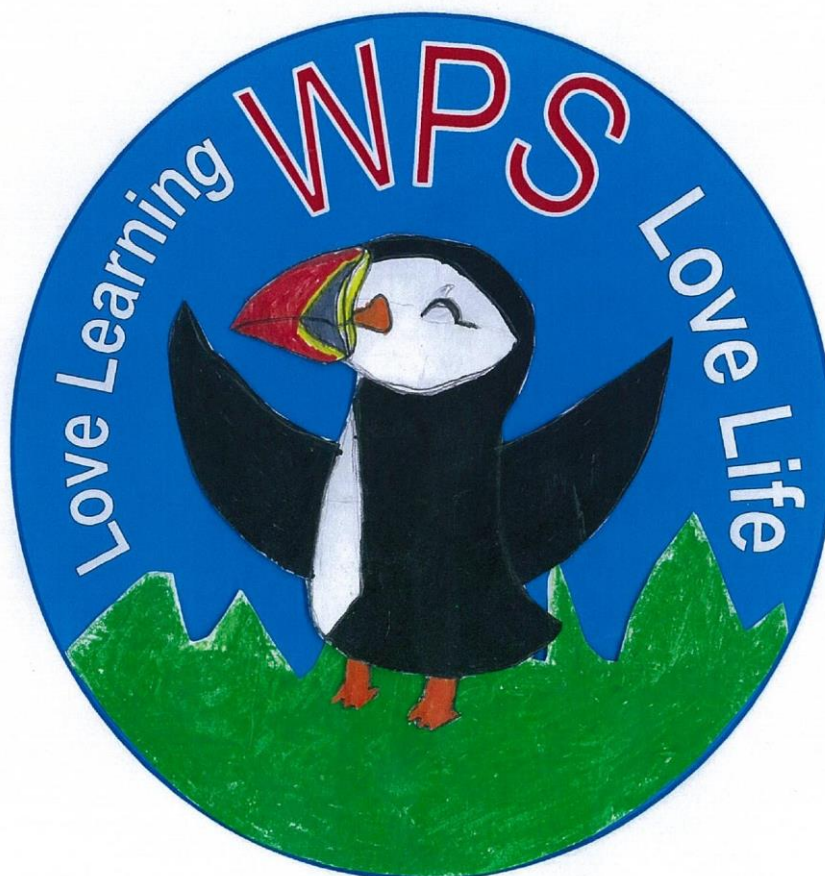


Whiteness Primary School

Standards and Quality Report 2018-2019
&
School Improvement Plan 2019-2020



This report covers the session 2018-2019. It is produced as part of the process of school self-evaluation. It will also contribute to the overall authority and national perspective on standards and quality.



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 and Getting it Right for Every Child (GIRFEC).

Within Curriculum for Excellence, every child and young person is entitled to experience a curriculum which is coherent from 3-18. Those planning the curriculum have a responsibility to work in partnership with others to enable children and young people to make transitions smoothly, building on prior learning and achievement in a manner appropriate to their individual learning needs. This should ensure that young people are well placed to move to positive destinations on leaving school and entering adult life.

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 is in the pages that follow, along with our main areas for development for session 2019 / 2020. 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)

Progress in the areas we developed in our 2018 / 2019 School Improvement Plan can be found towards the end of the Standards and Quality Report.

Context of the school

Whiteness Primary School is approximately 10 miles west of Lerwick, the main town in Shetland, and serves the districts of Whiteness, Weisdale and surrounding areas. It is a non-denominational Primary School, open to boys and girls between 3 and 12 years old. We provide Early Years provision in our Early Learning and Child Care setting and Primary provision in our four composite primary classrooms. The school roll is presently 87 with a further 24 children in Early Years provision. On completing their Primary education pupils move to the Anderson High School in Lerwick to access their Secondary education.

The school building was originally built in 1977 and extended in 1999. The school comprises of our Early Learning and Child Care (ELC) setting complete with a lovely outdoor courtyard attached to the room and with partial cover. At the front end of the building Whiteness Early Years, the School Office, Head Teacher's Office, ASN room, Staff Room, and Kitchen can all be accessed through the main front entrance to the school. The pupil access is to the far end of the building and from here the Primary classrooms can be accessed as well as the Music room, Library, Computer Suite, Art room, General Purpose area and Hall/ Canteen/Gym. The school is served by an Additional Support Needs teacher and peripatetic teachers in Art, Music and PE. There are visiting instructors for pupils taking piano, woodwind, accordion, guitar and fiddle.

Members of the local community are mainly involved in crofting, farming, fishing, aquaculture, construction, haulage and retail. The school is close to many local businesses including two shops, a post office and petrol pumps; Shetland jewelry; Bohoga Gallery and many local businesses. The local Kirk is about 2 miles away. The school is situated next to the Public Hall and opposite the Strom football pitch and clubhouse.

Whiteness Primary School is part of the central Cluster of schools feeding into the Anderson High School.

The school operates an "open door" policy where parents can speak at the start or end of the school day. More formal appointments are also arranged by contacting the school office. Parents are able to meet with teachers twice a year, once formally in November and once as part of a Child Led Parents evening in March.

School vision, values and aims

Our school vision is "***Love Learning Love Life.***" We are passionate about giving our pupil the best possible chance to succeed. We strongly encourage our pupils to develop as positive citizens and frequently visit the Health and Wellbeing outcomes of SHANARRI to achieve this. We strive for a school atmosphere that is welcoming, accepting, inclusive and equitable. We are lucky to have a healthy, committed staff and we use our staffing time effectively in times of short supply.

