Tingwall Primary School

Standards & Quality Report
2021-22

and

School Improvement Plan
# 2022-23

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 2021/22. 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.

The National Improvement Drivers are:
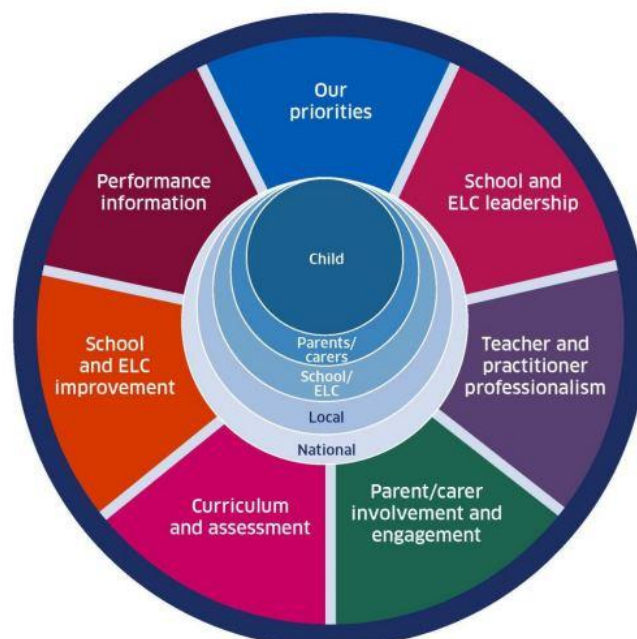
Contextual analysis of the school

Tingwall Primary School is situated 6 miles north of Lerwick, the main town in Shetland and its catchment area comprises Tingwall and Girlsta. A number of parents also make written requests for placement from out with the catchment area. It is a non-denominational Primary School, catering for boys and girls between 3 and 12 years. We provide Early Years provision in our Early Learning and Childcare (ELC) setting and Primary provision in our four multi-composite classes. The school roll is currently 84 with a further 28 children in Early Years provision. On completing their primary education, pupils move on to the Anderson High School in Lerwick to access their secondary education.

In the school there are four full-time equivalent class teachers and a part-time ASN teacher. The Head teacher was the Early Years Teacher until January 2022. There is one full-time Learning Support Worker and three part time Learning Support Workers, who work closely with the teachers to support pupils with additional support needs in each class. There are two part-time Learning Support Assistants /Playground Supervisors who work mornings only.

The Nursery was a recent addition to the school estate in August 2020 and offers the expanded delivery of 1140 hours. It has one part-time Nursery Teacher, one full-time Senior Practitioner, three part-time practitioners and two full-time and one part-time support worker.

The school is served by visiting peripatetic teachers in Art, Music and P.E. A six-week block of swimming lessons for each class is delivered by the PE teacher at the Scalloway Pool as part of the Health and Wellbeing Curriculum. There are visiting instructors for pupils taking piano, fiddle and guitar.

The school has two part time clerical assistants, who work 32 hours per week (mainly mornings). There is one Head Cook and three kitchen assistants. Due to Covid 19 regulations, a full-time day cleaner has been appointed. A Cleaner in Charge and two other cleaners work in the evenings. There is no janitor.

Religious Observance is usually provided through the school's Assembly programme with regular visitors representing all faiths but due to Covid restrictions, large gatherings and Visitors have not been possible.

Good links have been developed over the years between Tingwall and the other schools in the Anderson High School Cluster, but meetings at present are mainly conducted on-line via Teams. Effective links have also been made over the past year with other ELC settings and the Preschool Home Visiting Service (PSHVS).

The school encourages parents to be involved in the education of their children and usually operates an 'open-door' policy. Parents can normally attend an informal Learner Led event in September and are offered an appointment to discuss the progress of their children with class teachers in November with optional meetings in March and June. However, due to Covid restrictions, on-line virtual appointments were offered instead in March. Most Parents found that these were a good alternative but are looking forward to when face-to-face appointments can start again. Our staff use Glow Blogs to communicate learning with parents and share the termly Curriculum Overviews this way. Written reports are given out in December and June. The school is continuing to update its website (Tingwall Blog) from which handbooks, policies, class and Nursery blogs and other documentation can be viewed and downloaded.

There is a very supportive Parent Council which has actively helped the school to fundraise for Sensory resources for the new 'Chill Out Space', Christmas gifts for each child, outdoor and play based equipment and maintaining and improving the school grounds. They have also been proactive in helping to make our Car Park a safer place and ensuring general safety of the school grounds.

Covid-19 had continued to impact on the school this session, particularly levels of staff and pupils absences. This impacted on some of our developments.

School Vision, Values and Aims

Our school vision, values and aims were updated this session in consultation with staff, pupils and the wider school community. Our commitment to our motto *'Try Dee Best'* encourages our learners to be *healthy, active, confident, caring, respectful* and *responsible* citizens. We have a very nurturing, inclusive and welcoming ethos and we strive to ensure our learners *achieve* their full potential in a *safe, stimulating* environment.

Our school values: **T**eamwork, **H**appiness, **I**nclusion, **N**urture and **K**indness (**THINK**) underpin our actions.

Tingwall Primary School
Vision, Values and Aims

We encourage our learners to 'Try Dee Best' to be Healthy, Active, Confident, Caring, Respectful and Responsible individuals, who THINK about our values and can Achieve their potential, in a Safe and stimulating environment.

Teamwork
Happiness
Inclusion
Nurture
Kindness
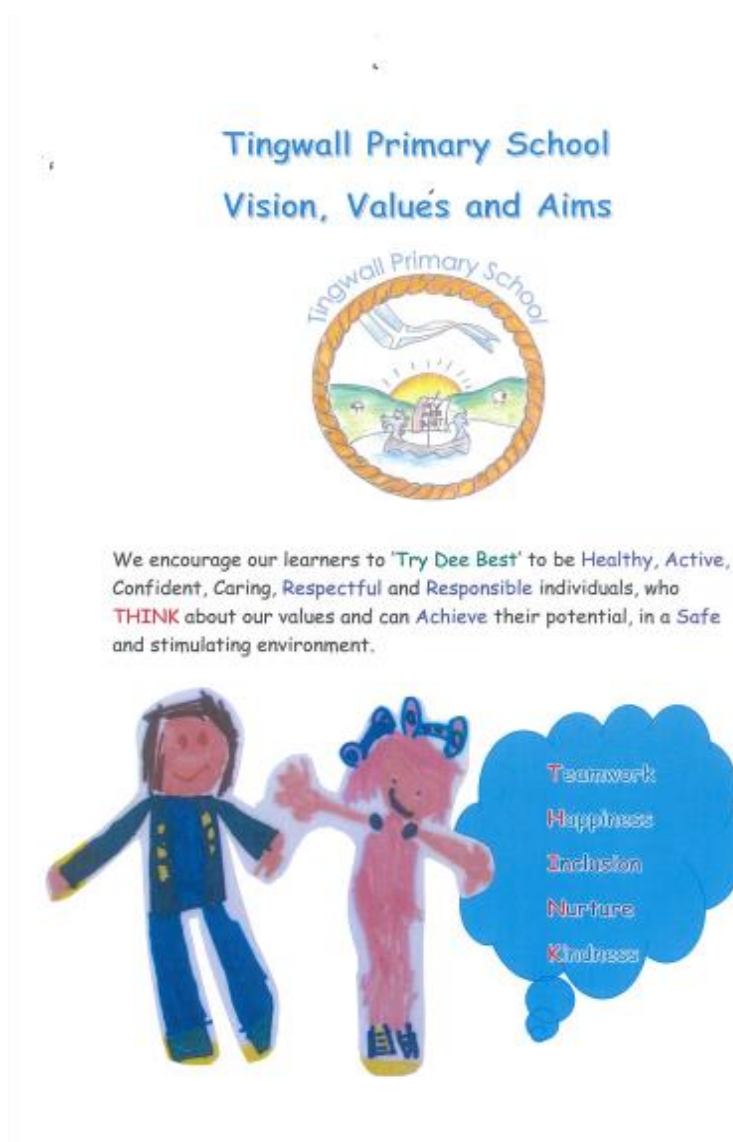
The Impact of COVID-19 on the school community in the first three terms, with high numbers of pupil and staff absence:

