

# Whiteness Primary School

## Standards and Quality Report 2020 & School Improvement Plan 2020-2021



This report covers the session 2019-2020. 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 2020 / 2021. This report is based on the quality indicators in *How Good is Our School?* 4<sup>th</sup> Edition (2015) and *How Good is our Early Learning and Childcare?* (2016)

Progress in the areas we developed in our 2019 / 2020 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 78 with a further 20 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; Bonhoga 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. Our school values: Kindness; Respect; Inclusion; Determination and Perseverance underpin our actions

and our school rules: We are safe; we are ready to learn; we are respectful, enable us to add meaning to any behaviour breach and subsequent discussion.



## Recent key messages from Local Quality Improvement visits

Due to COVID 19 our Quality Assurance visit due in Term Four, with a focus on School Improvement and Self-evaluation was cancelled. The information below was gathered in June 2019: annotations of actions completed during 2019/2020 are in green.

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. **An additional 4 iPads have been provided by the Parent Council and 21 Kindles by the Community Council during 2019/2020**
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 into the classroom but water fountains did not work in the school. **These have been replaced during 2019/2020.**

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

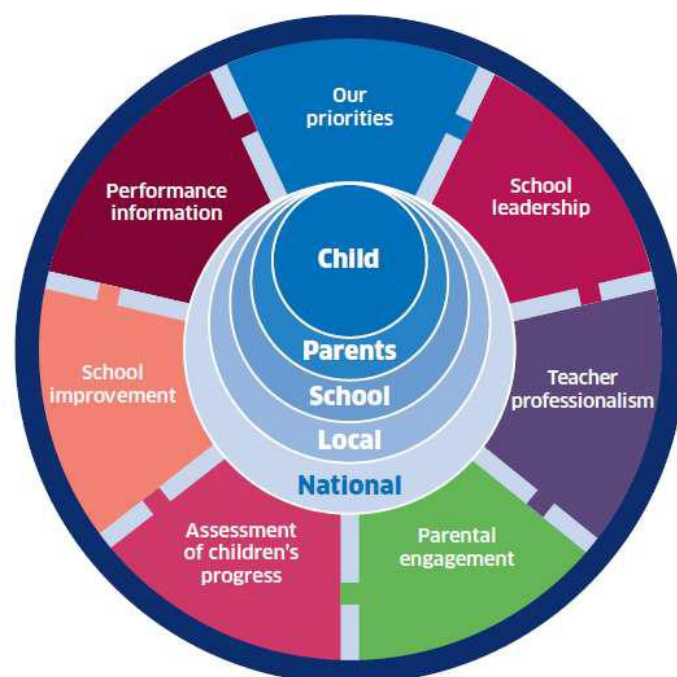
- **How well do pupils learn and achieve?**
- **How well is the school helping pupils to develop and learn?**
- **How well is the school improving the quality of its work?**

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?
<p><b>1.1</b> Self-evaluation for self-improvement</p> <p><b>1.2</b> Leadership of learning</p> <p><b>1.3</b> Leadership of change</p> <p><b>1.4</b> Leadership and management of staff</p> <p><b>1.5</b> Management of resources to promote equity</p>	<p><b>2.1</b> Safeguarding and child protection</p> <p><b>2.2</b> Curriculum</p> <p><b>2.3</b> Learning, teaching and assessment</p> <p><b>2.4</b> Personalised support</p> <p><b>2.5</b> Family learning</p> <p><b>2.6</b> Transitions</p> <p><b>2.7</b> Partnerships</p>	<p><b>3.1</b> Ensuring wellbeing, equality and inclusion</p> <p><b>3.2</b> Raising attainment and achievement</p> <p><b>3.3</b> Increasing creativity and employability</p>

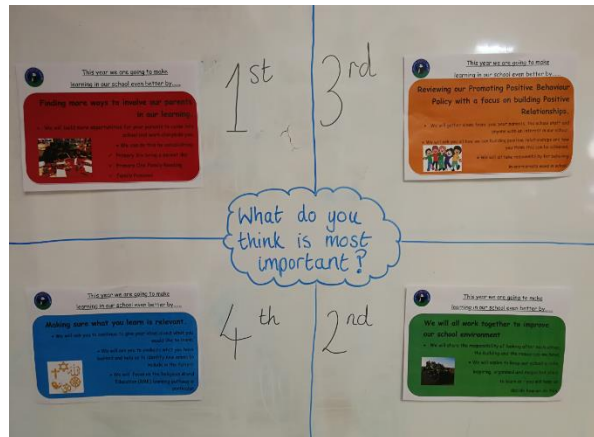
## How has the school engaged pupils in decisions about improving its work?

The school has an active Pupil Council who meet at least once a term. This year they worked closely with Shetland Island Council Catering and Cleaning Services, the school canteen staff and Parent Council to survey the popularity of the new school dinner menu. In October, the Pupil Council surveyed the primary pupils to find out their preferences for the new menu. This was shared with the head cook to help inform quantities of meals to cook and so reduce wastage.

The wider Pupil Forum come together during “Together time” to shape decisions in school.