Recent key messages from Local Quality Improvement visits

What our pupils said:

1. Pupils felt the school had high quality resources and they had good access to laptops and iPads where they were able, and confident, in using the applications. There are three iPads for each class.
2. Pupils described everyday learning in literacy and numeracy and highlighted the 'Lightning Learners' as something they particularly enjoyed.
3. Pupils enjoyed the degree of choice from curriculum topics and were able to choose their spare time activities.
4. Some of the older pupils expressed an opinion that they would like more freedom and choice, not just for reward time but for everyday learning as well.
5. Pupils stated that instructions and guidance from teachers were always clear, the assessments they took part in were good.
6. Pupils were clear on what things they did well and where they needed to improve and spoke about the two stars and a wish strategy.
7. Pupils enjoyed moving tables throughout the term.
8. Pupils stated they were happy sharing any concerns or worries with teaching staff.
9. Water can be taken in to the classroom but water fountains did not work in the school.

The three key questions to address within the Standards and Quality Report are:

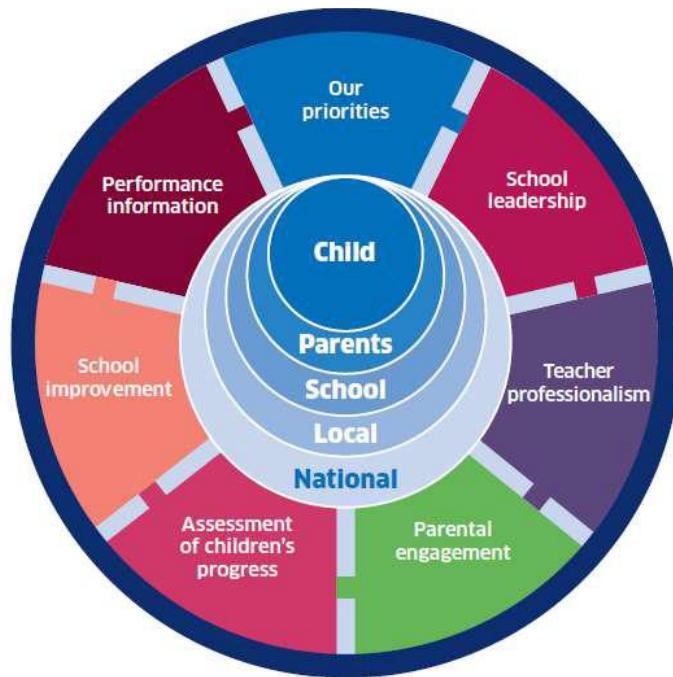
- **How well do pupils learn and achieve?**
- **How well is the school helping pupils to develop and learn?**
- **How well is the school improving the quality of its work?**

Consideration when answering these questions are given to the National Improvement Framework (NIF) Priorities and drivers; evaluations of Pupil Equity Fund projects (PEF) and How Good Is Our School (HGIOS) Quality Indicators (QI's)

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:



The HGIOS Quality Indicators are:

What is our capacity for improvement?		
Leadership and management	Learning provision	Successes and achievements
How good is our leadership and approach to improvement?	How good is the quality of the care and education we offer?	How good are we at ensuring the best possible outcomes for all our learners?
1.1 Self-evaluation for self-improvement 1.2 Leadership of 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 3.3 Increasing creativity and employability

How has the school engaged pupils in decisions about improving its work?

The school has an active Pupil Council who meet at least once a term. This year they decided to survey pupils about the work of the school, suggesting improvements and how to achieve them. The results from the survey were discussed within the Pupil Council and action points shared with the whole school.

Whiteness Primary School - Pupil Council 2018/2019 Survey

Do you think that staff in school listen to and act on your opinions / suggestions?			
		Response Percent	Response Total
1	yes	52.58%	51
2	no	21.65%	21
3	not sure	25.77%	25
		answered	97
		skipped	0

Summary of comments

Main comments were to make sure staff listen to both sides and act on this information.

Do you have any ideas about how to make school better?			
		Response Percent	Response Total
1	yes	51.04%	49
2	no	32.29%	31
3	not sure	16.67%	16
		answered	96
		skipped	1

If you have any ideas please write them here

- 1) More play equipment outside
- 2) Make outside more colourful
- 3) Fix bell
- 4) Stop SHANARRI
- 5) More science
- 6) Rota for the multicourt
- 7) Buddies for all ages
- 8) More free choice in classrooms/ set classrooms out differently

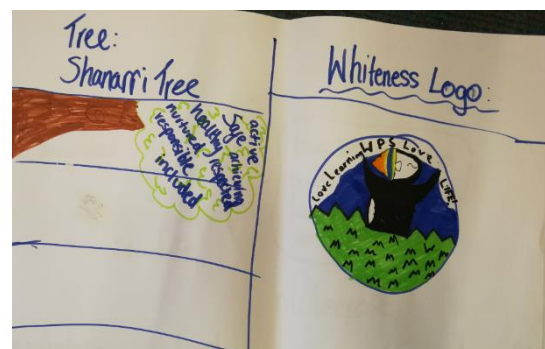
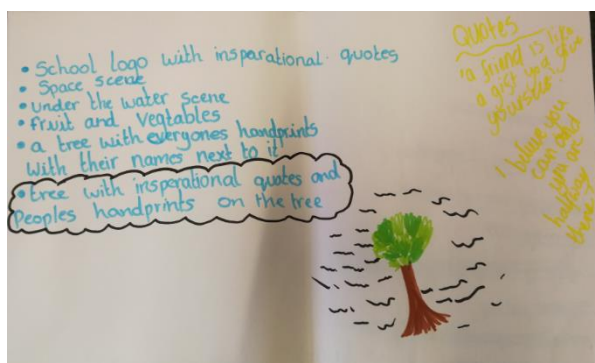
Do you have any ideas about how to make school better?		
	Response Percent	Response Total
9) More ipdas		
10) Better food		
11) More exciting assemblies		
12) Longer Golden time		
13) Maths sheets for homework		
14) Buddy bench		

This year you have helped the school to deal with bullying behaviours by: deciding on having a buddy bench; learning about the Anti- Bullying policy and sharing it; and thinking about your behaviour in school. Do you think the work you / we have done on Anti-Bullying has made a difference?			
		Response Percent	Response Total
1	yes	37.50%	36
2	no	39.58%	38
3	not sure	22.92%	22
		answered	96
		skipped	1

