

Whalsay School

Standards & Quality Report 2021-22

and

School Improvement Plan 2022-23

Introduction

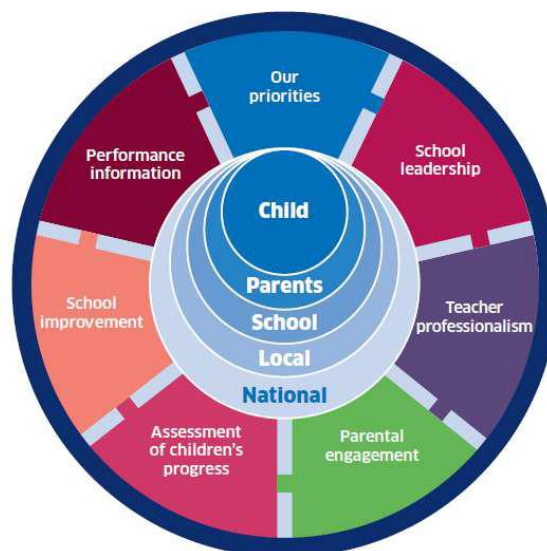
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, the National Improvement Framework, Getting it Right for Every Child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

- Improvement 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; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

The National Improvement Drivers are:



Contextual analysis of the school

Whalsay School serves the Island of Whalsay. It is a non-denominational school of 177 pupils. The School comprises of 3 separate buildings, Early Years, Primary and Secondary. The School's refurbishment was completed in 1999.

Primary Pupils move into our Secondary Department where they stay until S4. At this time they transfer to Anderson High School for S5/6, go to College or leave School.

During session 2018-19 the school community worked together to develop our Values and Curriculum Rationale. This is now our reference point for further school improvement (see next page).

In the 2019-20 session we underwent a full Education Scotland inspection. In the inspection the school was graded Good for all of the quality indicators assessed (Leadership of Change; Learning, teaching and assessment; Ensuring wellbeing, equity and inclusion; and Raising attainment and achievement). The Early Years Department was graded: weak in Leadership of Change and Learning, Teaching and Assessment; satisfactory in Securing Children's progress; and good in Ensuring wellbeing, equality and inclusion. In November 2021, Education Scotland carried out a follow-up visit focused on how the school had been supporting children, young people and families during the COVID-19 pandemic and our progress in taking forward the recommendations from the March 2019 inspection. In their report on the visit Education Scotland referred positively to:

- Effective leadership from senior leaders and the prioritisation of the safety of the school community throughout the pandemic;
- The provision of learning activities, both digitally and paper, during the period of remote learning;
- The focus on wellbeing to support recovery.

Education Scotland also stated that good progress had been made in taking forward their recommendations, including:

- An improved shared understanding of the statements outlined in the school's vision, values and aims across the school community, including parents and carers;
- Significantly developed systems and processes to help determine the progress children are making in their learning.
- The strong leadership of the depute headteacher in supporting practitioners in the nursery which has resulted in positive and significant change in the setting.

Our priorities last session were to continue to transition pupils back into the school routine, develop strategies to maintain continuity of service in the light of further disruption caused by COVID-19, improve pupil attainment in Reading and Writing and build on the progress made in the Nursery setting through an updated Action Plan.

Good progress has been made in these areas. Next session we will focus on: recovery; further development of the provision in Early Years; newer targets in Reading and Writing to build on the success last year supported by PEF funding for intervention groups.

Whalsay School



Achieving Together

Whalsay School serves an island community. The Whalsay community has a history of being creative and working hard to make the most of the natural resources and opportunities the island presents. We value the partnerships we have with families and the community and are committed to working together to achieve the best outcomes for our pupils.

Whalsay School



Our Values

We want our pupils to experience the security that comes from **Belonging** to a strong community. We believe it is important that pupils are **Empowered** by an education that promotes **Creativity** through active, outdoor and play-based learning and through experiences like school trips and visitors. Our high proportion of pupil participation in sports, leisure and cultural activities promotes their physical and mental **Health**. We encourage pupils to take **Responsibility** for themselves, their school and their community.

Whalsay School

community

location

Vocational education

employment

All through school



What makes us unique?

Our school serves a small island with a strong sense of community. We have no associated Primary schools so pupils go right through from Early Years to S4 until they leave school or transfer to AHS for S5/S6. The Sea Food Sector is a major employer as is the local Care Centre and the school itself. We have strong support for vocational education and most of our pupils access Skills for Work courses provided by partner Colleges or Rural Skills, which is offered here.

Whalsay School



Building resilience

Transferable skills for the future

Challenge pupils, raise attainment

High quality learning & progress for all

Our Key Drivers

All of our stakeholders identify high quality learning and progress for all as the most important driver for our curriculum. We endeavour to make our School community as inclusive as possible and to use our resources to promote excellence and equity and build resilience in our pupils. Our Wider Achievement programme emphasises the identification and development of transferable skills.

Collaboration and consultation with our stakeholders in session 2021/22

Staff		
When?	How?	What did we find out?
	Staff Feedback on in-person Primary Parents' Night	Staff felt that the mitigations in place made the event as safe as possible and would be comfortable holding similar events in the future.
	Staff Feedback on Secondary online S3 and S4 Parents' Nights	Staff found the booking of appointments straightforward, the scheduling about right. The online event was preferable to not having one but connectivity issues meant that an in-person event is still the preferred option.
	Staff Survey on Professional Development	There were diverse views on priorities for school improvement. Some staff want to see a continued focus on literacy. Other suggestions included a focus on parental engagement, resilience, social skills and relationships.
	Regular staff meetings	
	Languages Week Feedback	All staff felt that the aim of the week to promote and celebrate languages had been achieved.

