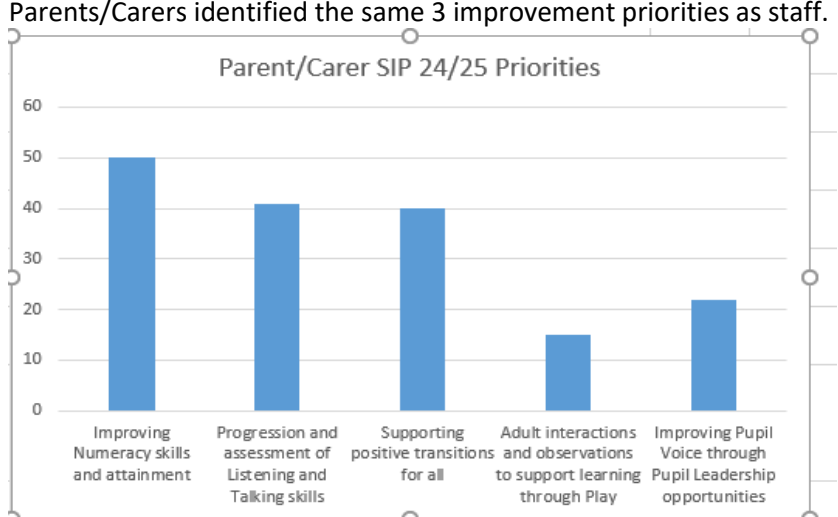
P3 – 4 Focus Group – Learning and Teaching







- Almost all learners are able to learn in ways that suits their needs and are able to describe how.
- Almost all learners have learning targets that are shared verbally.
- Almost all learners feels that their views are taken into account when planning teaching and learning and can describe how
- Most learners were able to describe the progress that they are making in school and can describe how they share this with their parents/carers.

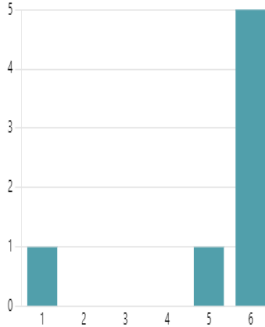
P4-6 Focus Group – IDL

- Almost all learners shared that the key questions at the start of topics takes into account their views when planning teaching and learning
- Almost all learners felt they had a choice in how and what they learn in IDL
- Most learners described being in able to learn in different ways to suit their needs and could describe how.
- Almost all learners could describe the skills they were learning through IDL and how they can use these out of school.
- Almost all learners enjoy Outdoor learning, science and technologies and described these as fun and enjoyable.

Term 4	Pupil Council Feedback: Curriculum week Health and Wellbeing.	 <ul style="list-style-type: none"> • Health and Wellbeing week had shown learners fun ways to be healthy. • Daily Mile and Outdoor learning helps us to get fresh air and come back into class more relaxed and ready to learn. • Anchor for families helped us to have outdoor clothing for everyone. • Mrs Ritchie encourages us to do sports. Her lessons are well liked. <ul style="list-style-type: none"> • Learners would like to be outdoors more. • More opportunities for learners to mix during playtimes.
Term 4	HGIOS 4 Q.I 3.1 Pupil focus group discussions	<p>P1-2 Focus Group Almost all felt Safe, Healthy, Achieving, Active, Respected and Included.</p> <p>P3-4 Focus Group Almost all scored themselves at 8 or above in almost all of the wellbeing indicators.</p> <p>P5-7 Focus Group Almost all scored themselves at 8 or above in almost all of the wellbeing indicators.</p> <p>P1-7 focus groups identified the following common next steps:</p> <ul style="list-style-type: none"> • More opportunities for leadership across the school • Teacher led P.E once a week • Greater opportunities to mix at playtime • More encouragement to play with each other

Parents and Carers	Term 1 onwards	Parent Council meetings/minutes	<ul style="list-style-type: none"> Supported school in curriculum weeks Funded resources to enhance learning experiences; Literacy, STEM and ASN Financial support available for families Improvements to Garden area 											
	Term 3	School Values feedback	<ul style="list-style-type: none"> Almost all Parents/Carers who attended Parent/Carer Teacher appointments on 25 March felt that our school values were still relevant and reflected the life of the school. 											
	Term 3	Draft Outdoor Learning statement consultation	<ul style="list-style-type: none"> 97% of parents/carers shared that they felt their children were happy during outdoor learning and they valued it as a teaching and learning approach. 97% of parents/carers felt that outdoor learning promotes our school values. 88% Of opparents and carers felt that the school made good use of local areas during outdoor learning. 88% of parents carers felthat that the draft Outdoor learning statement captured their child’s experiences and reflected the schools approaches to Outdoor Learning. 											
	Term 4	Improvement Priorities questionnaire	<p>Parents/Carers identified the same 3 improvement priorities as staff.</p>  <table border="1"> <caption>Parent/Carer SIP 24/25 Priorities</caption> <thead> <tr> <th>Priority</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Improving Numeracy skills and attainment</td> <td>50</td> </tr> <tr> <td>Progression and assessment of Listening and Talking skills</td> <td>40</td> </tr> <tr> <td>Supporting positive transitions for all</td> <td>40</td> </tr> <tr> <td>Adult interactions and observations to support learning through Play</td> <td>15</td> </tr> <tr> <td>Improving Pupil Voice through Pupil Leadership opportunities</td> <td>22</td> </tr> </tbody> </table>	Priority	Percentage	Improving Numeracy skills and attainment	50	Progression and assessment of Listening and Talking skills	40	Supporting positive transitions for all	40	Adult interactions and observations to support learning through Play	15	Improving Pupil Voice through Pupil Leadership opportunities
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Term 4	Nursery parent/carer questionnaire	<ul style="list-style-type: none"> Indoor and outdoor environment as very good. Sharing progress rated as very good. Less than half access the Nursery blog. Parent communication app identified as an area for improvement. 												