What would you like the school to improve next year?			
		Response Percent	Response Total
1	Open-Ended Question	100.00%	81
		answered	81
		skipped	0

During *Together Time*, where pupils come together in vertical groups, school decisions are made including:

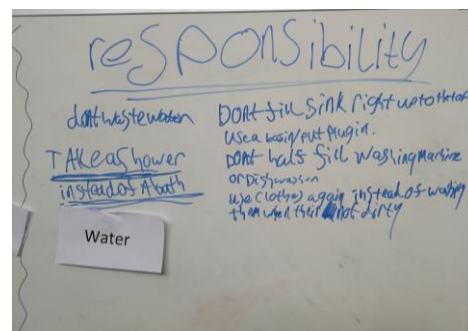
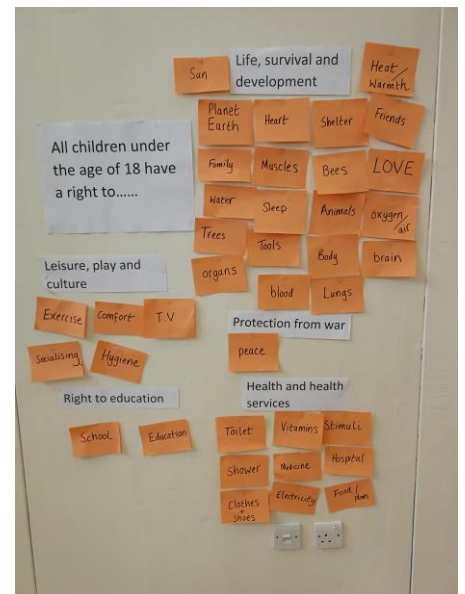
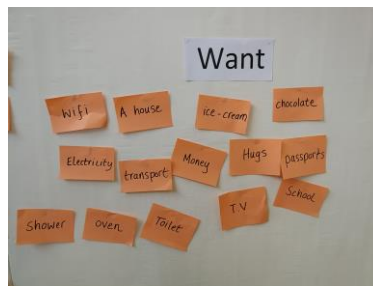
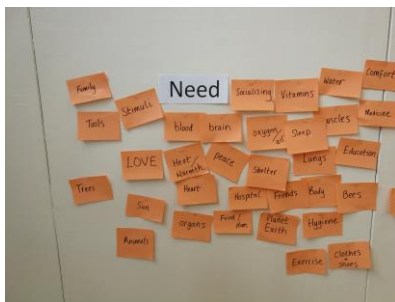
What to put on our newly painted school hall wall.....



How to understand, share and follow the principles of the new Anti- Bullying policy.....



Understanding children's rights and responsibilities and working towards how this affects decisions made in school.....



How has the school engaged parents and carers in decisions about improving its work?

The school gathers parent and carer opinions in a variety of ways including surveys and questionnaires, informal discussions during open school events and direct contact.

This year we surveyed our parents gather their opinion on a number of issues. These were - our Child Led Parents Event, how to spend PEF funding and how to staff swimming provision. We also we carried out some research into the use of Loose Parts Play in the Early Years, again seeking parent views on this.



5. Since 2017, the school receives a small sum of money each year to spend solely on raising attainment and closing the attainment gap – focusing on literacy, numeracy and health and wellbeing. Next year would you like this money to be spent predominantly on:

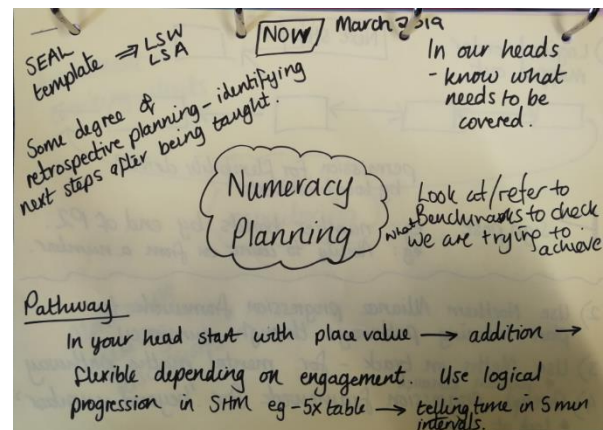
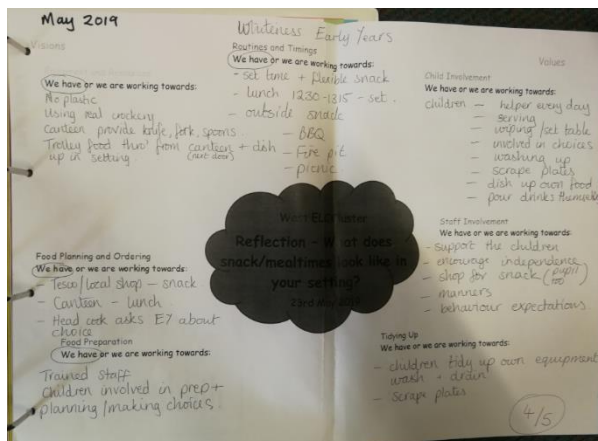
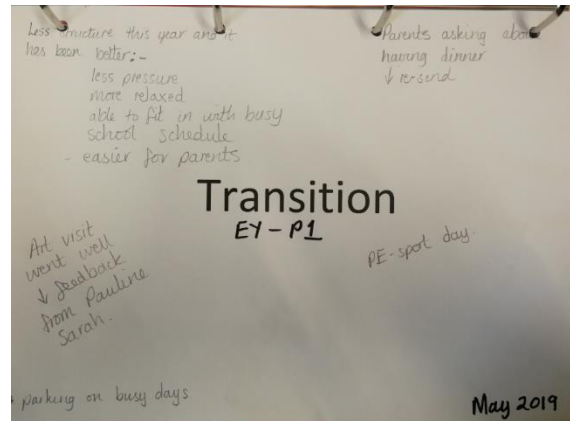
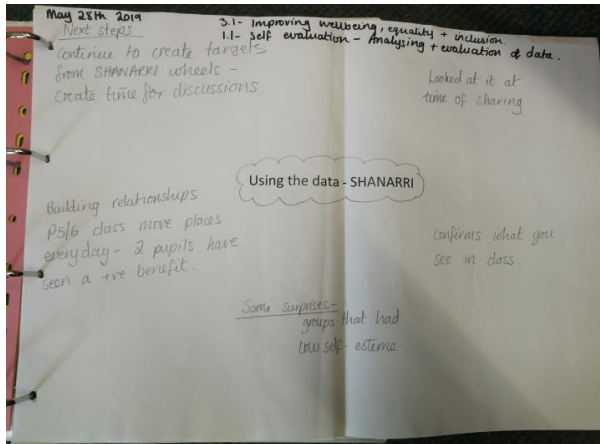
			Response Percent	Response Total
1	Literacy		6.25%	2
2	Numeracy		9.38%	3
3	Health and wellbeing		21.88%	7
4	I am happy for the school to decide		62.50%	20