During 2019/2020 **Team P7** was established. Primary Seven pupils worked with the Headteacher once a week to implement two key areas of the School Improvement Plan: Partnerships- review of the Promoting Positive Behaviour Policy; Leadership of Change- improving the school environment. Decisions, at these weekly meetings, were made to inform how and what the P7 pupils would consult the wider pupil forum on. During *Together Time*, where pupils come together in vertical groups, school decisions were made including:

1. To establish our core values, school rules and levels of unacceptable behaviour.
2. To remove the school bell during the school day to reduce unnecessary noise and interruption.

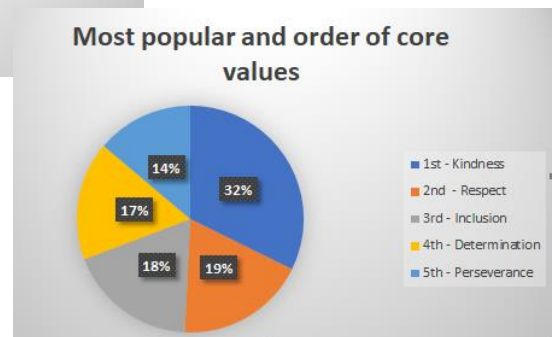
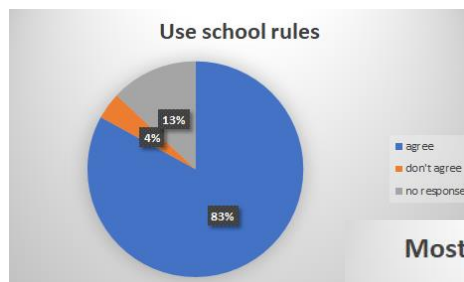




## How has the school engaged parents and carers in decisions about improving its work?

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.

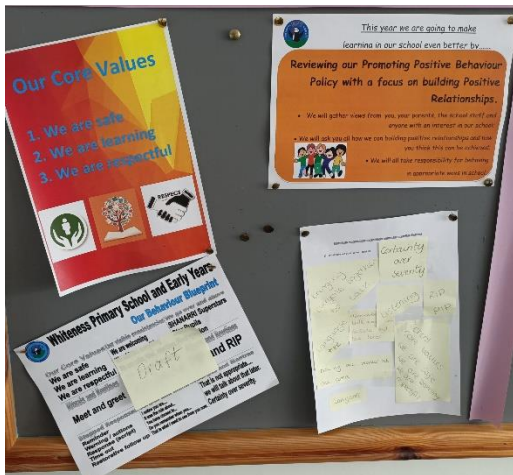
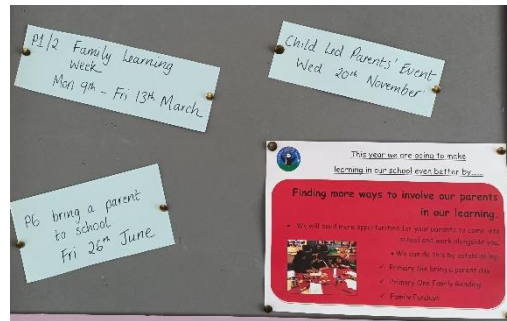
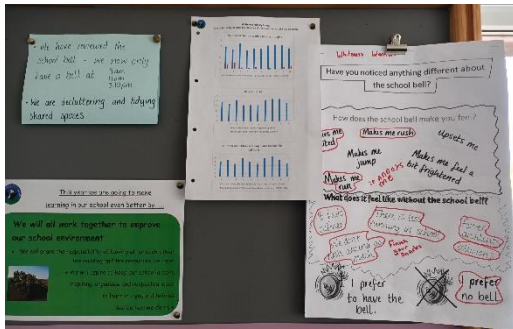
This year we surveyed our parents to gather their opinion on a number of issues. These were – their views on the Child Led Parent Events in November; the new school dinner menu in May, learning at home during the COVID19 pandemic in May and their suggested core values and school rules for the school to adopt in October and June.





# 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?

Whiteness 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 2019 / 2020 the Parent Council have purchased four new iPads for the school and used Community Council funding to erect a shed in the school grounds.

We engage with parents regularly this can be through survey and questionnaires as well as events held in school. We have a coffee morning every October and use this time to gather parent opinion on school improvement priorities.



# Standards and Quality Report 2020



## Progress made with the Priorities from our 2019-20 School Improvement Plan

<b>Priority 1: Curriculum Development</b> <i>Develop a RME progression through school.</i>		<b>National Improvement Priorities:</b> <i>Closing the attainment gap between the most and least disadvantaged children.</i> <b>National Improvement Framework Drivers:</b> <i>School leadership, teacher professionalism, school improvement.</i> <b>Quality Indicators (HGIOS 4):</b> 1.1, 1.2, 1.3, 1.5, 2.2, 2.3, 3.2.	
<b>What did we want to achieve for learners?</b>  To develop the RME curriculum, ensuring coverage appropriate to age and stage <ul style="list-style-type: none"> <li>• Taking account of our school context</li> <li>• Taking account of our teacher expertise</li> <li>• Decluttering the curriculum</li> <li>• Ensuring the curriculum is delivered within the four contexts for learning.</li> </ul>	<b>How exactly did we plan to do it?</b>  ➤ Consider each experience and outcome from Curriculum for Excellence for RME and plan an overview for each stage to deliver.	<b>Progress made</b>  <i><b>For learners:</b> RME progression is in place  <b>For practitioners:</b> Progression ready to use  <b>For parents:</b> Knowledge that the E's and O's for RME are delivered.</i>	<b>Next steps</b>  <i>A resource was found online and used through the year.          Teaching staff evaluated the resource and agreed it was fit for purpose and propose to continue using it.</i>