<p>Community and other stakeholders</p>	<p>Term 2 onwards</p>	<p>Feedback from community partners: Letter, emails, photographs and discussions.</p>	<ul style="list-style-type: none"> • Sound Primary School works closely with our community partners to improve outcomes for learners and their families: <p>Childsmile: 'Sound Primary School has improved from 74% of children with no decay in 2023 to over 80% in 2024 which is a substantial improvement. Hopefully we can work together over the next year to maintain this figure and improve even further. Many thanks once again for your support with this important preventative programme and please pass on our thanks to your staff.'</p> <ul style="list-style-type: none"> • Our learners demonstrate the school values beyond the school and have a positive impact within our wider school community: <div style="display: flex; justify-content: space-around;">    </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div> <div style="text-align: center; margin-top: 20px;">  </div> <p>Outdoor education team June 2024: 'Respectful, well-mannered and resilient kids. Great fun to be out with.'</p>
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Community and other stakeholders	Term 4 onwards	Digital visitor book – ongoing feedback sought.	<p>. On a scale of 1 - 6 (1 being unsatisfactory and 6 being excellent) how would you rate your experience in school in relation to our school values of Determination, Happiness, Inclusion, Safety and Respect.</p> <p>More Details</p> <div style="text-align: center;"> <p>5.14</p> <p>Average Rating</p> </div>  <table border="1" data-bbox="1034 409 1300 734"> <thead> <tr> <th>Rating</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> </tr> <tr> <td>2</td> <td>0</td> </tr> <tr> <td>3</td> <td>0</td> </tr> <tr> <td>4</td> <td>0</td> </tr> <tr> <td>5</td> <td>1</td> </tr> <tr> <td>6</td> <td>5</td> </tr> </tbody> </table> <p>The pupils were very welcoming and chatty they were keen to share their learning and could clearly describe what they had been doing. They told me about a photosynthesis experiment that they had done and could explain the process perfectly. I was very impressed 😊</p> <p>Very positive. Brilliant communication & information received, alongside a full tour of the setting. Very clear school values.</p> <p>Visiting Sound School is always a positive experience. We are made to feel welcome and staff and children in all areas of the school are friendly and approachable. From my experience of interacting with the staff and the management team there is a commitment to ensuring children are included, nurtured and have opportunities for high quality learning. Staff consider feedback given and suggested areas for improvement.</p> <p>The pupil council were a fantastic group of young ambassadors for the school, their conduct in the chamber was exemplary and they were all so enthusiastic. The school should be very proud of them. They were full of brilliant ideas, it was an absolute pleasure the get the opportunity to sit in on their meeting and learn about their event and their evaluation..... we will see what we can do about a netball hoop.</p> <p>Definitely one of the highlights of Up Helly Aa Day. The enthusiasm and reactions of the pupils during our visit was fantastic. It was made extra special this year as Oran was able to get his Galley to the school for a family photo and everyone was able to sing Happy Birthday to his granny.</p>	Rating	Count	1	1	2	0	3	0	4	0	5	1	6	5
Rating	Count																
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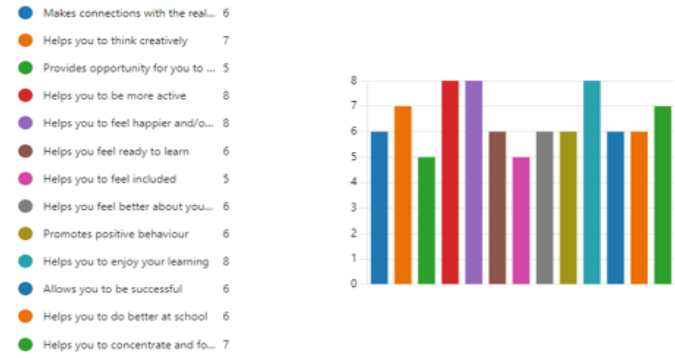
Working together to improve outcomes for learners to be the best that they can be.

Standards & Quality Report 2023-24

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

<p>NIF PRIORITIES 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>NIF DRIVERS 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 & employability/ Developing creativity & skills for life & learning</p>
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Priority 1: Outdoor Learning		DEVELOPMENTS COMPLETED	
<p>What were our outcomes? Increase and support professional knowledge, understanding, skills and confidence of staff within Outdoor Learning to improve learner’s opportunities for high quality teaching and learning experiences. By May 2024 improve health and wellbeing outcomes for most learners through participation in Outdoor Learning with most learners rating themselves at 7 or above within Wellbeing Indicators: Active, Healthy and Safe. By December 2023 almost all learners regularly and frequently access and enjoy first hand learning experiences outdoors.</p>	<p>Access to high quality professional learning opportunities for staff including Kate Hookham return visit. Model and share skills, knowledge and experience within the school to improve staff confidence and capabilities. Work collaboratively to develop Outdoor Learning. Protect time/outdoor spaces for year groups. All learners experience high quality Outdoor Learning each week within the immediate school environment or beyond. Develop a bank of skeleton Outdoor Learning Benefit Risk Assessments discussed in conjunction with learners: Whats about going to? Is there that we need to be careful of? How are we going to stay safe? Provide opportunities outdoors for learners to develop skills to assess and manage risk.</p>	<p>What was the impact on learners? Almost all learners experienced a range of Outdoor Learning opportunities across different curricular areas, developed their meta skills and enjoyed exploring different learning environments beyond the school grounds. Learners described their Outdoor Learning experiences as fun, active and an exciting way to learn. Learners had greater opportunities to share their learning with their parents/carers through parental participation in Outdoor Learning as well as class blogs. Teachers’ knowledge and understanding as well as skills and confidence in Outdoor Learning improved through planning together, modelling and sharing outdoor learning practice and by attending professional learning. 3 teachers received qualification in Outdoor Learning. Teacher presentation on Outdoor Learning shared as part of Local Authority Play Pedagogy twilight session. Learners engagement increased during Outdoor Learning and this had a positive impact on engagement in the classroom as well as behaviour. With increasing confidence, some learners can discuss risk, managing risk and the benefit of risk during an outdoor learning activity.</p>	<p>What are the next steps and how do you plan to evidence the impact of further actions required? Continue to share High Quality Outdoor Learning opportunities to build teacher confidence, improve practice and engage learners in their learning. Parent Council - Secure funding for Outdoor clothing. Track outdoor learning across curricular areas by adding Outdoor Learning symbol to planning frameworks. Continue to track learners skills through SDS Meta Skills Progression framework to support progression of skills including at points of transition.</p>