4. Have you noticed your child playing with "loose parts" at home?

			Response Percent	Response Total
1	Yes		66.67%	8
2	No		33.33%	4
			answered	12
			skipped	0

How has the school engaged its staff in decisions about improving its work?

Staff meet regularly to plan, assess and evaluate the work of the school. Our meetings have a clear agenda and consider our Working Time Agreement at every stage.

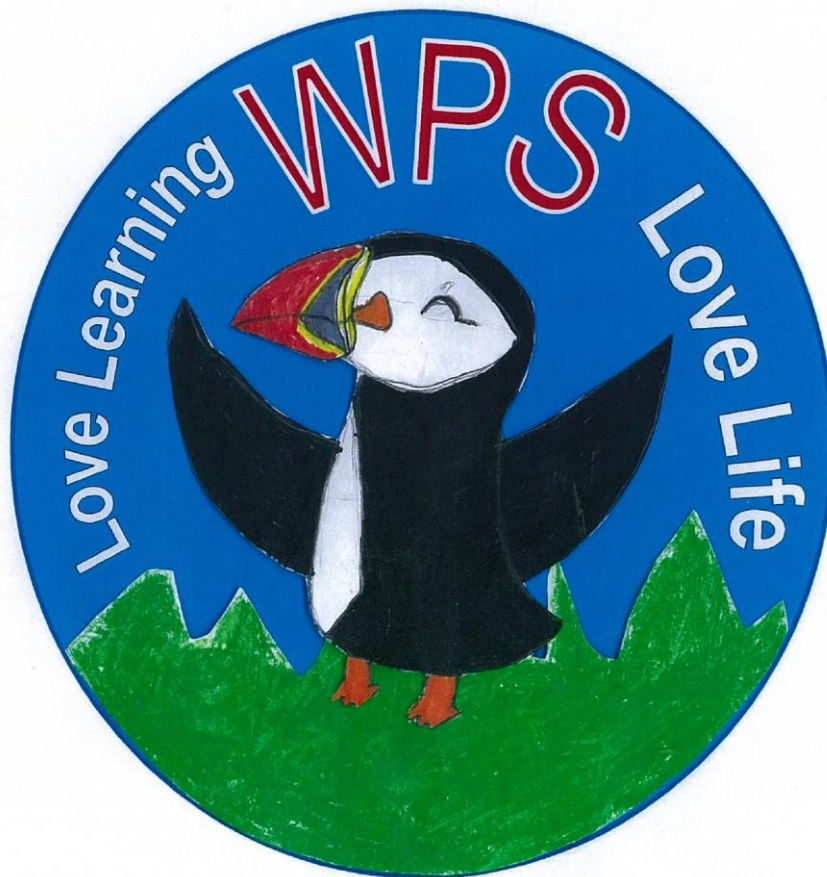


How has the school engaged community partners in decisions about improving its work?

Whitiness primary School has an active and supportive Parent Council who meet once every term. Decisions around School Improvement planning and resourcing are discussed and agreed by the group. During 2018 / 2019 the Parent Council have set up a subcommittee – the Polycrub Committee, who run Gardening Clubs in and out of school time. This group has engaged with Turrieffield, to improve the knowledge and skills of the volunteers and thus use the Polycrub effectively.

Standards and Quality Report

2018-2019



Progress made with the Priorities from our 2018-19 School Improvement Plan

<p>Priority 1: Familiarisation with new Anti-Bullying Policy To share and follow the new policy with pupils, staff and parent forum.</p>		<p><u>National Improvement Framework Priority</u> - Improvement in children and young people's health and wellbeing. Driver – School leadership, Teacher professionalism, parental engagement, school improvement. Quality Indicator from How Good Is Our School – 1.3, 1.5, 2.1, 2.7, 3.1, 3.2.</p>	
<p>What did we want to achieve for learners?</p> <p>The whole school community are aware of the new anti-bullying guidelines and are all in agreement of consistent approaches when dealing with such behaviours.</p> <ul style="list-style-type: none"> • Whole school community responsible for and aspiring to deal appropriately and effectively with bullying behaviours. 	<p>How exactly did we plan to do it?</p> <ul style="list-style-type: none"> ➤ Staff made aware and given time to read and implement procedures for the new anti-bullying guidance. ➤ Parents and stakeholders made aware and given time to read and implement procedures for the new anti-bullying guidance. ➤ Pupils made aware and given time to understand take relevant actions towards stamping out bullying behaviours. 	<p>Progress made</p> <p><i>Staff, pupils, parents and stakeholders are all aware of the new anti-bullying policy and guidelines.</i></p> <p><i>Pupils were asked if the work they have done on the anti-bullying policy has made a difference:</i> 38% said yes 40% said no 22% said they were not sure</p>	<p>Next steps</p> <p><i>Continue to challenge and support children who display bullying behaviours.</i></p> <p><i>Continue to support children who experience bullying behaviours.</i></p> <p><i>Continue to develop staff capacity to deal appropriately with bullying behaviours – working toward a consistent approach.</i></p>