Positive:

- Relationships with parents
- Support from Children's Services in helping to keep the school open
- Communication between teachers and parents
- Parent Council, on behalf of parents, acknowledged the difficult year caused by the Pandemic and thanked and praised the school for how well they have coped
- Small classroom 'bubbles' built close peer relationships
- Less arguments to deal with at playtimes
- Pupils felt safe and had less accidents at playtimes

Negative:

- Lack of socialisation / together time due to staggered breaks & class 'bubbles' for first three terms – impact on pupils and staff mental health
- No parents in building, so no informal day to day reporting, for first three terms
- New primary one starts in August 2021 had some separation anxiety, as there had not been the usual opportunities for 'free flow' play between Nursery and P1 and the usual Transition activities, so pupils were not as familiar with the staff, classroom, or school setting,
- No social gatherings such as Learner Led event/Coffee evening, school concerts, for first three terms, but we did manage to invite parents to sports day in May 2022 and the Nursery Graduation and P7 Leavers' Assembly.
- HT was 'fire-fighting' struggling to staff the school and nursery on a day –to-day basis for the first three terms. She was also having to cover classes/Nursery, the majority of time. This led to lack of time for School Improvement Work.
- Staff returned to work 'fatigued' after suffering Covid and never really recovered their energy.
- After Covid, many pupils had less stamina and struggled to concentrate and some struggled to cope with the length of the school day. Lessons had to be adapted to suit individual needs with lots of outdoor play and more play opportunities further up the school.

Collaboration and consultation with our stakeholders in session 2021/22

Who?	When?	How?	What did we find out? *(bullet points on key themes)*
Staff	June 2022	Two Stars and a Wish (Microsoft Forms)	• Staff work well as a team and have positive, supportive relationships between each other, pupils and parents • More support is needed in class (ASN teacher time/LSW support)
	Termly/Ongoing	Staff Meetings	• Professional dialogue is valued
Children and young people	June 2022	Two Stars and a Wish (Microsoft Forms)	• Outdoor space/play equipment is good • Teachers are friendly, caring and helpful • More time outdoors, a poly tunnel and a class pet were the top 3 priorities for improvement
		Discussion & f/b session with new HT (P6/7)	• School is a positive, welcoming place to come and teachers are friendly and caring • Outdoor space and play equipment is good • Areas for improvement: more play equipment, poly tunnel, more time outdoors, school pet!
		Microsoft Forms	• Pupils found it difficult to describe what the vision, values and aims are – need something more memorable • New school logo
Parent and Carers	June 2022	Two Stars and a Wish (Microsoft Forms)	• Approachable, welcoming and inclusive school environment
	Termly	Parent Council meetings	• PC supportive and parents complimentary of response to pandemic, especially ongoing communication
	Throughout the year	Microsoft Forms (various surveys) Newsletters	• Time to refresh vision, values and aims
Community and other stakeholders: Psychological Services Pre-school Home Visiting Teacher/staff S & LT	Throughout the year	Professional Development sessions Central Inclusion Team Visit QIO/ESO Visit Girfec Meetings	• CIRCLE & SCERTS – Training and implementation required • Kitbag Ambassadors – positive addition to nurture within the school • Zones of Regulation – useful tool for wellbeing in Primary. Identified as a priority for 2022-23 • Skills learning in Nursery • Good Communication with Parents and School/Nursery • Pupils with ASN are well supported by a nurturing and caring staff

Standards & Quality Report
2021-22

Progress made with the Priorities from our 2021-22 School Improvement Plan

NIF PRIORITIES	NIF DRIVERS	1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
-Improvements in attainment, particularly in Literacy and Numeracy -Closing the attainment gap between the most and least disadvantaged children -Improvement in children and young people's health and wellbeing -Improvement in employability skills and sustained, positive school leaver destinations for all young people	School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information	1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning

Priority 1: Continue to prioritise the Health & Wellbeing of our pupils by providing opportunities for all to 'Learn through Play'.

What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required ?
By June 2022, 100% of pupils will have had opportunities to 'Learn through Play', in their classroom and outdoors, leading to motivated and engaged pupils who are achieving well. (Improved H&WB, social skills, team work, co-operation, creativity, curiosity, problem solving & risk awareness when learning outdoors) **Staff:** Confidence in using play and the outdoor environment to help pupils achieve.	• School received a grant from ELC and Children's Services to allow purchase of Outlast Blocks and other 'Large Loose Part' resources & Storage for School/Community use. • Pupils worked on STEM activities, with help from DYW – CASE, SPACEPORT & SSE RENEWABLES coming into school. • Teachers from Nursery to P7, tried to link literacy and numeracy activities/games to 'Learning through Play, indoors and outdoors.'	• 100% of pupils had opportunities to Learn through Play • Teachers found that the pupils were more engaged and motivated when there were the practical activities in the classroom and so this impacted positively on their achievement. • The GP surgery set up in P4/5 enabled the pupils to act out the issues on the news, related to Covid/vaccines etc that they were feeling anxious about, in a safe environment. This helped them to come to terms with what was happening in the world around them and build up their confidence.	• Maintenance plan - Continue to embed active learning through Play and share the reasoning with parents

| **Parents:**
Understand the importance of play in helping children learn and ideas of how to support their children learn outdoors and through play. | • Parents attended a Nursery Information evening, which explained the theory behind the approach to 'Child Led' Learning and found this extremely valuable. (Parent Feedback)

• Developed the South Nursery Garden area with open-ended play-based resources

• New community play resources for families to use | • In P6/7 the activities set up related to IDL topics e.g. A Laboratory (Pupils invented 'Covid vaccines!) and WW2 shop, where pupils could spend their ration coupons. Food Friday, linked to 'Around the World in 80 days' topic, where each week pupils focussed on a different country and cooked and ate traditional dishes.
• STEM activities enabled the pupils to find out more about the world of work and the important skills needed e.g. risk assessments, problem solving, teamwork, communication etc.

• This became a valuable space for the Nursery with lots of open-ended resources e.g. waterways which allowed creativity, curiosity, imagination, problem-solving, teamwork, risk assessment etc to flourish.