Children and Young People		
When?	How?	What did we find out?
	Pupils' Form on School now and in the future	<p>71% of pupils feel they are managing well at school; 29% are finding some things challenging but managing okay and 0% reported they were really struggling.</p> <p>Issues that pupils reported finding challenging were wide-ranging, including particular subjects or topics within them.</p> <p>Pupils had enjoyed the whole school events we brought back as part of our recovery, particularly Sports Day, Inter-house, Play Day and the Jubilee week. They were also appreciative of the opportunity to mix across age groups with the phasing out of class bubbles.</p> <p>Their two main priorities for school improvement were developing the school facilities and environment and wider achievement opportunities.</p>
	Languages Week Feedback	Most pupils thought it was a good idea to promote and celebrate Languages and said they enjoyed the week. A majority of pupils and families had

	Jubilee Week Feedback	<p>participated in some of the Home Learning Activities. Pupils were split between those who thought we should have Languages Week every year and those who thought it should be biennial.</p> <p>Feedback from pupils was enthusiastic with many pupils enjoying the opportunity to decorate the school, design a quiz and collaborate with pupils from other year groups. On the day itself many pupils appreciated the chance to show family around the school and see the work other pupils had done. The picnic lunch as a street party in the Primary corridor was also popular in feedback.</p>
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Parents and Carers		
When?	How?	What did we find out?
	<p>Feedback on in-person Primary Parents' Night</p> <p>Feedback on Secondary online S3 and S4 Parents' Nights</p> <p>Parents' Form on School now and in the future</p> <p>Languages Week Feedback</p>	<p>All parents felt that the mitigations in place made the event as safe as possible and would be comfortable holding similar events in the future.</p> <p>Parents found the booking of appointments straightforward and the scheduling about right. The online event was preferable to not having one but connectivity issues meant that an in-person event is still the preferred option (see comments below on Parents' end of year Form).</p> <p>71% of parents felt their children were managing well in school, 26% said their children were finding some things challenging but managing okay and 3% reported that their children were really struggling. As with the pupils, the list of challenges was diverse and wide-ranging with no common theme in the responses.</p> <p>9% of parents reported that their internet service is still really slow and makes Home Learning challenging.</p> <p>72% of parents would prefer face-to-face parents meetings and 0% prefer online appointments.</p> <p>50% of parents thought the main priority for school improvement should Learning & Teaching with a particular focus on catching up on work missed during the pandemic. 22% would like to see a focus on relationships in the school.</p> <p>All parents who responded had enjoyed the week and thought the aim of promoting languages had been achieved.</p>

	<p>Jubilee Week Feedback</p> <p>PC meetings</p>	<p>All parents who left feedback were appreciative of the event, e.g. "It was such a super day for the children, staff and parents. It was lovely to see the school so busy and to see the parents enjoying themselves alongside their children. A great opportunity for the parents to see first-hand what the children have been learning about."</p>
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Community and Other Stakeholders		
When?	How?	What did we find out?
	<p>Liaison with Fernlea Care Centre relating to maintaining links with school during Covid-19 pandemic</p> <p>Partnership Agreement meeting with SDS</p> <p>Partnership Agreement meeting with DYW</p> <p>Partnership Agreement with SSE</p> <p>Partnership with Youth Services</p> <p>Partnership Agreement with Local Croft (for Rural Skills)</p>	<p>The Care Centre expressed appreciation for the links we were able to maintain: as part of the dialect topic, pupils read Shetland poetry over Teams (sound quality was really poor so couldn't extend this further); and clients were asked about their memories of schools, crofting etc. as part of gathering information for the primary Decade project.</p> <p>We continued SDS support through the Teams page set up by the SDS worker with each class. We shared risk assessments and mitigations so that co-ordinator could attend safely when it was permitted.</p> <p>We agreed to work with DYW to develop our partnerships with employers and provide our pupils with meaningful engagements with local employers.</p> <p>With the support of DYW we entered into a partnership agreement with SSE that will open up opportunities for our pupils in terms of site visits, employer engagement, competitions, careers events, STEM workshops, etc.</p> <p>We had arranged for the Momentum car ownership and driving course to be delivered to S3 but scheduling difficulties prevented this. The school Youth worker continued to support a Duke of Edinburgh group in the school.</p> <p>The school were able to replace the polytunnel skin with polycarbonate due to funding from the Shetland Community Benefit Fund. Raised beds are also being replaced. Uptake for the Rural Skills continues to grow with pupils from AHS, Aith, Brae, Sandwick and Whalsay in the new cohort.</p>

Standards & Quality Report 2021-22

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

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> -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 <p><i>(highlight as appropriate)</i></p>	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School 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
<p>School Values / Drivers</p>		<p>Health / Building Resilience</p>		

Priority 1: Recovery, Renewal and Resilience

What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required ?
<p>By June 2022 more than 75% of pupils will say that they are managing well in school (after the Lockdowns)</p>	<p>Evolution of school risk assessment to remove mitigations that are impairing school experience of pupils (in line with public health guidance)</p> <p>Mind Your Head mental health workshops for all Secondary pupils</p>	<p>71% of pupils say they are managing well; 29% finding some things challenging but doing okay; 0% really struggling.</p> <p>Pupils participated fully in the My Self-Care Journey workshop activities. Pupils know how to ask for emotional support and where to ask. They have an increased awareness of positive mental health. Pupils are more aware of how to support their peers with mental health issues and have a range of mental health strategies which they can practice to support well-being. Pupils in S2-4 have also been introduced to the new 'Well Youth' Support Service and know how to</p>	<p>Follow up on issues pupils reported struggling with as appropriate. Pupil feedback form for 22/23</p> <p>Consider alternative HWB trackers to SHANARRI indicators and pilot if suitable.</p>

