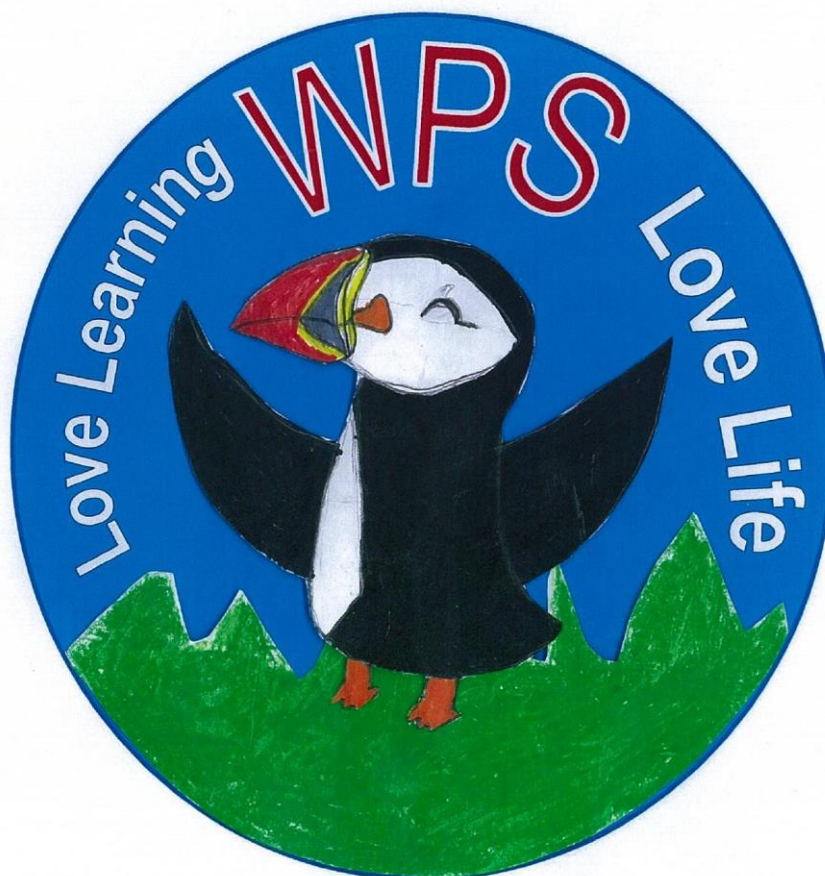


Whiteness Primary School

Standards and Quality Report 2022
&
School Improvement Plan 2022-2023



This report covers the session 2021-2022. 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

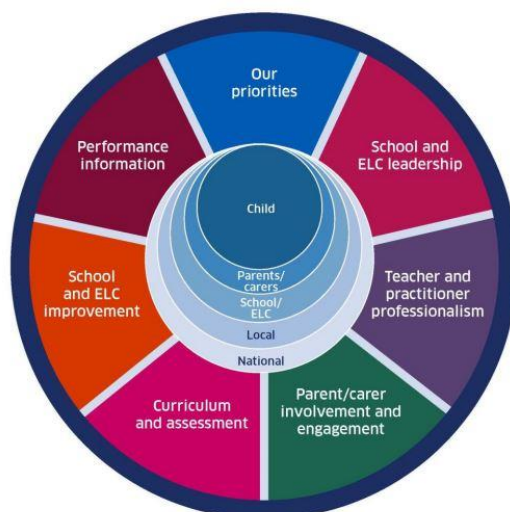
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, the National Improvement Framework, Getting it Right for Every Child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

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. We have been asking ourselves – staff, pupils, parents/carers, and other partners – the questions contained in this Standards and Quality Report. Our self-evaluation – involving staff, pupils, parents/carers, and other partners – is in the pages that follow, along with our main improvement priorities for session 2021/22. This report is based on the quality indicators in *How Good is Our School?* 4th Edition (2015) and *How Good is our Early Learning and Childcare?* (2016) and on the priorities and drivers of the National Improvement Framework.

The current National Improvement Priorities are:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

The National Improvement Drivers are:



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 three composite primary classrooms. The school roll is presently 63 with a further 19 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’ event in March.