• We were unable to make many of our 'community resources', such as the Outlast Blocks, available for families to use after school and at weekends as was initially hoped, due to ongoing vandalism and mischief making on the premises. | |

NIF PRIORITIES	NIF DRIVERS			
-Improvements in attainment, particularly in Literacy and Numeracy -Closing the attainment gap between the most and least disadvantaged children -Improvement in children and young people's health and wellbeing -Improvement in employability skills and sustained, positive school leaver destinations for all young people *(highlight as appropriate)*	School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning

Priority 2: Improve attainment in literacy through the use of consistent quality feedback systems			
What were our outcomes?	**What did we do?**	**What was the impact on learners?**	**What are the next steps and how do you plan to evidence the impact of further actions required?**
By June 2022 a minimum of 77% of learners in P1-7 are on track in writing (currently 72%) By June 2022 almost all	• Analysed data and identified improvements to implement within stages. Implemented strategies, reassessed and reviewed effectiveness. (5.1.22) (3.5.22) • Ensured regular conversations between class teachers and ASN teacher, as well as analysis of the Evaluation of Attainment Information (October & April), to ensure interventions were in place to provide individual support/challenge, where needed. • Adopted use of visualizers to model achievement of success criteria during lessons • Staff engaged in professional learning/reading around current research in	• Feedback from teachers and ACEL data has indicted the necessity to keep writing attainment on next year's SIP • Writing attainment increased to 76.3% overall (almost reaching the target of 77%). However, first level ACEL data was only 66.7% • The use of visualizers to model /demonstrate achievement of success criteria has been invaluable. • All teaching staff have improved their knowledge of high quality feedback in	• Next steps carried over to 2022-23 SIP • Targeted intervention with P4 pupils next session (participating in the 'National Improving Writing Programme' organised by Children's Services)

pupils in P1-7 can use feedback constructively to improve the quality of their writing.	high quality feedback (2.11.21)	writing and developed confidence in giving feedback to learners and encouraging them to act on it.	
		• Teachers found the information in 'Visible Learning' a useful refresher in giving quality feedback	
	• Staff reflected on existing practice and collegiately planned change around feedback during term 2 (e.g. build in sufficient time for learners to reflect on feedback and improve future writing) (2.11.21)	• Verbal feedback to individual pupils during lessons, and at the beginning of the next lesson, has proved the most effective method for improving attainment	
	• Reflected on and moderated the above. Identified successes and areas for improvement (5.01.22)	• More opportunity to moderate writing with cluster partners (not able to do this because of Covid restrictions) would be useful to compare year group writing standards with those from other schools	
	• Implemented 'symbols' as a method of feedback for lower school use, for pupils to be able to recognise what their next steps are	• This has proved successful. Pupils able to use symbols to understand their next steps in learning	• Develop an easy to use 'symbol' system for upper school.
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NIF PRIORITIES	NIF DRIVERS	1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
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Priority 3:   Expand high quality provision in the Nursery Setting

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?
Increase staff understanding of how to interact with children to enhance their learning experience and how to record high quality observations to record progress of children	• All staff to become familiar with Realising the Ambition • Staff attended training by Julie Fischer on 'Interactions or interfering' • ESO to observe staff interactions and observations (T1)	• High instance of staff changes this session so staff not all completely familiar with RTA • Due to Covid restrictions our ESO was only able to visit the setting in T4, where interactions were recognised as a strength of the staff.	• Staff training organised by Children's Services with a focus on RTA (16.8.22)
Staff to be able to link observations to CfE outcomes and experiences /benchmarks and Highland Progression frameworks/developmental overviews and identify next steps	• Collegiate working through examples • Tracking of variety of observations completed (T1) • Staff to complete training on how to complete quality observations	• Staff chose pupils to observe by picking named lollisticks each fortnight, ensuring different children were being observed over a period of time. Each staff member got to know the children well and gave a balanced overview of where the children are at on their learning journey. • Quality of observations has improved as a result of completing training. Most staff now more confident of how their	• Continue to review how children's learning is captured to ensure the method is responsive and manageable

		observations link to CfE	
Develop Learning Stories to show achievement of children and use this to improve quality of dialogue with Parents to ensure greater understanding of progress	• Staff to complete Learning Stories as follow up to observations and share regularly with pupils and termly with parents	• Parents report having enjoyed looking at the Learning Stories, although noted that there have been gaps over the year due to staff and pupil absences	
Increased parental engagement	• Regular updating (weekly) of Nursery blog, with all staff able to contribute (T2) • Provision of learning reports through a '2 Stars and A Wish' approach for N3 children and a summary of Literacy, Numeracy and H&WB for N4 children	• Parents reported feeling happy to have regular updates, especially since they could not visit the setting • Reports welcomed by parents and a valuable source of information about where their child is at on their learning journey • Enabled continuity in learning when transitioning to P1	
Implement a planning format that is manageable and includes responsive as well as intentional planning to ensure we are meeting the needs/interests of the children	• Find out what other nurseries are using • Trial different formats to help us develop our own template (T2) • Establish a format that is manageable and includes necessary information (T3) • Trial and review (T4)	• Due to high volume of staff changes and high rates of absence due to covid, this priority has been deferred to the 2022-23 SIP	• Planning formats/approach to form basis of ELC priority in 2022-23 SIP
Improve the engagement of learners and the quality of their play experiences	• Development of continuous provision and loose parts play. • Development of outdoor areas • Request donations of resources/time/skills	• Continuous provision has changed several times over the session as staff have learnt what the children's interests and needs are. It will continue to be re-designed as and when necessary to ensure it provides the best possible	

	from Parents and use Nursery Fund, as necessary, to source quality indoor / outdoor resources.	opportunities for learning for the children. • An Improvement Visit by the ESO in June mentioned that there should be a sharper focus on the skills that children are developing as they play.	• Improve the engagement of learners and the quality of their play experiences by focussing on skills that children develop through play

School self-evaluation, 2020-21, and priorities for further improvement

For each of the Quality Indicators listed below, answer the questions and include an overall evaluation using the six-point scale from "How good is our school?" (4th Edition). The self-evaluation grade should be for the whole Quality Indicator, not for individual themes within it. The questions are those used in self-evaluation forms before Education Scotland inspections.

Please refer to relevant qualitative and quantitative data when considering relevant evidence to support your statements

Qualitative Data	*Quantitative Data*
Classroom observations, learning visits, learning walks, etc. *Focus group discussions* *Feedback from online and face-to-face meetings* *Conversations in staffrooms* *Verbal feedback from learners and parents and carers*	*Attainment in the Broad General Education and Senior Phase (where applicable)* *Attendance, absence and late-coming* *Measures of learner engagement, participation, inclusion and health and wellbeing* *Tracking and Monitoring* *Planning documentation* *Curriculum rationale* *Questionnaires and surveys with stakeholders and minutes of meetings with them* *Bullying and exclusion statistics* *Child Protection referrals* *Free School Meals data* *PRDs* *Professional learning records* *Child's Plans, CSPs and IEPs* *School Improvement and Team Improvement reports* *Education Scotland and Care Inspectorate inspection reports*

Education Scotland's evaluative statements can support your analysis of the key QIs:

All 100%; Almost All 91%-99%; Most 75%-90%; Majority 50%-74%; Minority/less than half 15%-49%; A few less than 15%