<p>All learners access a wide range of learning environments and demonstrate the skills to do so safely.</p> <p>By December 2023 raise awareness of and develop our curriculum through a shared Outdoor Learning vision developed in partnerships across our school community,</p> <p>Parents/carers understand the value in Outdoor Learning and are more able to support their children in preparing for these experiences at school.</p> <p>Planning and assessment of Outdoor Learning is manageable and proportionate for teachers and captures pupil choice: ideas and interests: providing real life contexts for learning, encouraging knowledge, curiosity and respect for the outdoors whilst increasing independence, confidence and resilience.</p> <p>Outdoor learning observations inform adult interventions and future learning that supports the development of skills and wellbeing.</p> <p>By June 2024, improve teaching staff understanding of meta skills and developing these for learners.</p> <p>Staff and learners make purposeful connections between outdoor learning and the meta skills to improve wellbeing, life and employability.</p>	<p>Seek funding and support from partners for suitable clothing to ensure everyone is included; staff/pupils.</p> <p>Outdoor Learning vision at Sound Primary School to be developed and shared in partnership with parents/carers/staff and learners by the end of Term 2 – session 2022/23.</p> <p>Support Parent/carer understanding of Outdoor Learning by encouraging them to participate in Outdoor Learning Experiences.</p> <p>When planning, teachers and practitioners consider the following from Building The Curriculum 3:</p> <ul style="list-style-type: none"> • Which experiences will have more impact on learning if done outdoors? • How can learning outdoors enhance and deepen learning within curriculum areas? • Which experiences are best suited to a combination of indoor and outdoor learning? • How can learning indoors best be consolidated, progressed or enhanced using the outdoors? • What opportunities exist for linking learning across the curriculum? <p>Learners are involved in discussions around planning their outdoor learning.</p> <p>Retrospective curricular planning, where Curriculum for Excellence experiences and outcomes are retrospectively linked to outdoor learning experiences and the development of skills.</p> <p>Include Outdoor Learning Opportunities in Project plans and across curricular areas.</p>	<p>Sound Primary School Outdoor Learning Statement raised stakeholder awareness on the benefits of Outdoor Learning. Staff, parents/carers and learners were consulted during the development of our Outdoor Learning Statement.</p> <p>Opportunities for learners to lead their learning increased through Outdoor Learning connections as part of Inter Disciplinary Learning planning.</p> <p>Increased Parent/Carer awareness of Outdoor Learning Experiences, cross-curricular links as well as meta skills. Outdoor Learning experiences shared on P1-7 class blogs and as part of our ‘Term at A Glance’ communication. Parents/carers participated in some class Outdoor Learning activities.</p> <p>Learners are becoming more confident in identifying skills and discussing the development of these during Outdoor Learning. Class teachers using SDS Meta Skills Progression framework track the majority of learner’s skills. This supports progression of skills including at points of transition.</p> <p>Most P2-7 learners rated themselves as 7 or above within wellbeing indicators: Active, Healthy and Safe.</p> <p>Class survey results from Q6 – impact of Outdoor Learning:</p> <p>6. Do you feel that outdoor learning (please tick each one that applies):</p> <p>More Details</p>  <table border="1"> <thead> <tr> <th>Statement</th> <th>Count</th> </tr> </thead> <tbody> <tr><td>Makes connections with the real...</td><td>6</td></tr> <tr><td>Helps you to think creatively</td><td>7</td></tr> <tr><td>Provides opportunity for you to ...</td><td>5</td></tr> <tr><td>Helps you to be more active</td><td>8</td></tr> <tr><td>Helps you to feel happier and/o...</td><td>8</td></tr> <tr><td>Helps you feel ready to learn</td><td>6</td></tr> <tr><td>Helps you to feel included</td><td>5</td></tr> <tr><td>Helps you feel better about you...</td><td>6</td></tr> <tr><td>Promotes positive behaviour</td><td>6</td></tr> <tr><td>Helps you to enjoy your learning</td><td>8</td></tr> <tr><td>Allows you to be successful</td><td>6</td></tr> <tr><td>Helps you to do better at school</td><td>6</td></tr> <tr><td>Helps you to concentrate and fo...</td><td>7</td></tr> </tbody> </table>	Statement	Count	Makes connections with the real...	6	Helps you to think creatively	7	Provides opportunity for you to ...	5	Helps you to be more active	8	Helps you to feel happier and/o...	8	Helps you feel ready to learn	6	Helps you to feel included	5	Helps you feel better about you...	6	Promotes positive behaviour	6	Helps you to enjoy your learning	8	Allows you to be successful	6	Helps you to do better at school	6	Helps you to concentrate and fo...	7	
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	<p>Identify outdoor Learning Links within curricular areas by adding Outdoor Learning symbol to existing frameworks. ●</p> <p>Outdoor Learning experiences planned and led by partners- P6 and P7.</p> <p>Teacher/practitioner/support worker observations will assess where learners are in their outdoor learning and support next steps.</p> <p>Develop displays/class blog for class Outdoor Learning journeys. Class journeys will evidence how learning experiences are underpinned by our school values, learning experiences, the development of key skills and curricular learning as well as capturing pupil voice and the identification of next steps in learning.</p> <p>Teachers and learners use digital tools to capture, create and share outdoor learning experiences.</p> <p>Term 2 – introduce all teaching staff to Skills Development Scotland Meta Skills Progression framework – protect time for familiarisation with document/professional learning.</p> <p>Term 3 to Track and Monitor Meta Skills through Outdoor Learning using SDS Meta Skills Progression Framework.</p> <p>Track one meta skill area termly across Early Level – ELC and P1</p> <p>Track one meta skill area per term across 1st and 2nd level:</p> <p>Self Management – P2 and P5</p> <p>Social Intelligence -P3 and P6</p> <p>Innovation - P4 and P7.</p>		
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<p>NIF PRIORITIES 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 <i>(highlight as appropriate)</i></p>	<p>NIF DRIVERS 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 & employability/ Developing creativity & skills for life & learning</p>
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Priority 2: Inter Disciplinary Learning		DEVELOPMENTS COMPLETED	
<p>What were our outcomes?</p> <p>Increase teachers knowledge and understanding of IDL as part of the refreshed curriculum.</p> <p>Common understanding of the four contexts of Curriculum for Excellence and what IDL is across the school community.</p> <p>To have in place by December 2023, an IDL framework that can be used for planning and tracking and monitoring therefore reducing workload for teachers.</p> <p>IDL framework ensures breadth and progression of teaching and learning experiences for learners as well as recognising the development of their skills.</p>	<p>Professional Learning What are the ingredients for high quality IDL?</p> <p>Through assemblies raise awareness of the 4 contexts of learning and increase knowledge and understanding IDL.</p> <p>Work collaboratively with learners to develop an Interdisciplinary Learning statement that is shared across the school community to raise awareness and improve knowledge and understanding of the 4 contexts of Curriculum for Excellence and what IDL is.</p> <p>Protect time for teaching staff to collaboratively consider and update IDI framework using Curriculum for Excellence Experiences and Outcomes from Science and Technology and Social Subjects.</p> <p>Protect time for teaching staff to develop a suggested Project overview that sits alongside IDL framework and includes bundled Experiences and Outcomes from Science and Technology, Social Subjects, RMPS, and Health and Wellbeing.</p>	<p>What was the impact on learners?</p> <p>Improvement in learners IDL experiences to ensure greater breadth and progression in skills, knowledge and understanding through updated frameworks. Frameworks updated to support the planning and assessment of learners progress across Science and Technology as well as Social Subjects.</p> <p>Learners IDL experiences are better tracked and monitored through the updated framework ensuring breadth, challenge and progression of knowledge, understanding and skills.</p> <p>Learners have access to resources that support and challenge learning in Science. There has been increased learner engagement and motivation through active IDL teaching and learning experiences.</p> <p>Learning experiences have been enhanced through partnership working with parents/carers and the wider community. i.e STEM challenge, AHS Science staff.</p> <p>First and second level learners can more readily discuss the links between their IDL learning and relevant contexts as well as the development of their meta skills.</p> <p>Learners have increasing opportunities to lead their IDL learning and identify their progress through IDL Key Questions and Thinking Squares.</p>	<p>What are the next steps and how do you plan to evidence the impact of further actions required?</p> <p>Protect time for teachers to work across CfEx levels to plan collaboratively to ensure progression and avoid repetition.</p> <p>Eg ‘Mapping skills’ – what does this look like across levels?</p>