<p><b>Priority 2: Partnerships</b></p> <p><i>Review of Promoting Positive Behaviour Policy</i></p>		<p><b>National Improvement Priorities:</b> <i>Improvement in children and young people's health and wellbeing. Closing the attainment gap between the most and least disadvantaged children.</i></p> <p><b>National Improvement Framework Drivers:</b> <i>School leadership, teacher professionalism, parental engagement, school improvement.</i></p> <p><b>Quality Indicators (HGIOS 4):</b> 1.3, 2.1, 2.7, 3.1, 3.2.</p> <p><b>PEF</b> – Targeted intervention to close the poverty related attainment gap.</p>	
<p><b>What did we want to achieve for learners?</b></p> <p>To develop positive relationships through school between all stakeholders.</p> <ul style="list-style-type: none"> <li>Better relationships resulting in improved behaviour and better learner outcomes.</li> <li>Continue Nurture provision.</li> </ul>	<p><b>How exactly did we plan to do it?</b></p> <ul style="list-style-type: none"> <li>Engage with pupils, parents and staff to review and amend the current Promoting Positive Behaviour Policy</li> <li>Re-name the policy: <b>Better Relationships – Behaviour – Learning Policy</b> of which all stakeholders have agreement and ownership.</li> <li>Review the school's Core Values with pupils, staff and parents.</li> <li>Develop a behaviour blueprint</li> <li>Work with staff to ensure consistent approaches to behaviour</li> <li>Create lanyards for support workers with key messages</li> <li>Display school rules around school</li> <li>Agree a method of measuring the impact of priority.</li> </ul>	<p><b>Progress made</b></p> <p><b>For learners:</b> So far P6/7 and P5/6 have had an 8- week block of Mindfulness. Targeted support. Agreed core values used in school. Pupils feel listened to. Reference to school rules add meaning to any behaviour breach and subsequent discussion.</p> <p><b>For practitioners:</b> Agreed Core values used in school. Consideration of Paul Dix and Adrian Bethume literature to influence practice.</p> <p><b>For parents:</b> Consulted with and agreed Core Values / school rules.</p> <p><b>For all stakeholders:</b> Staff and pupils using the school rules as rebranded through Pupil Voice: <b><i>We are safe; we are ready to learn; we are respectful.</i></b></p> <p>83% of parents, staff and pupils put <b><i>Kindness</i></b> as the first preference for a core value, followed by <b><i>Respect, Inclusion, Determination and Perseverance.</i></b></p> <p>PEF has enabled: Pupils in P6/7 and P5/6 have had their session of mindfulness. Individual pupil targeted and supported through sessions on self-regulation; self-esteem and making appropriate choices.</p>	<p><b>Next steps</b></p> <p>Finalise the new policy. Develop the Behaviour Blueprint. Share and use scripted interventions; visible consistencies; mantras; rituals and routines.</p>

<p><b>Priority 3: Leadership of change</b> <i>Improve the school environment</i></p>		<p><b>National Improvement Priorities:</b> <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></p> <p><b>National Improvement Framework Drivers:</b> <i>School leadership, teacher professionalism, school improvement, performance information</i></p> <p><b>Quality Indicators (HGIOS 4):</b> 1.3, 1.5, 2.7, 3.1, 3.2, 3.3</p>	
<p><b>What did we want to achieve for learners?</b></p> <p>A school environment that motivates pupils to be inspired and want to learn</p> <ul style="list-style-type: none"> <li>• Calm environment</li> <li>• Organised environment</li> <li>• Inspiring environment</li> <li>• Respected by all environment</li> </ul>	<p><b>How exactly did we plan to do it?</b></p> <ul style="list-style-type: none"> <li>➤ Review the use of the school bell- consider its impact on learners with ASD / sensory needs</li> <li>➤ Measure the difference in behaviour with and without the bell</li> <li>➤ Reorganise spaces to increase fit for purpose use</li> <li>➤ Declutter and neutralise displays</li> <li>➤ Engage with all school users – respectful use of school building and property</li> </ul>	<p><b>Progress made</b></p> <p><b>For learners:</b> happy that the bell has gone. Feel the school is calmer and less frightening environment. Pupils quieter during transitions. Measure difference in behaviour with / without bell – graphic to show effects removing the school bell at 1250 had on pupils in the dining room – shared with all pupils- who then went on to ask for all bells, apart from end of playtimes, to be removed.</p> <p><b>For practitioners:</b> Calmer transitions through school.</p> <p><b>For parents:</b> Aware of change and supportive of it.</p> <p>Reorganise GP space- area developed for small groups to work, use during wet playtimes for activities. Declutter school neutralising displays and using space to best effect.</p>	<p><b>Next steps</b></p> <p>Look at lighting and sensory stimulus, with particular attention to children with ASD.</p> <p>Improve the acoustics in the main hall.</p>