Quality Indicators from How Good Is Our School?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners? (Qualitative & Quantitative data)	What are you going to do now? What are your improvement priorities in this area?	HGIOS Evaluation
1.3 Leadership of Change • *Developing a shared vision, values and aims relevant to the setting and its community* • *Strategic planning for continuous improvement* • *Implementing improvement and change*	We are committed to ensuring that we achieve the highest possible standards and success for all learners.	All staff have consistently high expectations of all learners. Most of our learners are achieving at the appropriate level in reading, writing and numeracy and almost all in listening & talking. (SEEMiS P & A, ACEL, SNSA, School Evaluation of Attainment, Leuven scale of Wellbeing, Conversations with teachers (formal and informal), Pupil work – say, write, make and do)	Continue to prioritise the health and wellbeing of all pupils. Introduce Zones of Regulation. If our learners' mental and emotional wellbeing is good, they will continue to achieve better academic results.	3
	All staff show commitment to shared educational values and professional standards.	Staff take account of their pupils' social, domestic, economic and cultural backgrounds. They have received training on ACES, Trauma Informed practice and Nurture. Staff share appropriate information through SEEMiS pastoral notes to ensure wellbeing of individual pupils is prioritised.		
	HT and staff work as a team to provide strong leadership which has enabled our school and wider community to support each other through recent challenging times (Covid).	Teaching staff operate within the GTCS Code of Professional Conduct, use MyGTCS to record Professional Learning and attend annual PRD meetings. Support staff continually up skill through training opportunities and attend ERD annually.	Continue to provide and promote leadership opportunities for all (e.g. Kitbag Ambassador (LSW), CIRCLE and SCERTS training for teachers, Zones of Regulation for all staff)	
		The HT and staff have excellent relationships with the whole school community and set high standards to ensure the best outcomes for all. (Parent Council, Parent feedback – Microsoft forms, GIRFEC meetings).	Continue to provide support to families through 'open door policy' and excellent two way communication (phone, email, Blogs) Trial new L.A endorsed communications app 'Xpressions'	
	Our vision has evolved through reflection and debate across the school and community.	We completed consultations with staff, pupils and parents (Microsoft Forms and class consultations) and have a new refreshed V, V & A. The simplified	Share finalised V, V & A with school community. Update the website, all paperwork, uniforms and homework folders with new logo.	

		As a result of this active collaboration, the school and community will continue to have ownership of the new vision, values and aims which reflects the community we serve and puts our children at the centre.	values represented by the acronym THINK will help pupils to remember and act on these shared values. Our vision and aims is based on SHANARRI and the qualities that parents want their children to learn. Feedback from visitors about our school ethos and pupil behaviour is always positive.	Through effective leadership at all levels, our school community will work together to turn the shared vision into a sustainable reality. Staff and pupils will demonstrate the VV&A through their work and behaviour.	
		HT creates conditions where staff feel confident to initiate well-informed change and are committed to collective responsibility in the process of change, although there have been less opportunities due to Covid and the difficulty of keeping the school open on a day to day basis from November to March.	Staff volunteer to lead school developments (e.g Literacy Progression Framework, Outdoor and Play based learning, STEM activities, Literacy tracking)	Continue to encourage staff to volunteer to lead improvements in school and within our cluster or local authority (e.g. QAMSO, Kitbag Ambassadors, CIRCLE/SCERTS)	
		We ensure proposed changes demonstrate the interconnectedness of the school and community in improving learning and outcomes for young people.	Developments are initiated after much professional dialogue and consultation with all staff, pupils and parents. (Microsoft Forms questionnaires)	Continue to liaise with our school community and partners such as Educational Psychologist, School Counselling Service, PSHVS, SLT etc. to ensure expert help is provided to help us where possible. Weekly calendar of development time is provided for staff with time to reflect on and evaluate the impact of change ensuring that any changes are positive and sustainable.	
		The HT guides and manages the strategic direction and pace of change. We protect time for professional dialogue, collegiate learning and self-evaluation, so that all members of our school can contribute to our plans for continuous improvement.	In consultation with Staff the HT develops an annual School Improvement Plan which takes into account the time needed to trial and evaluate change. We usually engage in regular professional dialogue re. meeting the needs of the pupils and the community they live in and what we need to do to improve our practice. But again the opportunities have been restricted due to staff absences due to	Continue to provide time for collegiate/reflective dialogue, especially around the impact of Covid in T1/T2/T3 Ensure all staff have a clear understanding of the school's strengths and areas for development based on a range of evidence, to create a clear rationale for future development Continue to improve school grounds. Outdoor learning / play pedagogy continue to be	

		Covid. (Class consultation, Microsoft forms) Commitment to working as a team to meet the needs in the school (e.g. regular meetings include non-teaching staff, to ensure they have the opportunity to put forward ideas for improvement and feel included) Parents, pupils and staff are consulted annually on ideas for improvements. (Microsoft Teams, staff meetings, class discussions e.g. Play Survey, Remote Learning, Homework, VVA). This year the Parent Council gather views from pupils, staff and parents via questionnaires (2 Stars & A Wish) on what the school did well and what needed to be improved	developed throughout school. Centralise/organise resources such as loose parts (Dining hall cupboard) Develop whole school outdoor play policy from Nursery to P7. (ELC Teacher/P1 teacher) Implement Zones of Regulation and have more emphasis in school on UNCRC Increased parental engagement e.g. Hold regular Information evenings for Nursery Parents.
	Staff at all levels take responsibility for implementing change and promoting equality and social justice across all their work.	Teaching staff regularly reflect on and show commitment to the shared values as embedded in GTCS standards and record this on MyGTCS. (Annual PRD meetings & professional dialogue)	This year we need more time to continue to plan and provide differentiated work to plug the gaps created by Covid related absences. We can use CIRCLE and SCERTS frameworks to help identify where pupils are at and implement next steps (when training is done)
	Innovation, creativity and practitioner enquiry is supported by HT, which leads to positive change.	Although COVID has meant restricted opportunities, there has been uptake in on-line learning. All teachers 'Digital Learning & Teaching'. Two teachers completed the 3 day SCERTS course. Nursery staff have completed a variety of training to help them support pupils with ASN. Two LSW lead Nurture groups and are trained to deliver Bikeability and will become Kitbag Ambassadors. Staff are encouraged to be curious and have the confidence to try new things (e.g. Introducing Play from P1-P7)	Continue to develop Leadership Skills for all and encourage participation in a wide range of Professional Learning Opportunities to provide a positive impact on pupils through high quality opportunities and interactions.
	All staff work collaboratively to develop clear rationale and choose appropriate approaches to effectively facilitate change leading to	There is a great display of teamwork and camaraderie amongst staff, with everyone supporting each other to ensure the best outcomes	Continue to monitor the life of the school and the Impact of Change on our learners.

	greater equity for all learners. We continually reflect on and develop our practice taking account of our self-evaluation and vision for continuous improvement. Staff and learners engage regularly in critical and creative thinking. As a result, most of our young people have developed increased capacity to respond and adapt to change. Practitioner enquiry and creative approaches are integral to the thinking and practice of staff, pupils and partners. We have effective strategies in place to monitor and evaluate the impact of changes on outcomes for learners and the work of the school.	for all.(Staff comments, supply staff, Central Inclusion Visit) Regular staff meetings. Good communication through email, distribution of minutes and Newsletters and Nursery Staff News. MyGTCS for reflecting on and recording Professional Learning and annual PRD/ERD meetings. Weekly planning grids / Classroom teaching / Discussions / Observations / Displays of work /Emotional check ins / Health & Wellbeing progression framework / SHANARRI Ongoing Professional dialogue / staff meetings – Calendar of Development time.	 Annual evaluation of SHANARRI results	