<p>Improved tracking and monitoring of IDL learner experiences and progression using IDL framework that highlights the bundling of disciplines.</p> <p>Almost all learners IDL knowledge, understanding and skills are more accurately assessed to ensure progression.</p> <p>Learners access resources that enhance their IDL learning.</p> <p>Strengthen partnership working to enrich our IDL teaching and learning experiences.</p>	<p>Protect time for teachers to work across CfEx levels to plan collaboratively to ensure progression and avoid repetition. Eg 'Mapping skills' – what does this look like across levels?</p> <p>Track and Monitor Early, 1st and 2nd level IDL experiences using framework.</p> <p>Update IDL planner/Project plan to include links to relevant and meaningful contexts including: LGBTQ, Outdoor Learning, UNCRC, Anti Racism as well as local, national and worldwide opportunities for learning.. Trial use of planner across term 1 and 2 and review/update.</p> <p>From Term 3 Introduce Teachers and Learners to 'Thinking Squares' as an assessment is for learning tool to support progression within IDL. Thinking squares include high quality questions linked to curricular area benchmarks to support assessment and progression of learner knowledge, understanding and skills.</p> <p>Audit existing IDL resources. Identify/source the most appropriate resources to enrich IDL learning across the school. Develop Project boxes.</p> <p>Term 1 onwards - Establish and access a parent/carer/local partner skills based database to support/enhance IDL learning– who can support, when can they support and how can they support?</p>		
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Project/intervention: Soft Start and Targeted Literacy and Numeracy Support	
<p>Planned Outcome Learners, using a fluid needs based approach, have access to a safe space in which they can have a calm start to their day, emotionally check in, be supported to get organised and ready for learning as well as being supported in transitioning to class.</p> <p>Improve/Maintain high levels of attendance - at least 93% across the school.</p> <p>Increase levels of engagement in school for identified learners – Leuven Scale of Engagement - Baseline established in Oct 23 and increase Leuven Scale of Engagement measure by at least 2 by May 24</p> <p>Identified learners to feel included, healthy, safe and achieving – Learners to rate as 7 or above using Wellbeing Indicators by May 24.</p> <p>Maintain/Increase progress and attainment in Literacy and Numeracy for identified learners so that all are making appropriate levels of progress within and across levels</p> <p>Increase Number recall and numeracy skills through Numeracy Workout as part of AHS Cluster PEF.</p>	<p>Measures of impact on learners Attendance data across the school for session 23/24 was 93.88%</p> <p>Learners share that they feel more ready to learn because of attending soft start. Transitions to school and into the classroom are positive and learners feel supported. Learners voice:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid blue; border-radius: 50%; padding: 10px; background-color: #4a86e8; color: white; width: 25%;"> <p>I enjoy soft start, it is calm. I feel ready to go into class.</p> </div> <div style="border: 1px solid blue; border-radius: 50%; padding: 10px; background-color: #4a86e8; color: white; width: 25%;"> <p>I look forward to going to soft start. It helps me feel less anxious.</p> </div> <div style="border: 1px solid blue; border-radius: 50%; padding: 10px; background-color: #4a86e8; color: white; width: 25%;"> <p>Soft Start helps me get ready for my day.</p> </div> </div> <p>Tracking and Monitoring data for the majority of identified learners show levels of engagement in school maintained or increase by at least 1.</p> <p>Individuals made steady progress within Nesy spelling and reading targets :</p> <ul style="list-style-type: none"> • P5 Nesy Spelling average baseline assessment 12.4. Session 23/24 T3 and T4 average Nesy Spelling assessment 34.6. • P5 Nesy Reading average baseline assessment 22.5. Session 23/24 T3 and T4 average Nesy Reading assessment 49.6. • P4 Nesy Spelling average baseline assessment 14. Session 23/24 T3 and T4 average Nesy Spelling assessment 36.3. • P4 Nesy Reading average baseline assessment 27.6. Session 23/24 T3 and T4 average Nesy Reading assessment 51. <p>P7 learners number recall increased due to regular practice and increased engagement with Numeracy Workout.</p> <p>P4 and P7 participation in Numeracy Projects saw an increase in Numeracy skills and maths confidence for most learners.</p>
Teaching and Learning	Yes
Leadership	No
Family and Community	Yes