<p>Priority 2: Family Learning</p> <p>To begin to develop a progression of Family Learning opportunities from Primary One to Primary Seven.</p>		<p><u>National Improvement Framework Priority</u> -. – <i>Improvement in attainment particularly literacy and numeracy. Improvement in children and young people’s health and wellbeing. Closing the attainment gap between the most and least disadvantaged children.</i></p> <p>Driver – <i>School leadership, parental engagement.</i></p> <p>Quality Indicator from How Good Is Our School – 2.5, 2.7</p>	
<p>What did we want to achieve for learners?</p> <p>To engage families fully into how their children learn and how they can support them.</p> <ul style="list-style-type: none"> • Pupils are enthused to share their learning with their family • Parents are better informed about how their children learn. • Parents are better equipped to support their child’s learning. 	<p>How exactly did we plan to do it?</p> <ul style="list-style-type: none"> ➤ Begin to develop progression of Family Learning opportunities from Primary One to Primary Seven, starting with a “bring your parent to school day” for pupils in Primary Six. 	<p>Progress made</p> <p><i>12 of our 14 families came and shared a morning with their P6 pupil in class.</i></p> <p><i>They took part in STEM activities, a 100 word writing challenge, creating portraits in a range of mediums and in maths – countdown and logic puzzles.</i></p> <p><i>Both pupils and parents passed on comments that they thoroughly enjoyed their time together.</i></p>	<p>Next steps</p> <p><i>Establish a Family Friday once a month- giving families across the school a chance to come in and work with their child in class.</i></p> <p><i>Build parent support with Primary One reading.</i></p> <p><i>Using data from the Parental Involvement and Engagement census- 44% of respondents agreed that “the school makes them aware of the Family Learning opportunities. Our aim is to increase this number over the 2019-2020 session.</i></p> <p><i>Using the same data, only 50% of respondents felt they had taken part in Family Learning activities – we need to be more explicit about what we are doing.</i></p>

<p>Priority 3:Curriculum Development</p> <p>To identify Learning Pathways through the curriculum.</p>		<p><u>National Improvement Framework Priority</u> – Improvement in attainment particularly literacy and numeracy. Improvement in children and young people’s health and wellbeing. Closing the attainment gap between the most and least disadvantaged children. Driver – School leadership, teacher professionalism, parental engagement, school improvement.</p> <p><u>Quality Indicator from How Good Is Our School</u> – 1.2, 1.3, 1.5, 2.2, 2.3, 3.2.</p>	
<p>What did we want to achieve for learners?</p> <p>To make the curriculum more meaningful and relevant to Whiteness Primary School</p> <ul style="list-style-type: none"> • Taking account of our school context • Taking account of our teacher expertise • Decluttering the curriculum • Ensuring the curriculum is delivered within the four contexts for learning. 	<p>How exactly did we plan to do it?</p> <ul style="list-style-type: none"> ➤ Consider each experience and outcome from Curriculum for Excellence and group into: Life and ethos the school as a community; curricular areas and subjects; interdisciplinary learning; opportunities for personal achievement. (Bundle the curriculum) 	<p>Progress made</p> <p><i>Our curriculum has been bundled and a new overview created to share with parents each term.</i></p> <p><i>Staff are confident that all Experiences and Outcomes are covered and planned for by using the bundles.</i></p>	<p>Next steps</p> <p><i>Review our RME learning pathway.</i></p>

<p>Priority 4: Using data to drive improvement (including PEF money spend- 1.9 LSW hours for targeted nurture provision of identified pupils)</p> <p><i>To interpret data intelligently resulting in interventions to drive improvement.</i></p>		<p><u>National Improvement Framework Priority</u> – Closing the attainment gap between the most and least disadvantaged children and young people.</p> <p>Driver – School leadership, teacher professionalism, school improvement, performance information.</p> <p>Quality Indicator from How Good Is Our School – 1.1, 1.3, 2.3, 3.2.</p>	
<p>What did we want to achieve for learners?</p> <p>Intelligent use of data to</p> <ul style="list-style-type: none"> • Identify gaps • Identify pupils who require targeted support • Improve attainment • Confirm teacher judgements • Reporting to parents 	<ul style="list-style-type: none"> ➤ Numeracy Champion – Elizabeth Garrick, to develop a baseline assessment in Numeracy to use in Primary One (August 2019) to identify starting points for pupils. ➤ Monitoring Health and Wellbeing of pupils by using the SHANARRI wheel scale 0-5 (P1-4) and 0-10 (P5-7). ➤ Interrogation of data and monitoring of pupil wellbeing over time. ➤ Family Learning in Early Years: Introducing principles of SHANARRI in Early Years, building understanding and use. 	<p>Progress made</p> <p><i>A Numeracy baseline assessment has been developed for use in Primary One.</i></p> <p><i>HWB monitoring using the SHANARRI Wheel has identified areas of focus for some of our pupils.</i></p> <p><i>Use of Boxall Profile has enabled us to monitor and intervene with specific targets. Families of Early Years pupils are becoming more aware of the outcomes in the SHANARRI Wheel.</i></p>	<p>Next steps</p> <p><i>Evaluate how effective the baseline assessment is in identifying gaps in learning.</i></p> <p><i>Continue to use the SHANARRI Wheel and Boxall Profile to support HWB both universally and targeted through school.</i></p> <p><i>Continue to share the SHANARRI Wheel with new parents and pupils in school.</i></p>

School self-evaluation and priorities for further improvement

Leadership of Change (QI 1.3)

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

The school works collaboratively at all levels to effect change and improvement. We consider the school in its context when making those changes. School Improvement Planning is informed by gathering opinion from pupils, parents and staff through the preceding year. The head teacher ensures the pace of change is appropriate and that all staff are well informed of its intentions.