Quality Indicators from How Good Is Our School?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners? (Qualitative & Quantitative data)	What are you going to do now? What are your improvement priorities in this area?	HGIOS Evaluation
2.3 Learning, Teaching and Assessment • *Learning and engagement* • *Quality of teaching* • *Effective use of assessment* • *Planning, tracking and monitoring*	The ethos and culture of our school reflects a commitment to children's rights and positive relationships.	Children consulted on all aspects of school life either in class via teacher, HT or via Pupil Council. Assemblies would also be the time where pupil views and opinions were shared/gathered, but this has not been possible due to Covid mitigations.	Professional Learning in UNCRC. Continue to embed UN Convention of the Rights of the Child in lessons and assemblies. Regular whole school or upper and lower school assemblies Leuven scale of wellbeing and engagement	4
	Our children and young people are eager and active participants who are fully engaged, resilient, highly motivated and interact well during activities.	Whole school approach to nurture leading to high quality learning outcomes. SHANARRI & UNCRC		
	Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests.	Teacher observations, class consultations Co-operative learning, Outdoor learning Resilience taught during H&WB Differentiation and learning through play. Sumdog, Wordshark etc. tailored for pupils' needs and provides opportunities for individualised learning.	Better engagement for pupils who find learning tricky (e.g. Dandelions for reading, SEAL maths) Continue to provide opportunities for buddying, Enterprise Initiatives, Mixed Stage working, when possible.	
	Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility, as they become more independent in their learning.	Choice of learning techniques e.g. Reading tasks/Co-op learning give pupils roles and responsibilities. Use of Outdoor Environment. Pupils in charge of own jotters, textbooks, stationary. Laptops used in writing to research topics. Microsoft Teams used from P4-7. Choice of topics (within a range)	Trial LA 'Digital Pathways' to ensure progression and continuity of learning for pupils and opportunities for professional learning for teachers.	
	Learners understand the purpose of their learning and have opportunities to lead the learning. They are successful, confident and responsible.	LI / SC shared with pupils prior to task. Learners know what they need to do to improve through effective teacher feedback and peer evaluation. Achievement talks and books record all aspects of learning, in and out of school.	Continue to link learning to real life examples – skills for life, learning & work. Use TIB (…this is because…) Find a better way of recording achievements in upper stages as achievement books too cumbersome and no positive impact for older learners.	
	They contribute effectively to the life of the school and wider community in a range of well-planned activities.	Opinions of pupils asked and feedback taken into account. Effective contribution in wider community this year	Use of Microsoft Forms and Mentis to collect views and opinions of pupils and parents.	

		difficult, due to COVID-19.	
	Our teaching is underpinned by our shared school vision, values and aims.	New VVA consulted on and agreed by pupils, staff and parents. Simplified version encompasses SHANARRI and 5 main values represented by acronym THINK. New logo designed by P7 pupil.	Continue to embed the values through promotion of the THINK acronym across the school to ensure it is embedded as part of the ethos of the school
	We use a wide variety of learning environments and creative teaching approaches.	Outdoor learning, class activities, co-operative learning. Programmes tailored to pupils' needs. (Teacher observations, planning, ASN Teacher)	Further develop play based approach from P1-P7 Trial LA Digital Pathways progressive framework for teachers and pupils.
	Learning is enriched and supported by our effective use of digital technologies.	Interactive whiteboard, laptops/IPads/Kindle Fires for film making, PPT presentations etc.	
	Our explanations and instructions are clear.	LI/SC given at start of lesson. Pupils know AIFL techniques (e.g. Thumbs up etc)	
	We use skilled questioning and engagement to promote curiosity, independence and confidence to regularly enable higher-order thinking skills in all learners.	Blooms taxonomy questioning used P4-7. Class discussions, based on interests of pupils.	
	We observe learners closely to inform appropriate and well-timed interventions and future learning.	Teacher/pupil relationships excellent. Learning tailored to each pupil. (professional dialogue, Evaluation of Attainment discussions, ASN teacher consultations)	
	We use feedback to inform and support progress in learning.	Feedback given orally, often done together with pupils and as soon as possible, for impact. Use of visualisers to model good examples of pupil work to encourage and motivate others.	
	Assessment is integral to our planning of learning and teaching.	Weekly planning grids with opportunities for reactive planning/assessment Assessments tailored to pupils' needs.	Focus on planning, tracking and assessment of IDL. New 'bundles' to be created to help planning be less time consuming.
	We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.	Tickled pink and Growing green.	Continue to improve reading assessment opportunities and create on-line Literacy Progression pathway/Tracker for P4-7. P1-3 will use PDF checklist.

Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence, which we use to report on the progress of all children and young people.	SNSA P1, 4, 7, diagnostic results; October & April pupils evaluations and tracking on SEEMiS;. Writing assessments, three times per year using Big Writing Criteria. Ongoing maths assessments and tracker.	QAMSO training – develop holistic assessments Implement single word spelling test and GLOSS maths assessment to compliment writing assessment Dyslexia screener – GL assessments, LASS tests SNSA for P4 & P7 in November 2022 for diagnostic intervention. P1 in March 2023. LA levels collected in June. ACEL graphs in October. Continue to track using SEEMiS Progress & Achievement. Try new LA Health & Wellbeing Progression Pathway.	
Across our learning community, we have shared expectations for standards to be achieved, and have robust arrangements for moderation across stages and across the curriculum.	Moderation done in school and with other schools (pre-COVID 19) at set times of year.	Link with other cluster schools for Moderation.	
We plan appropriately, over different timescales, to meet the needs of learners across all areas of the curriculum. As a result of our manageable processes to monitor and evaluate learners' progress, we have clear information on their attainment across all curriculum areas. This includes for those facing additional challenges, those living with financial hardship or in split families. We use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners.	Termly planning/Weekly planning/Responsive planning Regular assessments. Teacher judgement. Good relationships with parents. Our teachers' know their pupils and their families well. Changes made where necessary to incorporate the needs of pupils e.g. work on ICT, whiteboards with teacher, homework consultation and suggestions for parents.	Continue to build positive relationships to enable teachers' to develop each child's individual potential. Ensure new SfL teacher time is targeted appropriately and includes Nursery. Continue to focus on Health & Wellbeing to help improve attainment and achievement for all pupils. (Zones of Regulation)	