<p><b>Priority 4: Family Learning</b></p> <p><i>Establish Family Fridays and reading support in Primary One</i></p>		<p><b>National Improvement Framework Priority</b> – <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><b>National Improvement Framework Driver</b> – <i>School leadership, parental engagement.</i></p> <p><b>Quality Indicator (HGIOS 4):</b> – 2.5, 2.7</p>	
<p><b>What did we want to achieve for learners?</b></p> <p>To engage families fully into how their children learn and how they can support them.</p> <ul style="list-style-type: none"> <li>• Pupils are enthused to share their learning with their family</li> <li>• Parents are better informed about how their children learn.</li> <li>• Parents are better equipped to support their child’s learning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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</li> <li>Establish “<i>parents supporting learning</i>” in Primary One and Two through a Family Learning week in March each year.</li> <li>➤ Use feedback from parents to improve the Child Led Parent Event in November / March. Decide which time of year this is best and establish.</li> </ul>	<p><b>Progress made</b></p> <p><b>For learners:</b> pupil voice is strong. Pupils feel part of school decision making.</p> <p><b>For practitioners:</b> pupils voice = ownership of intervention in school by pupils = better success</p> <p><b>For parents:</b> T1 – coffee morning – opportunity to look in classrooms. T2 – Child Led Parent Event – Almost all feedback was positive. Parents are able to share their views, through various opportunities through the school year, and see change based on their views.</p> <p><b>For all stakeholders:</b> COVID19 presented many challenges and opportunities for parents to fully engage with their children’s learning. Good relationships have been established between the class teacher and parents / child. Parents and children have engaged with Glow blogs and Teams. Digital skills have been developed.</p>	<p><b>Next steps</b></p> <p>Self-evaluate Family Learning in Term 3 and establish P1/2 Family Learning week in T3.</p> <p>Evaluate the successes during remote learning and use these once schools return to traditional Learning and Teaching. Build on the digital learning and teaching that has been embedded and the school/home relationships that has been enhanced.</p>

### COVID-19 Initial response by Whiteness Primary School and Shetland Island Council's Children's Services.

Thursday 12 March 2020	Communication from Children's Services to prepare Home Learning packs with content to last 2 weeks. Home packs prepared by the end of the school day by teachers at Whiteness.
Friday 13 March 2020	Communication from Children's Services to inform parents, staff and pupils that schools will close as of the end of the school day today. Home Learning packs sent home with children and a letter to parents explaining the coming week.
Mon16-Fri 20 March 2020	School staff in school preparing for remote learning, if applicable after the Spring break. Teachers setting up Teams and Blogs, collaborating on an IDL programme of work to go across all classes to assist families with more than one child at the school. Decision to focus learning on Literacy, Numeracy, HWB, and IDL. Consultation with specialist teachers and sharing of blog / Teams information.
Monday 23 March 2020	Confirmation from Helen Budge that Scotland had gone into lockdown and all staff are to work from home.
Friday 27 March 2020	Schools close for Spring break.
Tuesday 14 April 2020	School re-opens with remote learning for all pupils in Early Years through to P7. Learning shared through Teams for P5-7 and Glow Blogs for P1-4 and Early Years. Letter to parents with all relevant information.
Tues 14 April – Fri 3 July 2020	Regular correspondence with parents and home learning continuing.
Mon 8 June 2020	Teaching staff and HT begin planning for the Blended Learning model at Whiteness.
Mon 15 – Fri 19 June 2020	Transition week for our EY into P1 pupils and P7 into S1 pupils.
Monday 15 June – Fri 3 July 2020	Some key staff in school preparing for Blended Learning model expected to commence in August 2020.
Thurs 30 July – Mon 10 August 2020	Key staff working towards a full return to education from 11 August 2020.



Key

SIP priorities complete

SIP priorities incomplete due to COVID19

### SIP Priorities

Priority 1: Curriculum - RME  
 Priority 2: Positive Relationships  
 Priority 3: School environment  
 Priority 4: Family Learning