<p>By April 2022 almost all pupils in Senior Phase will say that they are well prepared for modified SQA assessment structure and for their transition to AHS or employment/training</p> <p>All pupils have opportunities to participate in leadership roles</p> <p>All pupils are able to participate in resumed whole school activities like inter-house, concerts, etc</p> <p>Pupils have more ready access to digital devices when they need them both at school and home</p> <p>Pupils have more ready access to reliable wifi connection</p>	<p>Staff continued to engage with information from SQA and revise practice accordingly.</p> <p>Resumption of pupil leadership roles – pupil council, play leaders, House captains, etc</p> <p>Introduction of whole school events and activities in line with public health guidance, for example Sports Day, Jubilee Open Afternoon, Languages Week.</p> <p>Review and re-organisation of arrangements for digital devices.</p> <p>We applied for mifi devices, but they have not been made available yet.</p>	<p>access this service. Pupils in S4 participated in OPEN Peer Support workshop – Mentally Open. S2 pupils participated in a workshop led by Shetland Samaritans around emotional help and are now able to access the Samaritans self-help app and SHUSH technique.</p> <p>Majority of S4 pupils said that they felt well prepared for SQA assessments. In practice, all pupils achieved 5 or more qualifications at N4. At N5 there were no grades lower than C. 40% of presentations resulted in bands that exceeded estimates, 8% were lower and the rest were in line.</p> <p>Pupil survey indicates positive reaction to the resumption of these types of whole school activities.</p> <p>See above.</p> <p>More devices were readily available to all pupils during school time resulting in significantly increased use.</p> <p>9% of parents reporting that wifi connection is still hampering their child's ability to access Home Learning</p>	<p>Continue to engage with updates from SQA and update practice. Use of INSIGHT data and pupil survey to evidence impact.</p> <p>Consult with Pupil Council about wider achievement opportunities.</p> <p>Continue to advocate for one device per pupil.</p>
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<p>Pupils experience high quality learning (with focus on positive relationships and creativity)</p>	<p>Relationships, Learning and Behaviour Guidelines adopted across school community</p> <p>Staff participation in Pivotal training at October In-service</p> <p>Whole staff meetings focus on Teaching and Learning – Relationships, Creativity, Feedback/Reporting, Equity</p>	<p>School Relationships guidelines are being “owned” by pupils as evidenced in their responses to survey question on what they can do to make the school as good as it can be</p>	
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<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> -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 <p><i>(highlight as appropriate)</i></p>	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School 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
School Values / Drivers		All Values / High Quality Learning and Progress for all		

Priority 2: ELC Action Plan			
What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required?
<p>Pupils will take leadership of their learning, planning their own projects and solving problems.</p> <p>Pupils will have a sense of inclusion in the wider school community.</p>	<p>Pupils included in wider curricular activities in the Primary including drumming; World Book Day; Play Day and ELC pupils attended pupil council meetings.</p> <p>Nursery involved in whole school Jubilee celebrations including whole school picnic and open day.</p> <p>Child-led learning very evident in floorbook with staff planning activities to support and extend learning.</p>	<p>Supported with nursery to P1 transition as pupils familiar with building and some staff.</p> <p>Staff observed high levels of engagement between the Primary pupils and nursery pupils. The paired reading activities were particularly effective with all pupils participating positively to develop their literacy skills.</p> <p>Staff observed how Primary pupils extended play in the setting which helped challenge nursery pupils.</p> <p>Nursery pupils coped well with whole school picnic and said they enjoyed the experience. Nursery was busy during open day with many pupils and parents visiting to see extended</p>	<p>Nursery to be included in wider curricular activities throughout school year.</p> <p>Organise blocks of paired reading with nursery and Primary classes.</p> <p>Parents able to drop off and pick children up in nursery building so they can see daily what children are learning.</p>

<p>Improve self-evaluation approaches to help identify what is working well, areas for improvement and the impact of changes to ensure pupils' needs are met to the highest standard</p> <p>Develop the role of the adult to ensure children's learning is supported and challenged</p>	<p>Weekly progress meetings established with teacher, senior practitioner and practitioners, minutes shared weekly on Teams.</p> <p>Calendar of meetings outlined at the start of the year with set focus. Set focused weeks during the year using RtA documents to encourage all staff to be involved with self-evaluation. Pupils involved in self-evaluation – took photos of 3 areas they enjoy and 1 area they don't enjoy as well as group activity with DHT.</p> <p>Professional learning throughout the year in house, online and with staff working together in pairs to develop the role of the adult.</p> <p>Emphasis on how focused observations are used and the importance of capturing and recording significant learning in learning stories. DHT triangulated all evidence.</p>	<p>setting. Valuable for parents to see first-hand inside after covid restrictions.</p> <p>Staff observed range of skills being developed i.e. teamwork, reasoning, problem-solving, creativity. Pupils' confidence apparent and excellent use of vocabulary/ knowledge shown by pupils.</p> <p>PLODs planned together to guide all staff and meet pupil needs. Various matters discussed at meetings allowing for more consistency amongst staff.</p> <p>Regular staff meetings ensured more consistency amongst staff. Opportunities to share learning and discuss pupil progress/ next steps.</p> <p>Self-evaluation increased staff understanding of key messages in RtA and how this applies to our setting.</p> <p>Hearing the pupil's voice was interesting and led into future planning.</p> <p>DHT observations indicate high quality interactions between staff and pupils.</p> <p>Learning stories give holistic overview of each child and are more informative having all information in one place.</p>	<p>Continue to use progression pathways to support and extend pupils' learning. Develop all staff's awareness of pathways.</p> <p>Ongoing</p> <p>Ongoing</p> <p>Develop all staff's understanding of RtA further and apply it fully to our setting.</p> <p>Build on pupil's voice through planning and self-evaluation.</p> <p>Continue to pair staff up to support with the role of the adult</p> <p>Continue to discuss at staff meetings and DHT to triangulate throughout the year</p>
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<p>Enhance pupils' learning opportunities through the use of digital technologies</p>	<p>All staff involved in tracking pupils' learning and teacher supported/challenged literacy and numeracy groups through their play.</p> <p>Interactive whiteboard used daily to support learning.</p>	<p>Progression pathways indicate steady progression. Teacher evidencing clearly how pupils are supported and challenged to ensure needs are met.</p> <p>Staff observed how the visuals supported pupils' learning and the drawing activities supports development of gross motor skills.</p>	<p>Ongoing</p> <p>Look at progression pathway for technology</p>
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NIF PRIORITIES -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 <i>(highlight as appropriate)</i>	NIF DRIVERS 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
School Values / Drivers		Responsibility, Health / Building Resilience		