School vision, values and aims

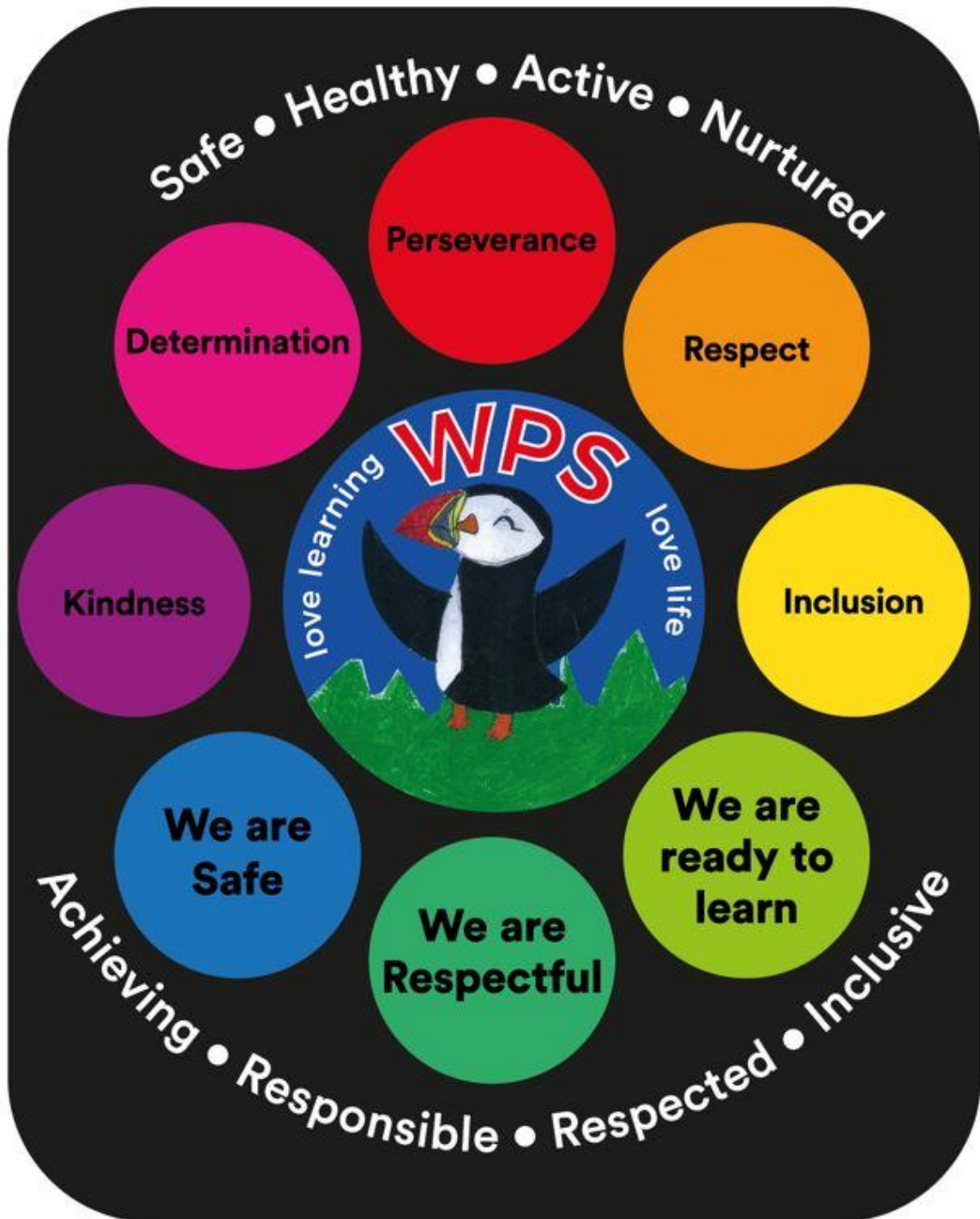
Our school vision is “**Love Learning Love Life.**” We are passionate about giving our pupils the best possible chance to succeed. We strongly encourage our pupils to develop as positive citizens and frequently visit the Health and Wellbeing outcomes of SHANARRI to achieve this. We strive for a school 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.

The Pupil Council have run two competitions through 2021/2022.

Eve in P4 initiated this core values poster in collaboration with a local business Art Machine.



Joni in P7 created an initial design, which Art Machine further developed, encapsulating all our messages (vision, values, rules and SHANARRI) in school.



Recent key messages from Local Quality Improvement visits

- Sustained commitment to school's vision and values, with staff actively engaged in promoting these;
- Class charters are visible and align with the school values;
- School blog used to remind parents of vision #lovelearninglovelife;
- Pupils have led the development of art work to support the schools vision, values and ethos;
- Learners enjoy leadership roles; they look forward to regular meetings through 2022/2023;
- Learners feel they are given more opportunities as they move up through the school; P7 pupils feel they have been prepared well for transition to S1;
- The headteacher involves staff, pupils and parents in improvements through consultation;
- Class teachers play a central role in school improvement, taking forward specific areas;
- Time is protected to enable school improvement, ASN consultation, and collective responsibility to be realised;
- Change is monitored and evaluated;
- Staff describe an open, honest and transparent working environment in school;
- Staff continue to engage in professional development, either self- initiated or sign posted by the head teacher;
- Yearly professional development meetings are held between the head teacher and all staff;
- Staff feel valued and part of a "big family" at Whiteness Primary School.

The impact of COVID-19 on the school community and positive practices continued.