## School Improvement Plan 2019-20

### Monitoring and Measuring the Impact of the School Improvement Plan

#### Term 4

Priority Number	Implementation	Impact	Evidence of Impact	Next Steps
From the SIP  1	<i>Actions carried out within the priority:</i>  A resource found online, teachers are using this to plan and deliver RME. Resource was reviewed in Term 2 and adopted for future use.	<i>What has changed in the school referring to desired outcomes in SIP?</i>  <b>For learners:</b> RME progression is in place <b>For practitioners:</b> Progression ready to use <b>For parents:</b> Knowledge that the E's and O's for RME are delivered.	<i>Referring to Quantitative Data, People's Views, Direct Observations:</i>  Evidence is being collated. <b>Not complete</b>	  School will continue to use this resource.
2	We have engaged with parents, pupils and staff to revise the Core Values. We have employed a teacher to work with the school and pupils to develop and embed positive relationships. We have bought resources to support this.	<b>For learners:</b> So far P6/7 and P5/6 have had an 8-week block of Mindfulness. Targeted support. Agreed core values used in school.  <b>For practitioners:</b> Agreed Core values used in school. Consideration of Paul Dix and Adrian Bethume literature to influence practice.  <b>For parents:</b> Consulted with the agree Core Values.	Pupils feel listened to. Staff and pupils using the core values. Core value add meaning to any behaviour breach and subsequent discussion. Pupils in P6/7 and P5/6 have had their session of mindfulness. <b>Pupil voice – change core values to School Rules and seek further clarity on values dear to school – use experience of COVID19 to bring those values from home and school together.</b>	Continue to agree Positive Behaviour Policy. Develop the Behaviour Blueprint. Share and use scripted interventions; visible consistencies; mantras; rituals and routines. <b>Evaluate impact of Mindfulness sessions with P5/6 class.</b>
3	Review of school bell complete Measure difference in behaviour with / without bell. Reorganise GP space Declutter school.	<b>For learners:</b> happy that the bell has gone. Feel the school is calmer and less frightening <b>For practitioners:</b> Calmer transitions through school. <b>For parents:</b> Aware of change and supportive of it.	Removal of bell – calmer environment. Pupils quieter during transitions. Measure difference in behaviour with / without bell – graphic to show effects removing the school bell at 1250 had on pupils in the dining room – shared with all pupils- who then went on to ask for all bells, apart from end of playtimes, to be removed. Reorganise GP space- area developed for small groups to work, use during wet playtimes for activities. Declutter school neutralising displays and using space to best effect.	<b>Look at lighting and sensory stimulus, with particular attention to children with ASD. Improving the acoustics in the main school hall.</b>
4	Together time is used to gather pupil opinion on school Improvement	<b>For learners:</b> pupil voice is strong  <b>For practitioners:</b> pupils voice = ownership of intervention in school by pupils = better success  <b>For parents:</b> T1 – coffee morning – opportunity to look in classrooms. T2 – Child Led Parent Event – Almost all feedback was positive.	Pupils feel part of school decision making. Parents are able to share their views and see change based on their views.	Self-evaluate Family Learning in Term 3 and establish P1/2 Family Learning week in T3



**COVID -19 Learning from Lockdown - Emerging practices and lessons**

**Staff meeting ~ self-evaluation 2/9/2020**

<p>1.2 – Professional engagement and collegiate working          1.3 – Implementing improvement and change          1.4 – Staff wellbeing and pastoral support          2.2 – Development of the curriculum          2.3 - Learning and Engagement          2.5 - Engaging families in learning</p>	<p>2.6 – Arrangements to support learners and their families          2.7 Impact on learners          3.1 – Inclusion and equality          3.2 – Equity for all learners          3.3 – Creativity; digital learning and innovation</p>
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<b>Element</b>	<i>Learning and engagement</i>
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<p><b>1. What new ways of teaching and learning have emerged through the online learning model have you found valuable and will continue to implement if required?</b></p>	<ul style="list-style-type: none"> <li>• Using online sites – to pluck relevant materials. Using interactive resources- however time constraint with this now as takes a lot of time to look for them.</li> <li>• Sumdog used during lockdown- free subscriptions. Have found this very useful and so the school has purchased a subscription, and this is used for homework- maths.</li> <li>• New way of setting homework- all online – following similar format to remote learning – using Glow Blogs to share with parents.</li> <li>• Communication with parents was very positive and school has decided to move away from using homework diaries to using email for home / school communication.</li> <li>• Evaluation of Teams- P5-7 used this platform and would not want to use again, agreed that the model of Glow Blogs in P1-4 would work better for this age group too.</li> <li>• Staff really like the through school interdisciplinary learning – where all classes have the same IDL topic, helping families to support more effectively with children across the primary age range. This will be continued back in school- creating further opportunity for collegiate working between staff and pupils across classes.</li> <li>• Would not use Grid form of setting work for families, if we have another lockdown – we used a grid for one week and saw our engagement plummet.</li> <li>• Due to mitigating measures – keeping staff with one cohort per day has streamlined our LSW and ASN T timetable – this is working well and see no reason to go back to the old way.</li> <li>• Playground zones, keeping pupils in their cohorts for the whole day, is working well with some super play being seen in the playground- helping to bond new classes. Will keep elements of this when normality resumes, as we also see the benefits of children mixing widely.</li> </ul>
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<p><b>2. What surprised you about your pupils over the remote learning phase?</b></p>	<ul style="list-style-type: none"> <li>• Their resilience overall</li> <li>• How well they have adjusted and settled back at school</li> <li>• How well they are coping with all the new protocols</li> <li>• How some children have surprised us with the work they did during lock down and how well they were able to organise themselves.</li> <li>• Some surprises with children who we thought would be well supported, but parents didn't engage as well as we would have anticipated – understanding of home circumstances has been key in enabling us to support these families.</li> <li>• How well some of our pupils with ASN coped and how adaptive they were to new ways of planning – which we are continuing.</li> <li>• How well pupils and parents responded to the communication and regular contact with the ASN Teacher.</li> <li>• How well relationships developed during lock down with pupils and parents</li> </ul>
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<p><b>3. What were the key factors that contributed to our success?</b></p>	<ul style="list-style-type: none"> <li>• Regular up to date communication between HT and all staff.</li> <li>• Our professional attitude</li> <li>• Collaboration between staff</li> <li>• Commitment – all staff working hard</li> <li>• Team planning</li> <li>• Consistency in approach across classes</li> <li>• Regular, clear information to parents</li> <li>• Daily meetings between HT and teaching staff</li> <li>• Weekly meetings across other school staff</li> </ul>
<p><b>4. Professionally, what are the things you have achieved and are most proud of from the last few months and will continue to apply in your practice?</b></p>	<ul style="list-style-type: none"> <li>• Relationship with parents</li> <li>• New respect for teachers</li> <li>• Feedback from parents was very positive and supportive</li> <li>• Assumption parents have been well informed and communicated with as there were no questions raised by Whiteness parents at the Authority Parent Council Chairperson Q&amp;A session.</li> <li>• The transition event for P7 and new P1 starts – Stay and Play sessions – to continue as key transition activity beyond COVID 19</li> <li>• Confidence in staff has grown</li> </ul>
<p><b>What we have learned from team planning and collaboration</b></p>	<ul style="list-style-type: none"> <li>• We like each other 😊</li> <li>• Importance of our positive relationships with each other – we look out for each other, we care and we work well together</li> <li>• Sharing of ideas to enhance learning provision</li> <li>• Flexibility</li> <li>• Positive attitudes, everyone happy to give things a go</li> <li>• We feel safe with each other – we can constructively scrutinize</li> </ul>
<p><b>What have we learned from PL and development</b></p>	<ul style="list-style-type: none"> <li>• New ICT and digital skills</li> <li>• Online learning provision</li> </ul>
<p><b>What have we learned about new roles and responsibilities</b></p>	<ul style="list-style-type: none"> <li>• Collaboration to continue to make improvements</li> <li>• Identifying development areas for each teaching member (15 hours- taken from class swimming time)</li> </ul>