Priority 3: Attainment in Reading and Writing			
What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required ?
<p>By June 2022, 75% of P4 and 50% of P7 pupils to reach expected level in Reading</p>	<p>Increased staff confidence and engagement in using Accelerated Reading and 'Reflective Reading' resource through staff meetings and own professional development.</p> <p>Increased pupil engagement with reading by using Accelerated Home Readers with P4-7 pupils.</p> <p>Task Mat resource introduced with P4-7 pupils to develop reading comprehension</p>	<p>Increased engagement in most classes with Accelerated Reading and all upper stage staff introduced Task Mats to support teaching comprehension, which is reflective in teacher judgement results.</p> <p>In P4, 88% of pupils achieved 1st level and in P7, 47% of pupils achieved 2nd level.</p>	<p>Continue to increase staff, pupil and parental engagement in Reading?</p> <p>Adopt some of the principles from the Scottish Book Trust's Reading Schools accreditation</p>
<p>By June, 63% of P4 and 47% of P7 pupils to reach expected level in Writing.</p>	<p>At a whole school staff meeting, introduced writing checklists to nursery and secondary staff.</p> <p>Held a school moderation on Writing in Term 3</p>	<p>In writing, 69% of P4 of achieved first level and 53% of P7 pupils achieved second level.</p>	<p>Staff to take part in literacy Inservice opportunities and reflect on the impact of these in classroom practice.</p>

			Continue use of writing checklists to support pupil progress and teacher judgement.
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Project/intervention: Literacy Intervention – groups across Primary (main focus P5)					
What was your gap? SNAS results and Teacher judgement against Literacy benchmarks					
Interventions for Equity Interventions for Equity Self-evaluation National Improvement Hub (education.gov.scot) <i>(highlight the interventions that apply)</i>					
Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact
Planned Outcome		Measures of impact on Learners			
<p>To ensure that most targeted Primary 5 pupils achieve the Tools for Reading benchmarks for First Level and show improvement on “5 minute boxes” baseline assessment by June 2022</p> <p>To ensure that most pupils in targeted groups in other Primary classes show improvement on “5 minute boxes” baseline by June 2022</p>		<p>P5 pupils have achieved 1st level reading (tools for bench marks). P5 pupils have made significant improvements to sound and blending strategies and as such this has allowed them to read with more fluency and confidence, in particular when looking at unseen texts. This has been monitored through the use of Accelerated Reader Star tests which has shown that all children have made more progress than the 10 months of the school year, in some cases significantly more.</p> <p>All pupils have made progress against the 5-minute-box baseline. However, it is clear that this intervention is most effective when more sessions are carried out within the week.</p>			
Teaching and Learning		x			
Leadership					
Family and Community					

School self-evaluation, 2021-22, 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
<p>Classroom observations, learning visits, learning walks, etc.</p> <p>Focus group discussions</p> <p>Feedback from online and face-to-face meetings</p> <p>Conversations in staffrooms</p> <p>Verbal feedback from learners and parents and carers</p>	<p>Attainment in the Broad General Education and Senior Phase (where applicable)</p> <p>Attendance, absence and late-coming</p> <p>Measures of learner engagement, participation, inclusion and health and wellbeing</p> <p>Tracking and Monitoring</p> <p>Planning documentation</p> <p>Curriculum rationale</p> <p>Questionnaires and surveys with stakeholders and minutes of meetings with them</p> <p>Bullying and exclusion statistics</p> <p>Child Protection referrals</p> <p>Free School Meals data</p> <p>PRDs</p> <p>Professional learning records</p> <p>Child’s Plans, CSPs and IEPs</p> <p>School Improvement and Team Improvement reports</p> <p>Education Scotland and Care Inspectorate inspection reports</p>

Education Scotland’s evaluative statements can support your analysis of the key Q/s:

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

Leadership of Change (QI 1.3)

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

Whalsay School is committed to improving the quality of its work through self-evaluation, moderation activities and staff development.

How do you know? What evidence do you have of positive impact on learners?

The school identifies 'Achieving Together' as a summary of its overall purpose and mission. The values of belonging, enjoyment, creativity, health and responsibility have been confirmed through consultation, and are now the focus for priorities in the school improvement plan. The values are the school's reference points, guiding its work to design and deliver learning experiences to promote children's and young people's attainment and achievement. Work continues to ensure that all children and young people see the values as relevant in their learning at all stages in school. The school rationale and values have been adapted to suit the ELC.

Staff's approaches to strategic planning are based on some appropriate use of self-evaluation to identify strengths and areas for development. This session surveys of pupils, parents and staff have been used to evaluate how the school is recovering from the COVID-19 pandemic and inform further plans for recovery.

The staff working groups on Relationships & Behaviour and Creativity completed the work started before the pandemic. The school now has in place a Behaviour and Relationships Policy which enjoys the support of the school community and is a useful point of reference.

Secondary staff have continued to keep informed about revised arrangements for SQA national qualifications and ensure that pupils are well prepared for assessments after time lost during the pandemic. All S4 pupils achieved 5 or more qualifications at N4 and all pupils entered for N5 qualifications achieved a C pass or higher.

School leaders are making good progress in implementing national priorities in Developing the Young Workforce (DYW), particularly around promoting vocational pathways. All S2 pupils were successful in being offered places for S3.

Children and Young people have resumed some of the leadership roles that had been on hold during the pandemic, including Pupil Council, Junior Road Safety officers, Inter-house captaincies and the Youth Philanthropy Initiative.

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

Collaborate with our DYW co-ordinator to rebuild opportunities for employer engagement across the school. The co-ordinator will be based in school one day per week this session.

Continue resumption of leadership opportunities for children and young people across the school.

Increase Senior leaders' confidence in working across the school less familiar by timetabling them in less familiar sectors.

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

Learning, teaching and assessment (QI 2.3)

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

Pupils are engaged in their learning and interact well with each other, staff and visitors. Their work is regularly assessed with feedback and opportunity for reflection given. They regularly set targets for their learning and skill development with their class teacher/Pupil Support teacher.