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

We have seen our learners better informed about what they are doing and why (reading and writing bookmarks). We have seen pupils confidence and self-esteem improve when we have intervened to support them (Nurture provision). The staff are increasingly aware of the common goal and the direction the school is moving in.

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

Our next steps are to further evaluate the impact of improvements – the staff feel they need further collaboration to decide how best to do this.

Self-evaluation grade on the HGIOS?4 six-point scale: 5

Learning, teaching and assessment (QI 2.3)

How well are you doing? What is working well for your learners?

In order to ensure high quality learning experiences for all our children, staff consider carefully the learning opportunities children have. Through monitoring and evaluating, staff work to match motivating and challenging learning content to the needs and interests of the pupils. Pupils play a role in deciding on what they will learn and evaluating if they have achieved it. Staff undergo professional development and training to continue to keep up to date with meaningful interventions. We use assessment effectively, tracking and monitoring termly ensures planned curriculum matches needs.

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

Learners are becoming increasingly better informed of where they are in their learning, particularly in literacy and HWB, and of what they need to do next (reading and writing bookmarks, SHANARRI Wheel).

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

Improve staff skill in data analysis. Develop numeracy bookmarks to inform pupils of their learning and next steps.

Self-evaluation grade on the HGIOS?4 six-point scale: 5

Ensuring wellbeing, equity and inclusion (QI 3.1)

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

The school has used Innovation Funding and Pupil Equity Funding to develop approaches to nurture provision in school. All staff work within the GIRFEC framework and ASN staff work collaboratively with teachers and support staff to regularly consult on targeted interventions for our pupils who have additional support needs. Pupils are aware they have rights and with those rights responsibilities. We ensure our pupils are able to actively participate in the life of the school through protected together time which has a focus on building relationships, promoting successful learners; confident individuals; responsible citizens and effective contributors.

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

Feedback from recent quality improvement visits have shown pupils feel listened to and able to share their ideas and opinions. Our numerous committees in school give pupils the opportunity to contribute to school improvements and see their ideas turned into reality.

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

Build more capacity for pupil voice while ensuring pupil accountability and responsible undertaking of roles.

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

Raising attainment and achievement (QI 3.2)

How well are you doing? What is working well for your learners?

The school is able to measure progress in emergent literacy, early numeracy and HWB effectively. Through use of teacher judgement, SNSA, regularly monitoring and assessing understanding and skills, staff are able to measure progress made using our tracking and monitoring systems from Early Years to Primary Seven.

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

Through regular monitoring meetings, universal and targeted interventions are identified and actioned by class teachers / ASN staff. Pupils receive the interventions they need to support their continued progress.

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

Develop a whole school approach to emergent literacy. Trial a new tracking system for numeracy and mathematics and evaluate how effective it is in identifying attainment over time.

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

Additional QI – 2.2 Curriculum

How well are you doing? What is working well for your learners?

The school and its community has worked hard over the past 4 years to develop, practice and embed an overall vision based on a love of learning and a love of life. Through consultation with all stakeholders, our Curriculum Rationale reflects our local community and context. The structure of our curriculum takes account of the four contexts for learning. We use the self-evaluation process to identify further areas to develop. We design our curriculum pathways to be flexible and responsive to current learning opportunities, while still enabling us to ensure coverage and appropriate progression. Staff take responsibility for developing literacy (including digital), numeracy, health and wellbeing across the curriculum.

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

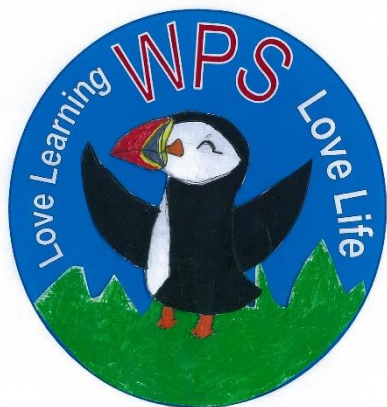
Our pupils enjoy what they learn and understand they are part of the planning and evaluation process. We see knowledge and skills building over time, by the responses our pupils give and their ability to apply in new contexts.

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

We need to develop our outdoor learning progression; ensuring pupils have regular access and experience.

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

Whiteness Primary School School Improvement Plan



For the session 2019/2020

Factors Influencing the Improvement Plan

School factors

- School self-evaluation
- Review of previous School Improvement Plan
- Time
- Resources

Local authority factors

- Shetland Islands Council NIF Plan
- Schools and Quality Improvement Service Plan
- SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting
- SIC Strategy for Parental Involvement 2018

National factors

- National Improvement Framework
- Curriculum for Excellence
- Getting it Right for Every child (GIRFEC)
- How Good Is Our School (4th Edition)?
- How Good is our Early Learning and Childcare?
- Inspection guidance note 2019/2020
- "Learning Together": Scotland's national action plan for parental involvement etc. 2018-2021

School Aims

To improve outcomes for all our learners.

Empowerment

The school sees the importance of developing leadership and capacity of its pupils, staff and community. We have done this by involving pupils in decision making about how we can put into action the priorities from our School Improvement Plan and build ways for them to lead some of their ideas. Pupils lead other areas in the school through their work in the Pupil Council, the Eco Committee and the Health Committee. Staff lead learning in a variety of ways; through 2018/2019 this has been in Numeracy and Emergent Literacy. Practitioners in the classroom

and Early Years setting are involved daily in leading learning. The wider community support the school and take on leadership roles through the Parent Council, the Polycrub Committee and leading our school sport teams, such as the netball team.