## 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. Use of digital learning during lockdown has been successful with the majority of our pupils engaging well.*

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. On full return to school, initial monitoring shows our children are resilient and coping well with being back in school full time. The planning put in place has aided the smooth transition back into school.*

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

*To evaluate the emerging practices and new ways of working during lockdown. Evaluate what we did, observed and experienced and decide what is worth keeping and continuing to improve.*

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

### 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). Discussions with pupils and assessments to target support.*

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. Use the lessons from lockdown to be creative with how our pupils learn- giving greater flexibility, opportunity for outdoor learning, build on digital learning and freedom in choice.*

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

### **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 our ASN teacher works 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. During 2019/2020 Team P7 was established giving further scope for pupil voice and participation in school.*

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. Build in time for pupils to share how their teacher helps them to learn as part of the quality assurance calendar.*

**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 SEEMiS Progress and Achievement 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. Progress in numeracy is tracked using the Northern Alliance Numeracy progression spreadsheet.*

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

*Build capacity of staff to use the data collected to continue to drive improvement. Look at the gaps that has widened during lockdown, identify interventions and correlate with engagement during lockdown.*

**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?

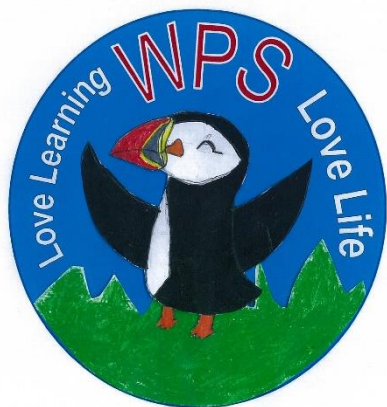
*We need to develop our outdoor learning progression; ensuring pupils have regular access and experience. We will develop a progression through grammar and play based learning through school.*

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





# Whiteness Primary School School Improvement Plan



For the session 2020/2021

**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 (4<sup>th</sup> 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 2019/2020 this has been in Literacy – reading comprehension, Health and Wellbeing- the Zones of Regulation, Numeracy-

outdoor learning ( note COVID19 interrupted development). 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 surveys May and June 2020)*

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 of school meals - October 2019, school rules and core values – June 2020..*
- Assemblies, Team P7 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 2020-21**

<b>Priority 1: Improving Health and Wellbeing</b>		<p>National Improvement Priorities: <i>Improvement in children and young people's health and wellbeing. Improvement in attainment particularly literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children.</i></p> <p>National Improvement Framework Drivers: <i>School leadership, teacher professionalism, school improvement, parental involvement.</i></p> <p>Quality Indicators (HGIOS 4): 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3</p>			
<b>What do we want to achieve for learners?</b>	<b>How exactly are we going to do it?</b>	<b>Personnel</b>	<b>Time Scale</b>	<b>Resources</b>	<b>Monitoring and evidence</b>
<p>To look after each other through COVID-19 and beyond</p> <ul style="list-style-type: none"> <li>Supporting pupil and staff health and wellbeing</li> <li>Supporting return to school and transitions</li> <li>Responding to any impacts in the community</li> <li>Providing support at the right time in the right way</li> </ul>	<ul style="list-style-type: none"> <li>➤ Implement Zones of Regulation in each class</li> <li>➤ Use the zones for daily emotional check ins</li> <li>➤ Use the zones to provide opportunities to talk about issues that matter</li> <li>➤ Use the zones to help give pupils a voice and a place to feel safe</li> <li>➤ Universal support of deal with challenges of COVID-19</li> <li>➤ Targeted support – using ASN teacher / LSW provision to support more vulnerable individuals or groups</li> </ul>	<p>HT, ASN T, LSW and CT's</p>	<p>Class time in T1 and T3 to monitor HWB against SHANARRI outcomes.</p> <p>2 x 1 hour SIP meeting T2 and T4 sharing of data and implement -ation identified</p>	<p>Zones of Regulation purchased</p>	<p>HT, ASN T and CT's</p> <p>Pupil engagement and participation – collected at monitoring meetings 3 x year.</p> <p>Visible signs of pupils feeling and looking happy around school.</p> <p>Pupils reporting they feel supported.</p> <p>Parents reassured any concerns are addressed.</p>