How do you know? What evidence do you have of positive impact on learners?

The school has a welcoming, positive ethos. This is enhanced by the rich historical heritage celebrated by all staff and learners across the school. Almost all children and young people are motivated and keen to learn. There are strong, trusting relationships between teachers and children and young people, and amongst children and young people. There is a supportive atmosphere where all are treated with respect. As a result, children are confident to ask questions and seek help during lessons.

In the majority of lessons, children are engaged well in their learning. Almost all children and young people participate and interact well during activities within and out-with the classroom. They also support one another well during group work. Children and young people have opportunities to work individually, in pairs and in small groups.

Overall, in most lessons, tasks, activities and resources are matched well to meet the needs of almost all children and young people. In the primary department, teachers provide well-differentiated learning activities that ensure children make effective progress.

In the majority of lessons, digital technology is used effectively to support learning. Children and young people apply their research and presentation skills and share their thoughts and ideas confidently using digital technology. Primary staff have begun using digital framework to provide more opportunities for digital literacy. Children in the primary department and young people from S1-S3 share reflections on their learning with their parents through blogs and e-portfolios.

In most lessons, teachers provide clear explanations and instructions. Across the school, children and young people receive feedback, which helps them to understand themselves as learners. In a few examples, high-quality feedback is linked well to the progression of skills and knowledge, leading to learners building on prior learning.

Staff continued their focus on "what makes a good lesson at Whalsay school?" and the results of that discussion have been incorporated into the form SMT use to give feedback on observed lessons.

The school uses a varied range of assessment evidence, including Scottish National Standardised Assessments, to help determine how well children and young people are progressing. In most lessons, children and young people have opportunities to self and peer-assess.

Staff across all three departments met to moderate a selection of work from early to fourth level focusing on creating texts in writing. Staff used the newly introduced writing checklists to support with the moderation process and increase their familiarity with them. It was valuable having group discussions across all three departments.

Teachers of young people in S4 have a clear understanding of standards in National Qualifications and plan a range of appropriate assessment activities. Young people receive effective feedback on progress and next steps through learning conversations with their subject teacher and through written comments and reports.

The school has continued to develop approaches to tracking and monitoring by developing an overview of young people's progress across all curricular areas in the secondary stages. This will help to inform staff discussions about the progress of all children and young people and to develop further strategies to ensure the reliability and validity of teacher judgements.

Over the past year, the school has reintroduced initiatives like Languages Week, World Book day and STEM projects. These have been well received by pupils and have engaged them in their learning.

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

Review how parental engagement has been impacted by the COVID pandemic and work towards stronger partnership between school and parents, including a Homework Policy.

Continue the focus on literacy across the Primary to improve attainment in this area and support intervention groups.

Develop play-based learning approach in early Primary and monitor the impact on pupil progress.

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

Ensuring wellbeing, equity and inclusion (QI 3.1)

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

The school community has a commitment to wellbeing and the importance of each individual. The school is a nurturing and supportive environment and is good at helping pupils to develop and learn.

How do you know? What evidence do you have of positive impact on learners?

Across the primary and secondary departments, the school has a positive ethos founded on strong values. It is inclusive in its support for children, young people and their families. The staff team demonstrates respect for children and young people and values them as individuals. The school places significant importance on positive relationships and responsibilities as key features of its success in promoting wellbeing. The school is valued by the community for its approaches to supporting wellbeing for children, young people and their families.

The headteacher leads regular support for learning meetings with key staff, to monitor children and young people's progress, and ensure initiatives and support strategies are effective. They address concerns raised by staff or parents and access appropriate supports as necessary. Staff across the school, support positive behaviours consistently and this is reflected in almost all interactions throughout the school.

Staff who have support for learning roles work effectively together to provide targeted support for individuals. Staff involve parents in planning meetings and include children's views when planning targets and next steps.

Support for learning staff are valued for their contribution to helping children succeed in their learning and work well together in teams. Staff know children and their families very well. They model positive relationships founded on mutual respect and provide a caring environment for children and young people. Children and young people behave very well.

Almost all children and young people feel safe in school and know how to get help when they need it. Most children and young people have a good awareness of the wellbeing indicators and their understanding of these is developing well.

The school works effectively with partners to provide support for children, young people and their families. Partners' input in the personal and social education programme helps young people to gain greater understanding of issues such as consent. Health professionals regularly engage with the school. They contribute to effective support for individuals, and commendably, children and young people's high standards in dental health.

Children and young people are developing a good understanding of the importance of healthy lifestyles. Before the COVID-19 pandemic, most children and young people participated in sporting activities offered at after school clubs which are now resuming. The Active Schools initiative encourages young people to be active and to try a variety of sporting activities. Young people benefit from access to extensive sports facilities including the full-sized all weather football pitch. Over the past session we have been able to re-introduce swimming lessons now that COVID guidelines have been eased. Initiatives like the Daily Mile, John Muir Award, Lunchtime Knitting Club and African Drumming are highly appreciated by pupils and serve to promote their mental and physical health and wellbeing.

The school, in partnership with parents and partners, has identified the importance of ensuring children and young people understand the safe use of the internet. This is a successful whole-school focus and children can articulate how to keep themselves safe. At the secondary stages, young people understand gender stereotyping and age appropriateness of digital games.

The Eco Group is actively pursuing sufficient success to gain the school's first green flag. It is successfully raising awareness of environmental issues and encouraging others to be responsible citizens by conducting litter surveys and a beach cleans at Sanik and the North Voe. Primary pupils were involved in increasing

biodiversity around the primary, making bird feeders and painted pallet planters as well as weeding and planting bulbs and plants.

Leadership roles for pupils (pupil council, play leaders, House Captains, YPI) have been resuming over the past session. Pupils were also consulted on the resumption of Inter-House competitions and chose the activities organised.

Outdoor learning is very popular in the nursery with free-flow play occurring daily as well as walks and trips around the isle. Primary teachers are also encouraged to use the outdoor environment to support with the pupil's learning, planning activities both on-site and off. Outdoor days have been popular with the pupils enjoying the range of experiences around the isle.