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	5	1.3 Leadership of change	4
2.3 Learning, teaching and assessment	4	2.3 Learning, teaching and assessment	4
3.1 Ensuring wellbeing, equality and inclusion	5	3.1 Ensuring well-being, equality and inclusion	4
3.2 Raising attainment and achievement	5	3.2 Securing children's progress	4



Working together to improve outcomes for learners to be the best that they can be.

School Improvement Plan 2024-25

House Captains School Improvement Video Link:

[Meet our House Captains. Watch the video to find out about what our House Captains do and what our School Improvement Priorities are for session 24/25. | Sound Primary School \(glowscotland.org.uk\)](#)

Factors Influencing the 2024/25 School Improvement Plan

<p>Local authority factors</p> <ul style="list-style-type: none"> • Excellence and Equity for Shetlands’ learners • Children’s Services, Recovery and Renewal Plan • Children’s Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting • SIC Strategy for Parental Involvement 2022 	<p>National factors and drivers</p> <ul style="list-style-type: none"> • Curriculum for Excellence • Realising the Ambition • National Improvement Framework • The Scottish Attainment Challenge • Education Reform and Empowerment • Getting It Right for Every Child • Developing Young Workforce • Digital Learning and Teaching Strategy • The Equity Audit • “Learning Together”: Scotland’s national action plan for parental involvement etc. 2018-2021
<p>School factors</p> <ul style="list-style-type: none"> • Projected school role and ongoing Commitment to reduce FTE of teaching staff in line with LNCT Maximum class sizes • Education Scotland Recognition of our use of Quality Improvement Methodology to raise Numeracy attainment • Achievement of a Level data • School Improvement Visit feedback • Quality Assurance and self-evaluation with stakeholders • Staffing: New Depute Head Teacher and ASN Audit 	<p>Local factors</p> <ul style="list-style-type: none"> • Shetland Standard for Learning Teaching and Assessment • LNCT agreement Maximum Class Sizes • Moderation across Cluster (January In-service) • My World of Work learner profiles –Cluster • Professional Learning opportunities including In-Service training • Enabling Leaders for SMT
<p>UNCRC</p> <ul style="list-style-type: none"> • UNCRC Professional Learning and Self –Evaluation using The United Nations Convention on the Rights of the Child Resources Education Scotland • School calendar; Children in Need, Curriculum Week, Celebrations • Class and School Charters • Assemblies • Pupil Voice • Leadership Opportunities • Term At A Glance Posters highlighting UNCRC • UNCRC links across teaching and learning 	<p>Tacking Inequalities, Poverty Proofing and Cost of the School Day</p> <ul style="list-style-type: none"> • Soft Start • Information sharing around Clothing Grants and Free School Meals • Partnership with Parent Council; funding and supporting wellbeing and inclusion through accessible family events • Funding opportunities eg Zetland Educational Trust, Strategic Equity Funding • Partnership with Anchor: Winter clothes swop, access to support • Budget management and resourcing to meet needs and ensure equity • Active Schools- Kits for All and After School Clubs • Pupil Equity Funding – targeted interventions


Pupil Equity Fund – Planning and Reporting

PEF Allocation 2024/25 £29400. PEF Teacher and LSW.			
Project/intervention: Early Literacy Intervention – TLQ’s.			
What data/evidence informs this? (what is your gap?) June 2024-TLQ baseline assessment using developmental overviews for Expression shows a gap of 8 areas between the least and most disadvantaged learners in N5. June 2024-Developmental Overviews- 50% of N5 FSM could not sequence 3 to 4 pictures logically and talk through a story.			
2024/25 N5 gap to be identified in T3 using TLQ baseline assessment: Developmental overviews.			
Planned Outcome		Details of project/intervention:	Resources and Lead Person
By March 2025 targeted learners in P1 will show improvement of at least 1 year in their expressive language.		Implement an oral narrative based, early literacy intervention – Talking, Listening Questions TLQ to improve listening and talking skills.	S< DHT ELC – P2 ESO Literacy PEF Teacher 2 dyas per week Practitioner S< resources: Black Sheep Press TLQ action plan
By June 2025 targeted N5 learners will show improvement of at least 1 year in their expressive language.		TLQ teaches oral narrative ‘Storytelling’ skills, how to ask and answer questions as well as how to share information in longer sentences using wider vocabulary.	
		Targeted groups consisting of a maximum of 5 learners.	
		3 TLQ sessions per week across the 20 weeks.	
		TLQ session will last around 30-40 minutes TLQ sessions will take place in a quiet area suitable for talking.	Talking, listening and questions Resources National Improvement Hub (education.gov.scot)
Teaching and Learning	✓		
Leadership		Group activities will focus on specially designed games and activities to support development of skills.	
Family and Community		Talking Listening Questions. (TLQ) Term 2 onwards P1 – 20 weeks Term 3 onwards N5 – 20 weeks	
			Initial TLQ base line assessment, mid assessment around 10 weeks and final assessment. Phonological Awareness: Listening and Attention data. Developmental Overviews data – progress shared at Tracking and Monitoring, planning and transition meetings. Progress and Achievement Data including ACEL Term 3 and 4.