<b>Priority 3: Raising Attainment</b>		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, assessment of children's progress.</i> Quality Indicators (HGIOS 4): 1.3, 1.4, 2.3, 2.4, 2.5, 2.7, 3.2. PEF – Targeted intervention to close the poverty related attainment gap.			
<b>What do we want to achieve for learners?</b>	<b>How exactly are we going to do it?</b>	<b>Personnel</b>	<b>Time Scale</b>	<b>Resources</b>	<b>Monitoring and evidence</b>
<p>To support our learners to reach their potential</p> <ul style="list-style-type: none"> <li>• Build on the work carried out last year and embed practices that foster better relationships</li> <li>• Continue with nurture provision</li> <li>• Identify gaps in learning</li> <li>• Identify universal support required across classes</li> <li>• Identify targeted support for individuals and groups</li> <li>• Be mindful of the widening inequalities of outcomes experienced by children during COVID-19.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Finalise the new Better Relationships; Behaviour; Learning Policy.</li> <li>➤ Share Policy with staff pupils and families.</li> <li>➤ Weekly consultation between ASN Teacher and class teacher / LSW / HT to respond to support needs and monitor impact of interventions</li> <li>➤ Purchasing resources identified to support interventions</li> <li>➤ Use of PEF to employ additional LSW time – specifically to support pupils who are experiencing a widening inequality of outcomes experienced due to COVID-19</li> <li>➤ Use of PEF to purchase additional resources to support this.</li> </ul>	<p>HT, ASN T, CT, LSW's</p>	<p>1 hour meeting to discuss identified pupils.</p> <p>Weekly consultation time allocated in WTA</p>	<p>PEF funding allocated to:</p> <ul style="list-style-type: none"> <li>• Purchase resources to support reducing the inequalities related attainment gap arising from COVID-19</li> <li>• Employ LSW for additional 5 hours per week (£3000) to improve educational outcomes of children affected by a widening inequality of outcomes experienced due to COVID-19</li> <li>• Impact of funding monitored through assessment of gains in attainment made by targeted pupils.</li> </ul>	<p>HT, ASN T and CT's</p>

<b>Priority 2: Leadership of Learning – collaboration / staff and pupil leadership of learning.</b>		National Improvement Priorities: <i>Improvement in employability skills and sustained, positive school-leaver destinations for all young people, Improvement in attainment particularly literacy and numeracy.</i> National Improvement Framework Drivers: <i>School leadership, teacher professionalism, parental engagement.</i> Quality Indicators (HGIOS 4): 1.2, 1.3, 2.2, 2.7, 3.3.			
<b>What do we want to achieve for learners?</b>	<b>How exactly are we going to do it?</b>	<b>Personnel</b>	<b>Time Scale</b>	<b>Resources</b>	<b>Monitoring and evidence</b>
<p>To draw on the positive lessons from COVID-19 and provide a curriculum that has flexibility, choice, creativity, digital and outdoor provision.</p> <ul style="list-style-type: none"> <li>• Collaborative IDL planning across the school</li> <li>• Using the outdoors at every opportunity</li> <li>• Development of outdoor learning – particularly in Numeracy</li> <li>• Development of Learning through Play throughout school – inside and outside</li> <li>• Development of Grammar progression through school</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Class teachers planning IDL together</b></li> <li>➤ <b>Build outdoor learning into the planning stage</b></li> <li>➤ Use development time (swimming) to continue to develop Numeracy resources for outdoor learning</li> <li>➤ Use development time (swimming) to develop learning through Play opportunities throughout school</li> <li>➤ Use development time (swimming) to develop a Grammar progression throughout school</li> </ul>	<p><i>HT, CT's pupils and supervisory staff / LSW</i></p>	<p><i>Planning time together – CT's</i></p> <p><i>Staff meeting – 4 x ½ hour</i></p> <p><i>Use of time when class are swimming for further school development - 15 hours CT / HT</i></p>	<p><i>Licenses e.g. Sumdog / White Rose maths</i></p> <p><i>Some items to be purchased to enhance the outdoors. / play provision.</i></p>	<p><i>Shared learning across school – pupil assemblies sharing progression of knowledge/skills.</i></p> <p><i>Use of the outdoors – effects on Health and Wellbeing – SHANARRI capture in T1 and T3</i></p> <p><i>Enjoyment and continued learning at playtimes.</i></p>