The school's resources for health and wellbeing ensure children and young people learn about equality, diversity and discrimination.

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

Continue to re-introduce leadership roles for pupils, for example through the Tuck shop and community café.

Consult with pupil council on further improvement of the environment around the school and wider achievement opportunities.

Refresh staff knowledge and understanding of nurture approaches.

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

Raising attainment and achievement (QI 3.2)

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

Attainment in literacy and numeracy has been consistently good at Third Level. Staff continue to work hard through PEF interventions, and differentiated learning, to close gaps at all levels but the COVID-19 lockdown has impacted on progress with this.

How do you know? What evidence do you have of positive impact on learners?

Broad General Education

Attainment in literacy and numeracy

Overall, levels of attainment in literacy and English and numeracy and mathematics are good.

Most children in the primary department are making good progress in numeracy and the majority in literacy.

In 2022, by the end of S3, all young people in the secondary department achieved CfE third level in literacy and numeracy with most achieving fourth level in numeracy and the majority doing so in literacy.

Primary stages

Attainment in literacy and English

Overall, the standard of literacy and English attainment across the school is good. The majority of children are making expected progress. Children who require additional support are making appropriate progress.

Listening and talking

Most children are making good progress in listening and talking.

Reading

Overall, the majority of children are making good progress in reading.

Writing

Overall, the majority of children are making good progress in writing.

Attainment in numeracy

Most children are making good progress in numeracy.

Attainment over time

Broad general education

Staff share and support the progression of children and young people across all stages. Evidence of attainment in literacy, numeracy and health and wellbeing is collated and is providing a system which allows staff to identify gaps and analyse trends over time. Last session the school identified declines in attainment data in writing and reading at CfE first level by the disruption of the pandemic which had frustrated intervention strategies to address it. Staff developed strategies to address these as a matter of priority. By June 2022, 88% of P4 and 47% of P7 pupils reached expected level in Reading. This exceeded the P4 target (75%) and fell slightly short of the P7 target (50%). By June, 69% of P4 and 53% of P7 pupils reached expected level in Writing. This exceeded the targets (63%/47%)

There is moderation activity in literacy and numeracy across the primary and secondary departments. This is beginning to support an increasing understanding of standards amongst all teachers. This will support children and young people by clarifying professional judgements and increasing expectations.

Senior leaders and pupil support staff are using data in a way that supports early identification and strategies to support children and young people who are not progressing well in their learning, or face barriers to their learning. This is leading to improved rates of progress across the school.

Senior Phase

As the number of young people in each school year is small, care has been taken when interpreting and analysing data. In order not to identify any of the small number of young people taking qualifications, quantitative terms are not always used.

Literacy and numeracy

All young people in S4 from 2018-2021 attained literacy and numeracy at SCQF level 4 (57% level 5). Teachers share attainment information with Anderson High School to support progression, subject choice and achievement of aspirations. In S4, the school has strong levels of attainment and young people perform consistently well in National Qualifications up to SCQF 5 level.

Breadth and depth

In S4, over the past three years all young people attained five or more qualifications at SCQF level 4 or better. Young people are also attaining well at SCQF level 5 with the majority attaining 5 or more N5 qualifications. Last session all pupils who were presented in N5 achieved a C pass or above.

Achievement

Young people gain skills and confidence from participating in the wide range of achievement opportunities provided by the school and in the community. Before the pandemic, almost all took part in sports groups, clubs and events and this activity is starting to return. All children in P7 take part in the 'Active Schools Playmakers' programme and this starts to build leadership skills. P6 pupils took part in Bikeability Level 2.

Children and young people better understand environmental issues through taking part in achievement activities run by partners. For example, children in the upper stages were involved in workshops and beach cleans led by Marine Scotland. All young people in S2 and almost all in P7 took part in outdoor education programmes for which they will gain John Muir Awards. The activities enable children and young people to build their sense of what they can achieve through an appropriate level of challenge. Last session, the S2 Science group researched and presented on environmental issues relating to the COP26 summit in Glasgow. They were able to lead the school community in making environmental pledges at a special school assembly on Teams.

Children and young people increase their understanding of the challenges others face through participation in intergenerational community and achievement activities. The school has managed to maintain its partnership with local care home, Fernlea, throughout the pandemic. This year this was done through involving residents at Fernlea remotely with a Primary dialect topic and gathering information for the Decades topic. Through this, children and young people gained communication skills and understanding of issues such as dementia by interacting with the older adults at Fernlea. The care home staff also work with school staff to provide employability focussed opportunities and for a few this supports them to consider a career in the care sector.

As part of the Jubilee celebrations, the Primary and Secondary pupils enjoyed visits to the Heritage Centre. The Heritage Centre volunteers supported the Primary classes with their decades topic, providing them with a range of information and photographs for display in the Primary. The Secondary pupils visited in mixed groups to learn about different aspects of Whalsay in the 1960s.

Equity for all learners

Almost all young people reside in Scottish Index of Multiple Deprivation (SIMD) 7 and 8.

Senior leaders and pupil support staff are using Pupil Equity Funding to support early interventions for children and young people who are not progressing well in their learning, or face barriers to their learning.

This session the focus has been on in-school support for Reading and Writing through the “5 minute boxes” resource and a focus on Tools for Reading. All targeted Primary 5 pupils achieved the Tools for Reading benchmarks for First Level and showed improvement on “5 minute boxes” baseline assessment by June 2022. Accelerated reader assessments showed pupils closing gaps in their chronological reading age. All pupils in targeted groups in other Primary classes showed improvement on the “5 minute boxes” baseline by June 2022.

Upon completion of S4, most young people move on to Anderson High School. They report they are confident and feel well prepared for this next stage. In the past, they have also gone into employment or into further education. The school prepares young people well for transition into the next phase of their learning and provides an approach which is tailored to the career goals of the individual young person. All young people move into positive destinations and have done so over a sustained period of time. This sits above both national and local authority levels.