Improvement Priorities 2024-25 Priority 1 Improving attainment in Numeracy.

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> • 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>NIF DRIVERS</p> <ul style="list-style-type: none"> • School and ELC leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement • Curriculum and assessment • School and ELC improvement • Performance information 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children’s progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 1: Improving attainment in Numeracy. Stretch aims to be confirmed Continuation from 2023/24? No				
<p>January 2024 79% of P7A learners achieved second level division benchmarks from a baseline of 0%.</p> <p>May 2024 88% of P4 learners achieved first level multiplication and division benchmarks from a baseline of 15%.</p> <p>May 2024 91% of P7B learners achieved second level fractions, decimals and percentages benchmarks from a baseline of 32%.</p> <p>September 2024 P7 SNSA results identified fractions and percentages of a quantity as being the biggest gap.</p>	<p>Planned Outcome Increase teacher confidence in the analysing and understanding assessment data and quality improvement methodology to support an increase in Numeracy attainment across First and Second Level.</p> <p>November 2024 the Numeracy stretch aim for P7 learners will have been identified.</p> <p>January 2025, XX% P7 Learners will be on track to achieve second level XXXXXXXX benchmarks.</p> <p>By February 2025, the stretch aim for P4 learners will have been identified.</p> <p>April 2025, XX% P4 Learners will be on track to achieve first level XXXXXXXX benchmarks.</p>	<p>How exactly are we going to do it?</p> <p>Improving Numeracy Outcomes Project:</p> <p>High quality Numeracy teaching, learning and assessment.</p> <p>Learner participation.</p> <p>Use of quality improvement methodology.</p> <ul style="list-style-type: none"> • Term 2 – Primary 7 • Term 3 – P2-6 <p>Class Teachers Use Improvement Methodology to set measurable Numeracy aim, identify teaching aims using a Pareto chart and demonstrate planning for learning from data using Run Charts.</p> <p>Share specific success criteria for CfEx Numeracy to analyse pupil numeracy knowledge, skills and understanding, identify priorities for learning and teaching, and create differentiated SC for assessment.</p> <p>Class teachers use Run Charts to identify when class aims have been achieved and learning has been embedded. Run chart data will help teachers to identify new targets for Numeracy and when to introduce them.</p>	<p>Resources and Lead Person</p> <p>P7, P6A and P5 teachers</p> <p>SEF bid for additional staffing/time to support roll out of Numeracy Improvement Project P2-7.</p> <p>School assessment calendar</p>	<p>Monitoring the impact of the priority on learners</p> <p>Numeracy assessments: SNSA – P4 and P7 Leckie and Leckie Peer Assessments Self Assessments Other baseline assessments</p> <p>Quality Improvement tools.</p> <p>Tracking and monitoring: Progress and Achievement data. ACEL data.</p> <p>Numeracy project class data posters: driver diagram, pareto charts, run charts and qualitative data.</p> <p>Pupil Focus Group: HGIOURS Theme 5 Our Successes and Achievements.</p> <p>Numeracy Attitude Questionnaire</p> <p>Wellbeing indicator data: Achieving</p>

<p>Pupil voice: ‘It made my division skills faster.’ ‘The more I did it the easier I found it.’</p> <p>“Before I got 0/10 then I started getting 10/10.’</p> <p>‘100 club is fun and really motivates me.’</p>  <p>Education Scotland recognition and sharing of Improving Numeracy Outcomes for P7 project session 23/24: Podcast during Numeracy Week/ social media posts</p>	<p>By June 2025 Almost all learners from P2-7 will be able to self assess and identify next steps for improvement through the sharing of explicit Learning Intentions and Success Criteria.</p> <p>Increased learner motivation within Numeracy (P2-7).</p> <p>Increased number confidence for learners (P2-7).</p>	<ul style="list-style-type: none"> • Learners complete numeracy calculations 3-5 times per week • Short teaching and learning activities – 15 minutes working and 5 minutes to check • Teacher input aligned to stretch aim • Assess and feedback against Success Criteria • Learners involved throughout; explaining their thinking, self/peer assessing • Share and celebrate successes • Teachers create Improving Numeracy Outcomes posters to capture and share improvements <p>P7 teacher to support teaching staff in assessment of Numeracy and identification of learner’s gaps to inform baseline and stretch aim.</p> <p>P7, P6A and P5 teachers to model and share good practice of teaching and learning using Numeracy improvement project model.</p>		
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Improvement Priorities 2024-25 Priority 2: Literacy: Improving attainment within Listening and Talking

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> 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>NIF DRIVERS</p> <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children’s progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 2: Literacy: Improving attainment within Listening and Talking