Please note items in purple will only be achieved if we are able to send a LSW with the classes for their swimming provision. If the class teacher must accompany them, these priorities will not be actioned. **COVID-19 continues to impact on this priority being actioned.**

<b>Priority 4: Management of resources and environment for learning</b>		National Improvement Framework Priority– <i>Improvement in attainment particularly literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children.</i> National Improvement Framework Driver – <i>School leadership, teacher professionalism, school improvement</i> Quality Indicator (HGIOS 4): – 1.5, 2.2, 3.3			
<b>What do we want to achieve for learners?</b>	<b>How exactly are we going to do it?</b>	<b>Personnel</b>	<b>Time Scale</b>	<b>Resources</b>	<b>Monitoring and evidence</b>
Fit for purpose resources, that are current, engaging and inspiring. <ul style="list-style-type: none"> <li>• Better resources to use</li> <li>• Resources our learners will be motivated to engage with.</li> </ul>	➤ Assess our current resources which are in topic boxes and re-organise to support IDL themes across school.	HT/ CT's and LSW	In-service day Monday 26 October 2020	Identify further resources to purchase	<i>Pupil engagement in resources</i>

Additional Tasks 2020/2021	Responsibilities
Maintain use of tracking sheet for writing and reading.	CT's
Use SEEMiS Progress and Achievement - as a tracking tool in reading, writing, L&T, Numeracy and Health and Wellbeing	CT's
Maintain P7 transition activities;	HT and CT's
Introduce Stay and Play sessions for EY into P1 transition.	P1 and EY staff
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 P5/7*	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
P6 parent day	HT, LL
P1/2 Family Learning week	DF
Grammar progression- Literacy- planning with HT plus 1 x ½ brainstorm with staff and 1x 1hour feedback to staff – Term 2	LL
Outdoor learning - Numeracy - planning with HT plus 1 x ½ brainstorm with staff and 1x 1hour feedback to staff – Term 3	EM
Learning through Play P5-7 - planning with HT plus 1 x ½ brainstorm with staff and 1x 1hour feedback to staff – Term 3	LM
Learning through Play P1-4 - planning with HT plus 1 x ½ brainstorm with staff and 1x 1hour feedback to staff – Term 4	DF

**\*Current COVID-19 situation may affect this\***

Please note items in purple will only be achieved if we are able to send a LSW with the classes for their swimming provision. If the class teacher must accompany them, these priorities will not be actioned. **COVID-19 continues to impact on this priority being actioned.**

Working Time agreement for: Whiteness Primary School

School Session: 2020/2021

Item	Detail	Hours
<b>Teaching and Learning</b>		
Class Teaching	Based on 1.0 FTE	<b>22.5</b>
Personal preparation and correction	One third of class contact time	<b>7.5</b>
<b>Collegiate Time</b>		
Collegiate time (Annual)	5 hours x 39 weeks. This does not include time within the In-Service days.	<b>195</b>
<b>Essential School Activities</b>		
Reports	1 .5 hours per pupil (25 pupils)	<b>37.5</b>
Updating Pupil Folios	Largely pupil led and in class time, but allowance for teacher input out of class.	<b>8</b>
Parent Meetings	1 formal evening over 2 nights (8 hours) plus prep (0.5 hours per child @25 pupils). 1 child led evening (2 hours) plus planning meeting (2 hours)	<b>24.5</b>
Professional Review and Development	1 hour meeting	<b>1</b>
Corporate reading ( N.I.F, Governance, P.E.F etc)	as and when required	<b>6</b>
Staff Welfare	Nights out	<b>0</b>
Staff consultation time	0.5 hours per week with ASN Teacher	<b>19</b>
School based moderation	3 x 1 hour meetings	<b>3</b>
Self-evaluation	4 x 1 hour meetings. Meetings in T2 and T4 will include feedback from HWB SHANARRI monitoring	<b>4</b>
Assessment leading to Achievement of a Level	Collating assessments / professional judgements ( 10 hours T1/2, T3 and T4)- reviewing pupils and making judgements prior to termly monitoring meeting with HT) Updating Progress and Achievement T2 and T3	<b>30</b>



Monitoring meeting with HT	1 hour in T1, T3 and T4	3
Fundraising planning meeting	Term 1 and Term 3 (2 x 1 hour)	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
GIRFEC Review meetings	As and when required	5
<b>COVID-19 related additional workload</b>	<b>online learning (children at home); training; email communication with parents / remote learners</b>	<b>20</b>
Requisition order	Term 4	2
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, ICT.	11
Total	Time required for essential school operational activities	188
<b>Collegiate time remaining for development tasks</b>		
S.I.P 1 – Improving HWB	HWB - monitoring (SHANARRI) and use of Zones of Regulation	2
S.I.P 2- Raising Attainment	Identifying gaps and targeting support	1
S.I.P 3- Leadership of Learning	Collaboration across classes for IDL planning - progression in IDL / Family learning / school development of Play, Outdoor and Grammar	2
S.I.P 4 – Managing resources and environment for learning	Organising resources - Using In- Service day - Monday 26 October 2020	0
Forward School Improvement Planning	1-hour meeting	1
Agreeing WTA for next session	1-hour meeting	1
Total	Time allocated to development tasks	7
Total	Total collegiate time allocated	195