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

Build on success of in-school PEF interventions.

A continued focus on raising attainment in reading and writing across the school...

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

School Improvement Plan 2022-23

Factors Influencing the 2022/23 School Improvement Plan

<p>Local authority factors</p> <ul style="list-style-type: none"> • 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 	<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"> • Pupil equity funding • Staffing vacancies in Art, Music and ancillary staff 	<p>Local factors <i>(optional)</i></p>
<p>UNCRC</p> <p><i>How will you ensure that a rights respecting approach is at the heart of your school improvement? What will the impact be? How will you monitor this?</i></p> <ul style="list-style-type: none"> • Time for Inclusive Education (TIE) workshops to raise understanding of Equality & Stereotypes, Understanding Prejudice and the Use of Homophobic language completed by pupils in P7 – S4. • UNCRC rights referenced in Positive Relationships and Behaviour Policy being adopted across the school • PSE teachers completed training around Children’s Rights and UNCRC. • Unit of work included in S1 PSE curriculum about UNCRC. 	<p>Tacking Inequalities, Poverty Proofing and Cost of the School Day</p> <p><i>How will you ensure that any costs related to the school day are reduced and associated barriers to participation mitigated?</i></p> <ul style="list-style-type: none"> • Ending of charges for materials in certain Secondary subjects. • Consultation with Parent Council

Improvement Priorities for 2022-23

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

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> -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 <p><i>(highlight as appropriate)</i></p>	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School 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
School Values / Drivers		Health, Responsibility / Building Resilience, High quality learning and progress for all		

Priority 1: Recovery, Renewal and Resilience

Continuation from 2021/22? Y [Link to COVID-19 recovery Y](#)

Data/evidence that informs this priority:	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
<p>June 22 survey – a majority of pupils agreed that they were well prepared for N4/5 assesst</p>	<p>By April 2023 most pupils in Senior Phase will say that they are well prepared for modified SQA assessment structure and for their transition to AHS or employment/training</p>	<p>Staff continue to engage with information from SQA and revise practice accordingly.</p>	<p>SMT, Secondary teachers</p>	<p>Review of pupil attainment on INSIGHT relative to SNSA data and earlier teacher judgements S4 Leaving Questionnaire</p>
<p>Leadership roles have been compromised by restrictions during pandemic</p>	<p>Develop further opportunities for pupils to participate in leadership roles</p>	<p>Reintroduction of Young Ambassadors, resumption of Community Café and Healthy Tuck shop.</p>	<p>SMT</p>	<p>Pupil council minutes, interhouse surveys at the beginning and end of session</p>
<p>Bringing back whole sch activities was highly appreciated by pupils in the June 22 survey of pupils</p>	<p>All pupils are able to participate in fuller programme of whole school activities like inter-house, concerts, etc</p>	<p>Extension of Inter-House events in consultation with pupils, re-introduction of school concerts in line with public health guidance</p>	<p>SMT, wider school community</p>	<p>Parent & Pupil questionnaire (May 23)</p>

<p>9% of parents report that a slow wifi connection is hindering home learning</p> <p>Primary class sizes are larger. Secondary class with high proportion of pupils with support needs. Significant proportion of pupils reporting that they are finding some things challenging at school (29%)</p> <p>Staff feedback that attainment gaps are exacerbated by degree of support pupils are getting with homework</p>	<p>Pupils have more ready access to reliable wifi connection</p> <p>Teachers are equipped to meet the needs of all their pupils</p> <p>Staff, pupils and Parents have shared expectations about homework and Parents are able to support their children at home.</p>	<p>Allocation of mifi devices to targeted families</p> <p>CIRCLE training for Primary & Secondary staff Nurture training session for Primary & Secondary staff</p> <p>In consultation with pupils, parents and staff: Review how parental engagement has been impacted by COVID-19 pandemic; Review and update Homework policy.</p>	<p>SMT</p> <p>SMT, teaching staff</p> <p>SMT, Teaching Staff, wider school community</p>	<p>Baseline and post-training surveys of teaching staff</p> <p>Whalsay School Homework Policy document Pupils will complete homework tasks set by Teachers.</p> <p>Feedback from staff on level of engagement (return rates / quality) with homework. Seemis data on homework</p>
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Improvement Priorities for 2022-23

(A maximum of four priorities is recommended)

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> -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 <p><i>(highlight as appropriate)</i></p>	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School 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
School Values / Drivers		All Values / High Quality Learning and progress for all		

Priority 2: ELC Action Plan				
Continuation from 2021/22? Y		Link to COVID-19 recovery N		
Data/evidence that informs this priority:	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
Feedback from P1 teachers last session Importance of RtA following last Inspection	Develop links with early Primary to ensure continuity of early level curriculum and the implementation of Realising the Ambition	<p>P1/2 classroom to be set up to encourage free-flow play inside</p> <p>Practitioners to support with play-based approach in P1/2 classroom</p> <p>P1/2 class to be timetabled at nursery throughout the week</p> <p>Early years staff to use development meetings to increase knowledge and understanding of Realising the Ambition and how it links with our setting</p>	<p>DHT and P1/2 Teacher</p> <p>DHT/Early Years Teachers</p> <p>DHT/Senior Practitioner/Early Years Teachers</p> <p>DHT/Early Years Teachers</p>	<p>Assessment and Tracking results</p> <p>SNSA</p> <p>Pupil feedback</p>
Popularity of outside area and staff observations	Develop outside area to support learning	<p>Kate Hookham to visit and provide training and support to early years staff.</p> <p>Whole staff meeting to plan next steps for outside area. Practitioners then to lead teams into developing specific areas.</p> <p>Parental involvement where needed</p>	<p>DHT/Nursery Teacher/ Senior Practitioner</p> <p>DHT Senior Practitioner/ Practitioner</p>	<p>Staff observations</p>

Improvement Priorities for 2022-23

(A maximum of four priorities is recommended)