Continuation from 2023/24? No

Data/evidence	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
<p>June 2024 -Almost all teachers rated their confidence in assessing learner progress and achievement of a level as Satisfactory or above. The same was true for confidence in professional judgement and learner evidence. Most teachers rated their confidence in planning and delivering L&T to support progress within as well as achievement of a level as Satisfactory or above.</p>	<p>Develop teacher understanding of Listening and Talking Experiences and Outcomes as well as Benchmarks to ensure teaching and learning experiences are progressive.</p> <p>By May 2025 teacher confidence in planning, assessing and evidencing learner progress and achievement within Listening and Talking will have increased to a good level or above.</p>	<p>Teachers participate in development activities for improving the learning, teaching and assessment of listening and talking.</p> <p>September 2024 – development time with ESO Literacy: To raise awareness of Listening and Talking and the Oracy Framework. (inset 1 powerpoint Education Scotland)</p> <p>October to December 2024 – Oct In-service –Moderation L&T Focussed Assessment and Moderation: What High quality assessments are and what they are not. Work in trios to plan L&T FAM. Teachers carry out learning activity with learners and collect evidence.</p> <p>December – Trios moderate evidence of L&T FAM</p> <p>January to March 2025- January In-service – Moderation of Listening and Talking: Creating Texts: Presentational Talk. Work in Trios to plan L&T FAM</p>	<p>ESO Literacy SMT</p> <p>Education Scotland Listening and Talking resources shared with ESO Literacy.</p> <p>The Oracy skills Framework. Oracy Cambridge/Voice 21</p> <p>L&T Microsoft Team</p> <p>Listening and Talking Experiences and Outcomes: Curriculum for Excellence.</p> <p>Listening Talking benchmarks, Curriculum for Excellence.</p>	<p>Teacher confidence levels baseline evaluation September 2024 abd follow up in January and May 2025.</p> <p>P4 to 7 Pupil Voice – baseline on their own evaluation of their strengths and their next steps.</p> <p>Termly assessment and moderation activities.</p> <p>Increased evidence of L&T P1-7.</p> <p>SEEMIS Progress and achievement – tracking and Monitoring/LA uplifts</p> <p>SNSA data</p> <p>Quality Assurance – Pupil focus group discussions and classroom visits</p> <p>Target setting and Reporting</p>

<p>Teachers identified the need for a consistent L&T progression framework during a self-evaluation activity in June 24.</p> <p>August 2024 – P4-7 Pupil Focus Groups unable to confidently discuss and/or identify their listening and talking skills:</p> <p>P4 - 17% of learners P7- 34% of learners felt that they could confidently discuss their L&T skills .</p> <p>P4- 25% of learners P7- 20% of learners felt that they could confidently share their next steps within L&T.</p>	<p>L&T teaching and learning experiences will support progression within and across levels for learners.</p> <p>Assessment linked to L&T benchmarks will Increase evidence of L&T progress and achievement to support teacher’s professional judgement.</p> <p>By March 2025, at least 75% of our P4 and P7 learners who are on track to achieve 1st and 2nd Level Listening and Talking will be able to discuss their progress and next steps for success.</p>	<p>Teachers carry out learning activities with learners and collect evidence. Further 2 trio meetings to moderate evidence of learning.</p> <p>May 2025 – Development time: Moderation of Learner Evidence to support professional judgement of achievement of a level and progress within.</p> <p>By October 2024 teachers will have reviewed existing framework and developed a progressive Listening and Talking framework to support planning and assessment. Trial from Term 2.</p> <p>Teachers to share clear Listening and Talking targets for whole class, groups and individuals from Term 2, providing both oral and written feedback that supports progress and next steps for learners.</p> <p>Teachers to co-construct L&T Success Criteria with learners.</p>	<p>Focussed Assessment and Moderation</p>	
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<p>August 2024 Progress and Achievement data: 87.5% of P4 learners are on track working within or towards the end of first level for L&T.</p> <p>93.3% of P7 learners are on track working within or towards the end of second level for L&T.</p> <p>Developmental Overviews-Expression and Understanding for N5 learners from Sound Nursery: 44% can sequence 3 or more pictures and talk through the story.</p> <p>Phonological Awareness: Listening and Attention August 2024– 80.6% P1 learners secure</p>	<p>By June 2025- 90% of P4 learners to achieve First Level Listening and Talking.</p> <p>By June 2025 – 94% of P7 learners to achieve Second Level Listening and Talking.</p> <p>By June 2025 – 80% of P1 Learners to achieve Early Level Listening and Talking.</p> <p>By Feb 2025 targeted learners in P1 will show improvement of at least 1 year in their expressive language. SEE PEF PLAN</p> <p>By June 2025 targeted N5 learners will show improvement of at least 1 year in their expressive language – SEE PEF PLAN</p>	<p>By September 2024, P1 teachers will have analysed tracking and monitoring information from N5 Developmental overviews to identify individual and group progress. This will support Early level planning to ensure progress, challenge and pace of learning.</p> <p>Working in partnership with S&LT to deliver Talking, Listening and Questions as a targeted intervention to raise attainment and narrow attainment gap – SEE PEF PLAN</p>	<p>TLQ Leads– PEF teacher and Practitioner DHT Nursery to P2 ESO Literacy S&LT</p>	<p>SEE PEF PLAN</p>
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<p>Universal symbols across Sound Primary School are inconsistent.</p>	<p>By June 2025, our school community will have consistent visual communication tools in use that will support all learners in their daily routines and transitions.</p> <p>Learners with ASN, including non-verbal learners, will be able to better communicate their preferences and needs.</p>	<p>August 2024 –Development time- Introduction to Neurodiversity and importance of Augmentative and Alternative Communication (AAC) through universal symbols to aid communication across our school community. Self-evaluation activity. Led by Education Psychologist.</p> <p>September 2024 – SMT meet with Ed Psych to discuss self-evaluation and next steps.</p> <p>Agree on universal symbols for use across entire school including Nursery.</p> <p>Create banks of symbols for use in classrooms and key areas.</p> <p>Photographs of staff in rooms/spaces throughout the school.</p> <p>Visuals timetables: individual and class are consistent and support transition at home as well as school.</p> <p>Visual menus.</p> <p>Term 3 - Parent/Carer drop in sessions/workshops on AAC – use of visuals at home supported by LA ASN teacher.</p>	<p>Educational Psychologists LA ASN teacher SMT SfL teachers Board Maker/Clicker Pupil Council CIRCLE Framework Inclusive classroom scale: Physical Environment</p>	<p>Pupil Voice/learner walks: HGIOURSchool Theme 2 Our Learning and Teaching Theme 3 Our School and Community Parent/Carer feedback on inclusion</p> <p>Teacher Self-evaluation using - CIRCLE Framework Inclusive classroom scale: Physical Environment. October 2024, February 2025 and May 2025.</p> <p>Photographs of inclusive classrooms - October 2024, Feb 2025 and May 2025.</p> <p>Pupil voice – Learning walks - CIRCLE Framework Inclusive classroom scale: Physical Environment. November 2025, February 2025 and May 2025.</p> <p>Partnership reporting: Inclusive classroom poster with Ed Psych and school.</p>
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		<p>October 2024 In-Service - professional learning and self evaluation activity led by Education Psychologist – teaching staff introduced to CIRCLE. Self-evaluate classrooms using CIRCLE inclusive classroom Physical Environment scale – T2, 3 and 4.</p> <p>Photograph classrooms including visuals, quiet spaces and whole class as part of evidence to support self-evaluation using CIRCLE inclusive classroom Physical Environment scale – T2, 3 and 4. Store photographs in teachers pool.</p> <p>CIRCLE discussions - Identify areas for development for individual classrooms as well as common development areas across the school. Education Psychologist and LA ASN teacher to support discussions and developments.</p> <p>November 2024 - Establish overall school baseline and target for improvement using CIRCLE Physical Environment scale.</p> <p>Protected time on a Friday that allows Education Psychologist and LA ASN teacher to be in school to support teachers on a monthly basis.</p>		
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Improvement Priorities 2024-25 Priority 3 - Ensuring positive transitions across our school community as we move towards composite classes in session 2025/26.