Quality Indicators from How Good Is Our School?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners? (Qualitative & Quantitative data)	What are you going to do now? What are your improvement priorities in this area?	HGIOS Evaluation
3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families. Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual. We know and can demonstrate that almost all our children feel safe, healthy, achieving, nurtured, active, respected, responsible and included. All staff and partners feel valued and supported. Our learners benefit from the high-quality education, which we provide for all children and young people. Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community. We consider each child and young person, as an individual with his/her own needs, risks and rights. We ensure children and young	Positive feedback from pupils and parents (2 stars and a wish) Emotional check-ins in classes throughout school. Conversations with pupils with wellbeing indicators regularly referred to. SHANARRI wheel used to track progress. Nurture groups – enables pupils to bond and have fun. This has an impact on the amount of low level disruption, playground squabbles etc. Very positive feedback to SfL and LSWs from pupils. Advantage of a smaller school - Regular discussions between all members of staff about pupils and their learning/wellbeing. All staff are consulted and have access to meeting notes, newsletters etc. Staff opinions are sought and valued in decisions, which affect the school. Positive relationships between all class groups (joint topics, Buddy system, paired reading etc.) Pro-active Parent Council. School regularly consults the PC and vice-versa. Playground renovation undertaken by parent volunteers. Parents donate items for outdoor play.	Continue to analyse whole school SHANARRI results to identify target areas for individuals/groups/ Classes and acting on results (e.g Nurture groups) SHANNARI permeating theme across school assemblies Trial new Health & Wellbeing Progression Pathway. Referral to School Counselling Service & Drawing & Talking Therapy	3

	people are active participants in discussions and decisions that may affect their lives.		
	We comply and actively engage with statutory requirements and codes of practice. Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.	Staff committed to Child Protection. Required to re-read current policy and procedures document yearly (readily available to all staff) and to complete online refresher course every 3 years. Use of SIC documents to support pupils with ASN and their families.	Reminders to update Pastoral Notes on SEEMiS indicating needs of pupils and action taken.	
	We ensure inclusion and equality leads to improved outcomes for all learners. All learners are included, engaged and involved in the life of the school. Learners, parents and carers, staff and partners feel they are treated with respect and in a fair and just manner. We understand value and celebrate diversity. All children and young people feel very well supported to do their best. We have effective strategies in place that are improving attainment and achievement for children and young people facing challenges such as those with additional support needs.	Teachers, SfL staff and HT involved in identification of pupils requiring support. Northern Alliance Phonological Awareness informal testing for P1 and P2 pupils, or for anyone displaying literacy difficulties. New phonics based reading scheme, Dandelions, purchased by school. Dyslexia Pathway has begun for some pupils, to provide them and their family with targeted support and information. Range of SfL – Literacy/Numeracy/HWB/ SEBN/Medical etc. Play based pedagogy permeating whole school – pupils have needed more 'free play' after the pandemic.	SfL teacher in school 3 days per week (Disrupted role over past year due to having to cover classes when staff were absent during Covid/Self isolation outbreaks)	
3.2 Raising attainment and achievement • *Attainment in literacy and numeracy* • *Attainment over time* • *Overall quality of learners' achievement* • *Equity for all learners*	The overall attainment of children in literacy and numeracy across the school has been impacted due to the current COVID pandemic. In June 2022 most P1 pupils had achieved Early Level in reading, listening & talking and the majority in writing. Almost all achieved early level in numeracy. In P4, most learners had achieved First Level in reading and writing and numeracy and all in	Overall school results in literacy and numeracy show good progress and impact of interventions. Teachers in P4 and P7 have found November SNSA assessments reassuring and a very useful tool for diagnostic intervention. SHM Check-ups, Tee Jay assessments, Big writing Criteria assessments. IDL and reading assessments. Teacher observations and questioning. P4 & P7 SNSA diagnostic assessments. October & April Pupil evaluations.	Continue P4 and P7 SNSA testing in November Raising attainment levels in literacy continues to be a central feature of the school's priorities for improvement.	3

	listing & talking. In P7 the majority of learners had achieved Second Level in reading and numeracy and all in listening & talking and writing.	CT/HT & SfL teacher discussions of data. Planning for next steps (daily). Consistent schemes used e.g. ORT and Jolly Grammar. ACEL data. SEEMiS P& A, Professional Judgement, April Evaluation of Attainment and dialogue of teachers.	
	Attainment in Literacy and Numeracy continue to be improvement priorities in line with reducing the attainment gap.	Tracking and Monitoring (SEEMiS/Numeracy/Writing)	Continue to embed all aspects of data analysis to help raise attainment. Literacy will continue to be a priority on SIP 22-23.
	Learners usually make very good progress from their prior levels of attainment. The attainment of most individuals and groups has improved consistently over time.	Staff use evidence of attainment to target intervention and decide on appropriate next steps. Attainment is mostly on track after Covid-19 apart from writing in the upper stages and with some individuals who were unable to engage in remote learning.	Moderate at Cluster level. Continue to 'plug gaps' for individual pupils, through IEPs.
	Our staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing.	Teachers are more confident in their judgement of levels due to increased familiarity of benchmarks and SNSA diagnostic assessments, as well as school moderation to ensure consistency in standards.	Subscriptions to Sumdog, Wordshark, Teach Your Monster to Read etc for individualised learning where required, to help 'plug the gaps'.
	A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education including points of transition.		Continue to use SEEMiS 'Progress & Achievement' for robust Tracking of pupil progress. SEEMiS data can be transferred to AHS.
	We have great transition from Nursery to P1, and free flow sessions.	Staff, pupil and parent comments: *'Transition opportunities are brilliant.' 'The bairns feel happy and confident when they start school.'*	Introduce tracking of literacy, numeracy in Nursery Continue to provide free flow play opportunities from Nursery to P1and opportunities for preschool to have lunch in canteen
	An effective partnership is in place with the AHS to support transition	A comprehensive transition programme from primary to secondary is in place. Enhanced	

		transition is available for pupils who need additional support. Some of our current P5s have already been identified for this.	
	Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens.

They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.

As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements. | Pupils are responsible for planning tasks and activities in class.

Achievement talks, Certificates, Curriculum for Excellence Board.

They younger pupils take pride in their achievement books and are able to self-evaluate and indicate next steps in their learning. The upper school is not so engaged. | Continue to plan and provide opportunities for IDL events, e.g. mixed stage topic, fundraising e.g Children in Need, Blythswood Shoebox Appeal, Pupil Council, JRSOs, Eco Committee, P7 Buddies to P1, Concerts, Sports day, Music & Drama events etc. including opportunities for parents to be involved.

Consult with Cluster schools for ideas.LA review of monitoring and tracking. | |
| | We have effective systems in place to promote equity of successes and achievements for all our children and young people

We have raised the attainment of most of our learners including our most disadvantaged children and young people. | Provision of two 'safe spaces' for pupils and more 1-1 opportunities.
SfL teacher and support workers target individuals/groups effectively.

Targeting Health & Wellbeing through being a Nurturing school, with a focus on SHANARRI, ensures all our pupils feel valued and that they will be supported to achieve their potential.

AifL strategies such as Lolly sticks enable all pupils to 'have a voice'. | This depends on adult support available.

Continue to improve our outdoor areas for Nursery and school. (P2/3 safe play area at front of school).Think about how to deter vandals.