Collaboration for Improvement

How parents and the wider community are consulted and involved in decisions

- Parent Council and Parent Forum – *questionnaires, feedback at school events (Gathering opinion survey May 2019)*

How staff are consulted and involved in decisions

- Staff – *development meetings, self-evaluation, challenge questions, questionnaires, staff awareness.*

How pupils are consulted and involved in decisions

- Pupil Council and school committees
Opportunity to gather and share ideas from the wider school. See their ideas come to fruition- SHANARRI Superstar Awards, Prioritising our School Improvement Plan priorities, Pupil survey May 2019.
- Assemblies and Together Time
Opportunity for relationships to be built through vertical groups (in age) of children, working on whole school issues, such as friendship, anti-bullying, rights and responsibilities, pupil participation, self-evaluation and school improvement.
- Pupil Questionnaire
Opportunity for pupils to share their views and see areas of development identified as a direct result of their feedback.
- Quality Assurance activities
Head Teacher and Quality Improvement Officer focus groups – meeting throughout the year to ask questions such as – What makes our school unique? What am I good at? How do I know? What makes a good lesson?
- General dialogue
Discussions with pupils during lunchtime and at any opportunity that presents itself.

Improvement Priorities for 2019-20

Priority 1: Curriculum Development <i>Develop a RME progression through school.</i>		National Improvement Priorities: <i>Closing the attainment gap between the most and least disadvantaged children.</i> National Improvement Framework Drivers: <i>School leadership, teacher professionalism, school improvement.</i> Quality Indicators (HGIOS 4): 1.1, 1.2, 1.3, 1.5, 2.2, 2.3, 3.2.			
What do we want to achieve for learners? To develop the RME curriculum, ensuring coverage appropriate to age and stage <ul style="list-style-type: none"> • Taking account of our school context • Taking account of our teacher expertise • Decluttering the curriculum • Ensuring the curriculum is delivered within the four contexts for learning. 	How exactly are we going to do it? ➤ Consider each experience and outcome from Curriculum for Excellence for RME and plan an overview for each stage to deliver.	Personnel <i>HT and CT's</i>	Time Scale <i>2 x 1 hour SIP meeting T1 and T2</i>	Resources <i>Some resources may be identified for purchasing. Cost unknown at this point.</i>	Monitoring and evidence <i>HT and CT's Evidence of E's and O's coverage in termly overviews produced by CT's.</i>

Priority 2: Partnerships <i>Review of Promoting Positive Behaviour Policy</i>		National Improvement Priorities: <i>Improvement in children and young people's health and wellbeing. Closing the attainment gap between the most and least disadvantaged children.</i> National Improvement Framework Drivers: <i>School leadership, teacher professionalism, parental engagement, school improvement.</i> Quality Indicators (HGIOS 4): 1.3, 2.1, 2.7, 3.1, 3.2. PEF – Targeted intervention to close the poverty related attainment gap.			
What do we want to achieve for learners? To develop positive relationships through school between all stakeholders <ul style="list-style-type: none"> Better relationships resulting in improved outcomes Continued nurture provision 	How exactly are we going to do it? <ul style="list-style-type: none"> ➤ Engage with pupils, parents and staff to review and amend the current Promoting Positive Behaviour Policy ➤ Re-brand the policy to a <i>Positive Relationship Charter</i> of which all stakeholders have agreement and ownership. ➤ Agree a method of measuring the impact of priority 	Personnel <i>All school staff; All pupils; Parent Forum.</i>	Time Scale <i>1 hour meeting at August in-service – all staff to share intention.</i> <i>2 x 1 hour staff meeting to agree method of measuring impact – collect data before and after. Evaluate.</i> <i>Together time with pupils – 4 occasions – 2 hours total</i> <i>Introduce to Parent Council – T1, Seek opinions T2 Agreement T3</i>	Resources PEF funding allocated to: <ul style="list-style-type: none"> <i>Purchase resources to enhance continued nurture provision and delivery. (2018-2019 self-evaluation has identified the positive impact of this intervention)- £500</i> <i>Employ trained teacher for 2 hours per week (£2000) to improve educational outcomes of children affected by poverty by focusing on establishing positive relationships between all school users. 2018-2019 self-evaluation and scrutiny of “better relationships, better learning, better behaviour” confirms our “intention to meet needs at the earliest opportunity with the least intrusive level of intervention”. (Use of vulnerability criteria alongside professional judgement will identify targeted pupils).</i> <i>Impact of funding evidenced through monitoring incidences of behaviours that challenge- with an intension these will decrease over time.</i> 	Monitoring and evidence <i>All stakeholders evaluate impact.</i> <i>Use of data to demonstrate impact</i> <i>Pupil Voice</i>

Priority 3: Leadership of change <i>Improve the school environment</i>		National Improvement Priorities: <i>Improving attainment, particularly in literacy and numeracy. Improvement in children and young people's health and wellbeing. Closing the attainment gap between the most and least disadvantaged children.</i> National Improvement Framework Drivers: <i>School leadership, teacher professionalism, school improvement, performance information</i> Quality Indicators (HGIOS 4): 1.3, 1.5, 2.7, 3.1, 3.2, 3.3			
What do we want to achieve for learners? A school environment that motivates pupils to be inspired and want to learn <ul style="list-style-type: none"> • Calm environment • Organised environment • Inspiring environment • Respected by all environment 	How exactly are we going to do it? <ul style="list-style-type: none"> ➤ Review the use of the school bell- consider its impact on learners with ASD / sensory needs ➤ Measure the difference in behaviour with and without the bell ➤ Reorganise spaces to increase fit for purpose use ➤ Declutter and neutralise displays ➤ Engage with all school users – respectful use of school building and property 	Personnel <i>All school staff; All pupils; Parent Forum.</i>	Time Scale 2 hours 1x 1 hour meeting to share Term 1-4	Resources HT HT and staff Janitor 2 x Together time	Monitoring and evidence <i>Impact on behaviour</i> <i>Monitoring of respectful use of school and property – pupil responsibility.</i>