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> • 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>NIF DRIVERS</p> <ul style="list-style-type: none"> • School and ELC leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement • Curriculum and assessment • School and ELC improvement • Performance information 	<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 & employability/ Developing creativity & skills for life & learning</p>
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Priority 3: Transitions: Ensuring positive transitions across our school community as we move towards composite classes in session 2025/26.

Continuation from 2023/24? N

LNCT maximum class sizes.	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
Commitment to further reduce Teacher FTE at Sound Primary.	By June 2025 stakeholders; learners, parents/carers and staff will have experienced a positive transition to composite classes ahead of session 25/26.	Communication with stakeholders: Term 1 - HT and QIO meet Term 2 – SMT sharing good practice – lessons learned from settings across Local Authority and beyond. - initial meetings with stakeholders - Composite class information shared across school community	SMT QIO QIM	Stakeholder Focus Groups HGIOS 4 Q.I 2.6 Transitions Q.I 2.7 Partnerships
Lessons learned from year group mergers in 22/23 and 23/24.	June 2025 Almost all learners in N5-P7 feel safe, included and achieving as they transition to composite classes. By June 2025 teachers have enough transition information to ensure continuity, progression and pace of learning for classes, groups and individuals at the start of session 2025/26.	Tem 3 –collaborative transition planning with learners and staff. Term 4 – transition activities begin - transition information sharing - protecting time for planning and resourcing to meet needs of learners - SMT will consider class structures based on: • the whole school roll for the new session • the number of teachers allocated to the school • classroom capacities • the known needs of individual learners • creating learning groups	Parent Council School staff Learners SNCT and LNCT policy/guidance on class sizes and classroom capacities	Self evaluation/feedback – learners, staff and parents/carers – Term 2 and Term 4 Teacher feedback – transition information supporting progress, development and needs.
		Working Time Agreement (WTA) includes additional development time for transitions as well as flexibility.	S.I.C Human Resources policy	IEP and Child Plan targets.
		Individualised Education Programmes (IEP) and Child Plan targets reviewed in line with transition plans and individual needs.	Wellbeing indicators Tracking and Monitoring Data Child Plans/IEP’s Quality Assurance Working Time Agreement	Wellbeing indicators to measure H&Wb N5-7: Inclusion, Happy, Safe.

Working Time agreement for :	SOUND PRIMARY SCHOOL (Based on 35 hour week)	
School Session:	Session 24-25	
Item	Detail	Hours
Teaching and Learning		
Class Teaching	Class contact based on 1.0FTE	22.5
Personal preparation and correction	One third of class contact time	7.5
Collegiate Time		
Collegiate time (Annual)	5 hours x 39 weeks. This does not include time within the In-Service days.	195
Planning, Assessment & Moderation	Tracking and monitoring including SMT data 7.5hrs (1.5hr x 5) Focussed Assessment and Moderation - 9hrs (3hrsx3) Planning and assessment across curriculum.-10hrs (2.5hrsx4)	26.5
Partnership with parents/carers	Learning Journey - 1.25hr , Parent/carer appointments - 33hrs (33x 0.5hrsx2) Written interim report 26.5hrs(0.8hr x33) Curriculum Information 3 hrs (0.75x4) , School blog/class blogs updates - 8hrs (2hrx4)	71.75
Staff meetings/development	Teaching Staff Meetings =29.75 hrs (1.5hr x 18 plus dept meetings 11x0.25hr) WTA meetings = 1hr (2x0.5hr) Additional development/transition meetings = 6hrs	36.75
PRD/Professional Update	PRD/Professional Update meeting plus associated preparation and follow up admin. 2hrs	2
Liaison/Consultation/Review	Class teachers incl stage partner/ASN staff/ Specialist staff/SMT/ Support staff/outside agencies/Cluster colleagues including transitions/Review meetings - 39hrs (1hrsx39).	39
Flexibility		19
Total	Total collegiate time allocated	195