Continue to provide Nurture groups and build up our Health and Wellbeing resources by consulting pupils. | |

School Improvement Plan
2022-23

Factors Influencing the 2022/23 School Improvement Plan

Local authority factors	National factors and drivers
• Shetland Islands Council National Improvement Framework Plan • Children's Services, Recovery and Renewal Plan • Children's Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting • SIC Strategy for Parental Involvement 2022	• Curriculum for Excellence • Realising the Ambition • National Improvement Framework • The Scottish Attainment Challenge • Education Reform and Empowerment • Getting It Right for Every Child • Developing Young Workforce • Digital Learning and Teaching Strategy • The Equity Audit • "Learning Together": Scotland's national action plan for parental involvement etc. 2018-2021
School factors • Widespread impact of Covid-19 for the first three terms amongst staff and pupils has resulted in a large number of changes to practice such as staggered break and lunch times, class or upper and lower school 'bubbles', unable to do 'buddying, mixed stage working, free-flow play between P1 and Nursery, no whole school gatherings e.g. assemblies, reduced face to face meetings for staff. HT having to cover classes/Nursery meant time to work on SIP was limited. • Covid still impacted T4 with staff and pupil absence (inc HT) • Staff and pupils who contracted the disease have struggled with fatigue and lack of concentration, on returning to work and school • Changes of staff in Nursery. Several supply staff covering full-time Support Worker post from January to March, led to lack of continuity for staff and pupils.	**Local factors** *(optional)* *Refer to any improvement work done at a school cluster level, including any agreed cluster-wide Improvement Priorities.* •
UNCRC • The school is committed to ensuring that the rights of all its pupils are met, through class lessons and assemblies. We will ask the Pupil Council to check that this is happening.	**Tacking Inequalities, Poverty Proofing and Cost of the School Day** We will be mindful of financial implications associated with any interventions. We will continue to share information about access to free school meals and clothing grants, as well as food parcels organised by the Early Help Team. We will consider the implications of any fundraising activities on families.

Improvement Priorities for 2022-23

(A maximum of no more than four priorities is recommended)

| 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.
(highlight as appropriate) | NIF DRIVERS
• School and ELC leadership
• Teacher and practitioner professionalism
• Parent/carer involvement and engagement
• Curriculum and assessment
• School and ELC improvement
• Performance information | 1.1 Self-evaluation for self-improvement
1.2 Leadership for learning
1.3 Leadership of change
1.4 Leadership and management of staff
1.5 Management of resources to promote equity | 2.1 Safeguarding and child protection
2.2 Curriculum
2.3 Learning, teaching and assessment
2.4 Personalised support
2.5 Family Learning
2.6 Transitions
2.7 Partnerships | 3.1 Ensuring wellbeing, equality and inclusion
3.2 Raising attainment and achievement/Securing children's progress
3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning |

Priority 1: Promote wellbeing – improve everyone's ability to recognise their emotions and the emotions of others and have a range of tools/strategies to manage their emotions and improve their own wellbeing

Continuation from 2021/22? Y   Link to COVID-19 recovery Y

Data/evidence that informs this priority:	Planned Outcome *These should be expressed in terms of **impact on pupils** and, where, appropriate, impact on staff, parents and carers. This should identify what you want to improve, for who, by how much and by when*	How exactly are we going to do it? *Bullet points with actions.* *There should be a manageable number of actions. Align with dates/terms of planned development sessions where possible*	Resources and Lead Person *Include any major expenditure.* *Only job titles should be used.*	Monitoring the impact of the priority on learners *State how monitoring will take place throughout the year and by whom. How will the school measure the impact of the priorities and evaluate to confirm that outcomes have been achieved?*
Central Inclusion Team Visit Staff dialogue re help needed for pupils requiring self-regulation techniques and emotional support Pupils request support from adults to help them cope with their feelings (angry, anxious, overwhelmed)	By June 2023 100% of learners will be able to recognise their emotions By June 2023, 75% of learners will be able to use a strategy of their choice to regulate themselves when they experience a strong emotion	Implement Zones of Regulation from P1-7, which will include: • Providing staff with training in the Zones of Regulation and Self-Regulation iLearn module being created (Oct In-Service) • Share information with parents/carers around he Zones (T2) • Deliver 8 lesson on the Zones to P1-7 classes (T2/3) • Zones work promoted visually throughout the	Educational Psychology Team ASN Teacher HT All Staff	Zones of Regulation – pre and post questionnaires with learners – evaluate learners ability to recognise their emotions and know how to self-regulate. (CT) All pupils given daily opportunity to express feelings and understand how to regulate their emotions (All Staff). Regular whole school assemblies which focus on SHANARRI (HT)

National/local priorities School Vision, Values & Aims (THINK)		school/in classes • Use Zones as a tool for daily emotional check-ins (P1-7)		Feedback from pupil and staff (HT) Observations of pupil engagement with activities/responses to strong emotions (CT)
		Use our Kitbag Ambassadors to promote wellbeing through targeted Nurture group support with individuals	LSW Kitbag Ambassador	
		Timetabled use of sensory room(s), Chill Out Space and Cozy Corner for identified pupils	ASN Teacher	
	To increase engagement, motivation & overall attainment	Implementation of the CIRCLE/SCERTS Frameworks (when training completed by staff)	ESO ASN Teacher	
		Continue to embed V,V & A across the school	HT	
	By June 2023 100% learners in P6/7 have taken part in pupil voice groups which support opportunity for positive change within the school community.	Use How Good Is OUR School to engage learners on a range of relevant themes	HT	Pupil participation measured through frequency of meetings/record of class voting
	By June 2023 90% learners in P6/7 can talk about their leadership skills and how they have applied these in learning	Re-establish committees (Pupil Council, JRSO, Eco Committee etc.) Develop a proposal to share with staff around leadership groups (T2) Confirm proposal and implement (T2/3) Review (T4)	HT HT	Pupil feedback – learners have a greater sense of ownership of decision that are made in the TPS community and can articulate the skills they have developed (HT) Leadership groups evaluated action plans – evidence of learners leading change (HT)
	By June 2023, 80% of learners (P4-7) will state they are knowledgeable about the UNCRC and how this impacts on	Ensure UNCRC embedded in school to empower learners and give more	S.I.P Leads	Pupil questionnaire – increased knowledge of the UNCR. Benchmark in

their learning at TPS By June 2023 100% of pupils P1-7 will have engaged with pupil voice activities	pupils a 'voice' (Pupil Council) Provide professional learning opportunities for staff to learn more about the UNCRC and how to embed in their practice (Jan 2023) Pupil awareness – assemblies throughout year and as part of the life and ethos of school (T2-4)	UNCRC HT Picture News – weekly assembly and information pack	T1 and F/U in T4 (CT) Assemblies – UNCRC Pupil Voice – *How much say do you have about what goes on in school?* (Benchmark in T1 & F/U in T4)

Improvement Priorities for 2022-23

(A maximum of four priorities is recommended)

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

Priority 2: To Improve Attainment in Literacy (engagement and enjoyment of Reading and improved attainment in Writing)