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> -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 <p><i>(highlight as appropriate)</i></p>	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School 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 3: Attainment in Literacy				
Continuation from 2021/22? Y Link to COVID-19 recovery Y				
Data/evidence that informs this priority:	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
<p>Teacher Judgement, SNSA and Acc Reading data indicates room for improvement in Reading levels</p>	<p>Teachers increase confidence in teaching literacy.</p> <p>By April, a reduction in the 30% of pupils who do not enjoy reading and an increase to the 24% of pupils who read every night.</p> <p>By June 2023, 81% of P4 pupils and 74% of P7 pupils to achieve expected level for Reading</p>	<p>Primary staff to attend Literacy inservice in October to increase confidence and adopt new strategies to their practice.</p> <p>Reading audit with pupils and parents</p> <p>Continue to promote Accelerated Reader with Primary upper stages</p> <p>Promote reading at home and invite parents to Reading week event in March</p> <p>Adapt principles from Reading Schools journey</p> <p>Organise blocks of paired reading between settings</p> <p>Whole school literacy moderation in Term 3</p>	<p>DHT, Teachers</p>	<p>Feedback and self-reflection from staff</p> <p>Termly Star Tests and Class progress reports from Accelerated Reading programme</p> <p>SNSA and Teacher Judgement Data in June</p> <p>Compare feedback from pupils in Term 1 and Term 3</p> <p>Feedback from whole School literacy moderation</p>

Pupil Equity Fund – Planning and Reporting

PEF Allocation 2022/23		Carry forward from 2022:			
Project/intervention: Literacy Intervention – groups across Primary (main focus P6)					
What data/evidence informs this? (what is your gap?) SNSA results and Teacher judgement against literacy benchmarks. 5 minute boxes data from 21-22					
Interventions for Equity Interventions for Equity Self-evaluation National Improvement Hub (education.gov.scot) (highlight the interventions that apply)					
Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact
Planned Outcome		Details of project/intervention:		Resources and Lead Person	Measures of impact on learners
<p>To ensure that most targeted Primary 6 pupils show improvement on “5 minute boxes” baseline assessment by June 2023</p> <p>To ensure that most pupils in targeted groups in other Primary classes show improvement on literacy and numeracy targets identified by class teachers.</p>		<p>Pupils will use literacy 5 minute boxes 3 times week for 20 weeks</p> <p>Pupils will have the opportunity each week to discuss their progress.</p> <p>Class teachers identify targets and bid for staff time or resources over 20 week period to support pupils in class.</p>		<p>ASN Teacher (overview and tracking)</p> <p>LSA/LSW time for delivery</p> <p>5 Minute Boxes</p> <p>To be confirmed</p>	<p>Pupil progress is monitored and measured against baseline assessment carried out at the start of the 20 week intervention period.</p> <p>Pupil progress monitored and measured against end of 21-22 session tracking.</p>
Teaching and Learning		x			
Leadership					
Family and Community					

Working Time agreement for:	Whalsay School (Primary)	
School Session:	2022-23	
<p>The purpose of this template is to provide a clear structure for schools to construct a working time agreement. It is offered as an option for schools to use should they consider it useful. The template should be used flexibly, e.g. Each item may not be appropriate for all settings, other items may need to be added.</p>		
Item	Detail	Hours
Teaching and Learning		
Class Teaching	Based on 1.0 FTE	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
Essential School Activities		
Reporting to Parents	Number of reports (25 x 1 hour)	25
Moderation Activities	Agreed Time Allocation	3
Tracking and Monitoring	Agreed Time Allocation	60
Parents evenings	4 x 4.5 hours including associated Preparation time	18
Staff meetings	Number of business meetings (10 x 1 hour)	8
Staff Development & Review Cycle	PRD Meeting plus associated preparation.	12
Additional consultation	information sharing with DHT, other meetings to support pupils (transition)	7
Forward plans		24
Total	Time required for essential school operational activities	157
Collegiate time remaining for development tasks		
Subject Development Groups	Circular 028/2012/I states that there should be 4 Subject Development Group Meetings per year. This does not include Time allocated to Subject Development Groups during In-Service Days.	
School Improvement Plan Tasks	Time allocated for tasks to address priorities on School Improvement plan	0
	School Improvement Plan/Development meetings	6
	Collegiate work and tasks	3.5
Total	Time allocated to development tasks	9.5
Flexibility		
Flexibility	Including setting work for pupils who are self-isolating due to COVID-19	28.5
Total	Total collegiate time allocated	166.5

Working Time agreement for:	Whalsay School (Secondary)	
School Session:	2022-23	
<p>The purpose of this template is to provide a clear structure for schools to construct a working time agreement. It is offered as an option for schools to use should they consider it useful. The template should be used flexibly, e.g. Each item may not be appropriate for all settings, other items may need to be added.</p>		
Item	Detail	Hours
Teaching and Learning		
Class Teaching	Based on 1.0 FTE	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
Essential School Activities		
Reporting to Parents	Number of reports 46 x 0.5 hrs agreed time allocated	23
Moderation Activities	Agreed Time Allocation	3
Tracking / Monitoring / E-portfolios	Agreed Time Allocation	25
Parents evenings	Number of meeting 5 X 4.5 hrs agreed time for meeting plus associated Preparation time	22.5
Staff meetings	Number of business meetings (8)	8
SQA activities	Agreed time allocation - much of this will be taken up with alterations to courses due to COVID-19, not relevant to primary settings	25
Staff Development & Review Cycle	PRD Meeting plus associated preparation.	12
Subject Dev & Forw Plan & Wider Achievet.		30
Total	Time required for essential school operational activities	148.5
Collegiate time remaining for development tasks		
Subject Development Groups	Circular 028/2012/I states that there should be 4 Subject Development Group Meetings per year. This does not include Time allocated to Subject Development Groups during In-Service Days.	8
School Improvement Plan Tasks	Time allocated for tasks to address priorities on School Improvement plan *	
	School Improvement Plan/Development Meetings	6
Total	Time allocated to development tasks	14
Flexibility		
Flexibility	A significant amount of this time will be taken up with extra work due to COVID-19	32.5
Total	Total collegiate time allocated	195