<p>Priority 4: Family Learning</p> <p><i>Establish Family Fridays and reading support in Primary One</i></p>		<p>National Improvement Framework Priority – <i>Improvement in attainment particularly literacy and numeracy. Improvement in children and young people’s health and wellbeing. Closing the attainment gap between the most and least disadvantaged children.</i></p> <p>National Improvement Framework Driver – <i>School leadership, parental engagement.</i></p> <p>Quality Indicator (HGIOS 4): – 2.5, 2.7</p>			
<p>What do we want to achieve for learners?</p> <p>To engage families fully into how their children learn and how they can support them.</p> <ul style="list-style-type: none"> • Pupils are enthused to share their learning with their family • Parents are better informed about how their children learn. • Parents are better equipped to support their child’s learning. 	<p>How exactly are we going to do it?</p> <ul style="list-style-type: none"> ➤ Continue to build progression of Family Learning opportunities from Primary One to Primary Seven. Maintain “<i>bring a parent to school day</i>” in Primary Six and establish “<i>parents supporting reading</i>” in Primary One. ➤ Introduce “<i>Family Fridays</i>” once a month throughout school. ➤ Use together time for pupils to share the things they would like to do. 	<p>Personnel</p> <p>HT, CT’s, pupils and parents.</p>	<p>Time Scale</p> <p>1x 1 hour meeting to discuss how to engage with parents</p> <p>4x1 hour meeting to plan Family Fridays</p> <p>2 x Together Time</p>	<p>Resources</p> <p>HT and staff</p> <p>HT, support staff and pupils</p> <p>2 x Together time</p>	<p>Monitoring and evidence</p> <p><i>Reading - Using phonological awareness data collected in September and May to measure progress</i></p> <p><i>Feedback from parents attending Family Fridays.</i></p>

Additional Tasks 2019/2020	Responsibilities
Maintain use of tracking sheet for writing and reading.	CT's
Continue to use SEEMiS as a tracking tool in reading, writing, L&T ,Numeracy and Health and Wellbeing	CT's
Maintain present transition activities and adjust as necessary.	HT and CT's
Maintain work on school ethos and continue with Love Learning Love Life day.	Whole school community
Maintain French in P1-7	CT's
Continue to work with AHS to deliver German to P6/7	AHS colleagues
Involve pupils in generating success criteria in their lessons	CT's, HT and pupils.
Continue to embed the ethos of SHANARRI through everyday school life and interactions.	Whole school community
Continue to populate the Folio's of evidence with pupils' work.	HT and CT's and Pupils
Continue to use progress stickers in jotters to mark "Most recent / best work"	CTs and pupils
Nurture audit – Anita and Lynn to carry out audit in school and feedback to staff	EOG, HT, CT's and support staff
Numeracy 4 x meetings	EG +
P6 parent day	HT, LL
Literacy remit - planning with HT plus 1 x ½ brainstorm with staff and 1x 1hour feedback to staff – Term 1	LL
HWB remit - planning with HT plus 1 x ½ brainstorm with staff and 1x 1hour feedback to staff – Term 2	LM
Numeracy remit - planning with HT plus 1 x ½ brainstorm with staff and 1x 1hour feedback to staff – Term 3	EG
Play Pedagogy remit - planning with HT plus 1 x ½ brainstorm with staff and 1x 1hour feedback to staff – Term 4	DF

Working Time agreement for: Whiteness Primary School		
School Session: 2019/2020		
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		
Reports	1.5 hours per pupil (25 pupils)	37.5
Updating Pupil Folios	Largely pupil led and in class time, but allowance for teacher input out of class.	8
Parent Meetings	1 formal evening (5 hours) plus prep (0.5 hours per child @25 pupils). 1 child led evening (2 hours) plus planning meeting (2 hours)	21.5
Professional Review and Development	1 hour meeting	1
Corporate reading (N.I.F, Governance, P.E.F etc)	as and when required	6
Staff Welfare	Nights out	0
Staff consultation time	0.5 hours per week with ASN Teacher	19
Cluster moderation	2 x 1.5 hour meeting plus 1.5 hour preparation time	3
School based moderation	3 x 1 hour meetings	3
Self evaluation	3 x 1 hour meetings	3
Assessment leading to Achievement of a Level	Collating assessments / professional judgements (6 hours per term- reviewing pupils and making judgements prior to termly monitoring meeting with HT)	24
Monitoring meeting with HT	1 hour in T1, T3 and T4	3
Feedback following classroom observation	1 hour x 2	2
Fundraising planning meeting	Term 1 and Term 3 (2 x 1 hour)	2
SHANARRI monitoring feedback	Term 2 and Term 4	2
Extra school development (swimming time)	4 x 0.5 brainstorm meeting. Feedback to staff 4 x 1 hour meeting T1-T4	6
Christmas concert planning meeting + concert	Term 2- break time / Evening performance - December	5
Love Learning Love Life Day planning meeting	Term 3-break time	1
SEEMIS tracking	Inputting levels in June prior to reports	2
Numeracy developments	4 x 1 hour meetings for staff upskilled to feedback (T1, T2, T3, T4)	4
Evaluations onto planning	1 hour each term	4
Organising a school trip	One trip per year	2
GIRFEC Review meetings	As and when required	5
Feedback from Nurture Audut	Term 3	1
Requisition order	Term 4	3
Flexibility	Loss of non-contact due to visiting teacher absence (6 x 50 minute), emails, corporate demands not planned for, extra reading, extra staff meetings.	14
Total	Time required for essential school operational activities	182
Collegiate time remaining for development tasks		
S.I.P 1- Curriculum development	1 hour meeting in T1 and 1 hour meeting in T2 to implement	2
S.I.P 2 - Partnerships- Positive relationships	1 hours (in-service) SIP meeting (1x 1 hour meetings to complete)	2
S.I.P 3- School environment	1x 1 hour meeting- professional dialogue	1
S.I.P 4- Family Learning opportunities	1x 1 hour meeting(how to engage- T1) 4 x 1 hour meetings (planning T1-4)	5
Forward School Improvement Planning	2 hour meeting	2
Agreeing WTA for next session	1 hour meeting	1
Total	Time allocated to development tasks	13
Total	Total collegiate time allocated	195