Continuation from 2020/21? Y   Link to COVID-19 recovery Y

Data/evidence that informs this priority:	Planned Outcome *These should be expressed in terms of **impact on pupils** and, where, appropriate, impact on staff, parents and carers. This should identify what you want to improve, for who, by how much and by when*	How exactly are we going to do it? *Bullet points with actions. There should be a manageable number of actions. Align with dates/terms of planned development sessions where possible.*	Resources and Lead Person *Include any major expenditure. Only job titles should be used.*	Monitoring the impact of the priority on learners *State how monitoring will take place throughout the year and by whom. How will the school measure the impact of the priorities and evaluate to confirm that outcomes have been achieved?*
Current ACEL data (66.7% achieved first level writing)				
Chosen as 1 of 5 schools to participate in National Improving Writing programme	By June 2023 75% of P4 pupils will have achieved first level CfE writing outcomes	P4 teacher and HT to participate in National Improving Writing Programme, organised by Children's Services	HT CT	ACEL data in writing (HT) Tracking data (CT)
Staff feedback identified pupils seem less interested in reading and this impacts on all areas of literacy, especially writing	By June 2023 81% of learners in P1-7 will be on track in writing By June 2023 100% of learners in P1-7 will have had access to a dedicated library space	Engage with writing moderation across the school Cooperatively plan high quality assessment (T3) Evaluate/review current approach to literacy planning	HT S.I.P Literacy Leads S.I.P Literacy Leads	Completed moderation of writing – increased staff knowledge and confidence, more robust tracking (HT) Observation of classroom practice (HT) Feedback from pupils on engagement with reading activities

		and tracking in school and address gaps/areas of development Reintroduce dedicated library area and library time for all classes		
		Encourage a love of reading through targeted interventions (Scottish Minister's Reading Challenge, Accelerated Reader)	S.I.P Literacy Leads	

Improvement Priorities for 2022-23

(A maximum of four priorities is recommended)

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

Priority 3: To continue to embed the National Practice Guidance Realising the Ambition: Being Me to ensure high quality provision in the Nursery

Continuation from 2020/21? Y   Link to COVID-19 recovery Y

Data/evidence that informs this priority:	Planned Outcome *These should be expressed in terms of **impact on pupils** and, where, appropriate, impact on staff, parents and carers. This should identify what you want to improve, for who, by how much and by when*	How exactly are we going to do it? *Bullet points with actions.* *There should be a manageable number of actions. Align with dates/terms of planned development sessions where possible.*	Resources and Lead Person *Include any major expenditure.* *Only job titles should be used.*	Monitoring the impact of the priority on learners *State how monitoring will take place throughout the year and by whom.* How will the school measure the impact of the priorities and evaluate to confirm that outcomes have been achieved?
Continuation from last SIP targets				
ESO visit in June 2022	Help staff improve their knowledge and understanding of RTA to provide high quality ELC Provision	All staff attend training 'Being Me: Starting where I am' (Meeting my needs in a post-pandemic world) (16.8.22)	August in-Service training – Children's services	Staff feedback
C.I Inspection June 2022				
Staff meetings	Improve **Interactions** related to Learning	Reflect on the Core Messages delivered by Julie Fischer (Interacting or Interfering – June 2022)	Senior Practitioner	Observation of interactions between children and staff
Parent Feedback	Continue to improve the quality of provision and outcomes for children through improvement planning	Develop a shared approach to planning for learning	Senior Practitioner	Staff to review termly
		Develop a robust system for evidencing	Senior Practitioner	

		learning and experiences, including next steps		Feedback from parents
		Devise a system for audits and quality assurance that promotes consistency and improvement in all areas	ELC Teacher	Staff feedback and review
		Develop an' Outdoor Play' policy in partnership with parents	ELC Teacher	Parental and learner feedback
		Reflect on how Learning is captured to find the most effective method	ELC Teacher	

Tingwall Primary School
Teacher of Primary – Working Time Agreement   2022-23

Configuration of time within 35-hour week

Activity	Time per week
Teaching	22.5 hours
Personal Preparation and Correction Time	7.5 hours
Weekly Collegiate Time	5 hours
Total	35 hours

Total Collegiate time available, not including In-Service Days:
39 weeks x 5 hours = 195 hours

Breakdown of collegiate time per annum

Essential School Activities	Detail	Hours
Reporting to Parents	Written reports x2 November (30 min per pupil x 24 = 12h) June (30 min per pupil x 24 = 12h)	24
	Parent's Evening March – 10 mins per pupil x 24 = 4h Plus 15 mins per pupil prep x 24 = 6h (Optional March & June meetings – 2h)	12
Parental Engagement	Learner Led Evening September (2hrs + 2hrs prep.)	4
	Communication with Parents Ongoing throughout session (Telephone calls, emails, updating Class Blog, homework diaries)	14
Monitoring & Tracking	Liaison/Consultation (Pupil review meetings, IEP targets, ASN Teacher/HT/CT consultation & support)	10
	Planning & Assessment Preparation, marking, profiling, Achievement Folders, tracking (2hrs @wk x 39wks)	78
	Moderation In-School Activities (3x 1hr) (T1/2, T3, T4)	3
	Learning & Teaching Meetings 1x per term (1.5hrs x 4)	6
Self-Evaluation	Self-Evaluation/School Improvement Plan Working groups, personal development tasks, staff training National Writing Programme	32
	Professional Review & Development 1x annual meeting = 1hr Prep time = 2hrs inc. informal discussions throughout session	3
Other duties/activities	e.g missed non-contact lessons, Christmas concert, homework, reading etc.	9
	Total	195

Tingwall Primary School Staff Development Time

Tuesdays 3-4/4:30 (unless otherwise stated)

Green – In-Service days not counted in WTA

	Date	Development Area	Staff
Term 1	15 August	Class set up & prep	All Staff
	16 August	Whole Staff & Teaching Staff Meetings	All Staff
	23 August	Self-Evaluation: Review of Planning, Tracking & Assessment approach	Teaching Staff
	Thur. 1 Sept	CYPIC Writing: Connectivity Session	MB/KS
	6 September	S.I.P Priorities – Assign staff leads Update on Planning, Tracking & Assessment	Teaching Staff
	20 September	Staff Business Meeting/General Catch Up	All Staff
	Thur. 29 Sept	CYPIC Writing: Twilight Session	MB/KS
	4 October	Self-Evaluation: H&WB	All Staff
Term 2	24 October	Whole Staff Meeting/S.I.P Review	All Staff
	25 October	LA Programme	All Staff
	Thur. 3 November	CYPIC Writing :Twilight Session	MB/KS
	8 November	Moderation: Writing	Teaching Staff
	22 November	S.I.P Progress – Staff leads	Teaching Staff
	29 November	Staff Business Meeting: T.I.V Prep	All Staff
	Thur. 1 December	CYPIC Writing: Twilight Session	MB/KS
	Thur. 8 December	CYPIC Writing: Twilight Session	MB/KS
	13 December	Staff Business Meeting: T.I.V Debrief	All Staff
Term 3	4 January	Whole Staff Meeting/S.I.P Review	All Staff
	10 January	S.I.P Progress – Staff leads	Teaching Staff
	Thur. 12 January	CYPIC Writing: Q&A Session	MB/KS
	24 January	Self-Evaluation: Curriculum	All Staff
	Wed. 8 February	S.I.P Progress – Staff leads/Feedback on CYPIC Writing Training	Teaching Staff
	21 February	Moderation: Focus to be agreed	Teaching Staff
	7 March	S.I.P Progress – Staff leads	Teaching Staff
	14 March	Self-Evaluation: Focus to be agreed	All Staff
	28 March	Staff Business Meeting & general catch up	All Staff
Term 4	25 April	S.I.P Review & Evaluation of Progress	All Staff
	9 May	S.I.P – Forward Planning	All Staff
	23 May	Self-Evaluation: H&WB Audit	All Staff
	6 June	Moderation: Focus to be agreed	Teaching Staff
	20 June	Staff Business Meeting & general catch up	All Staff