Positive impacts

- Relationships with parents;
- Communication between teachers and parents;
- Communication between school and community;
- Parents have praised how school have operated during the pandemic;
- Awareness some parents out with Whiteness catchment were using the class blogs- where work was set during remote learning;
- New Primary One starts in August 2020 and August 2021 were positive with no separation anxiety. Some of our new transition activities are maintained as beneficial to the children.
- Teams assemblies successful- especially for gathering pupil voice. A blended approach maintained with some assemblies with the whole school altogether and some assemblies on Teams- when gathering pupil, voice, opinions and evaluations.

Contingency planning for any future episode of remote learning

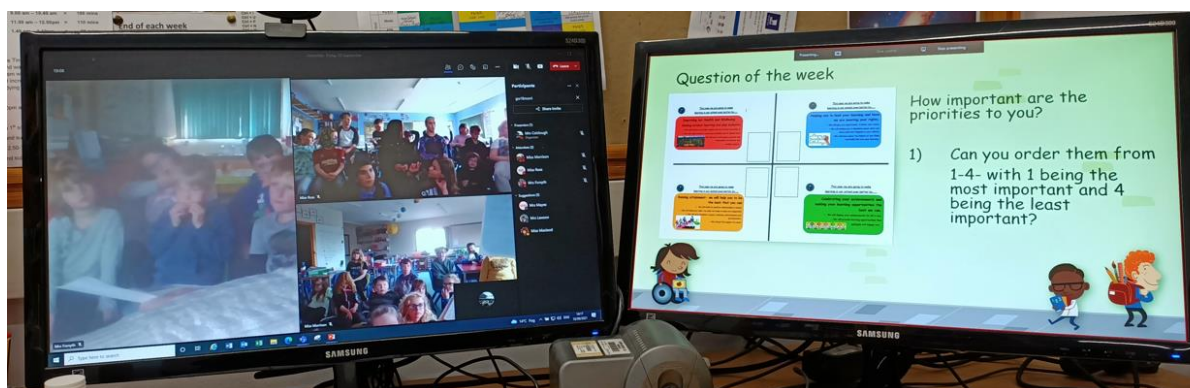
- ✓ Blogs have been a good way to share weekly plans and remote learning activities;
- ✓ Paper packs available for families who need them;
- ✓ Resources (Paper, pencils, jotters etc.) available for families who need them;
- ✓ Will send home maths text books next time as better than all learning having to be on a screen;
- ✓ Incorporate a live morning check in for all pupils with their class teacher- to set the learning for the day;
- ✓ Incorporate live group teaching
- ✓ Incorporate live circle time with teacher.

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

The school has built back towards normal pre-pandemic practises to gather pupil voice during 2021/2022. However, due to ongoing COVID-19 restrictions, assemblies have largely been remote, using Teams- but we have realised many advantages to this, particularly in the effective way to gain pupil feedback.

Through assembly time on Teams the whole school has come together to make decision and evaluate our improvement work and next steps.

Our first decision was to decide on the order of our improvement priorities.



With the removal of outside bubbles during 2021/2022 session P6/7 led a whole school assembly, using Jamboard, to consider what we would like to see in our playgrounds and how we can ensure everyone has a happy, safe, fun playtime.

If we described our playground and playtimes with everyone playing together- what words would we like to use?



What will we want to see happening at playtime?



What kind of social skills might we develop when we all play together?



How will we keep ourselves safe?

don't be rough	astroturf in multicourt	be mindful of games you can play with younger ones	don't run in the hallways	stay in school boundaries	listen to adults	slow down when turning corners
If a fight starts get a teacher	Be mindful to other people	looking out for smaller children	look where you are going	Go Slow Zone		

What do the adults need to do to make our playground happy, safe and respectful?

please don't do the slow zone	extend the area	signs to remind us to slow down	observe what goose on 0-0	No Zones	Mitigation for corner- slow down zone	no slow zone	Make sure to do stuff we want
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What do the pupils need to do to make our playground happy, safe and respectful?

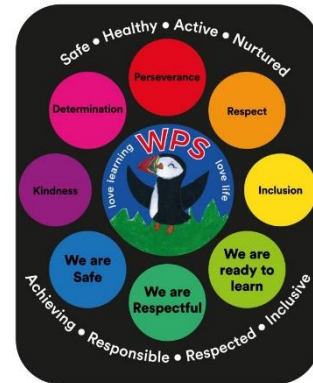
keep chasing games into one area	no swearing	older ones look after younger ones	walk in the go slow zone	Be respectful to the adults	Let the netball team play netball in the multi court	let the rounders play
be nice	be nice to Mo and Katie to make her job less difficult	Respect others not get on someone's bad side				

Pupils in P6/7 made suggestions about how to run our Love Learning Love Life Day-raising money for the Crisis in Ukraine.

Raising money for UKRAINE- British Red Cross- Love Learning Love Life Day

raise money	wear blue and yellow in support for Ukraine	make posters	make art peices for Ukraine	Wear Blue or yellow clothing	raise money by selling art peices about Ukraine to raise money for Ukraine	Make a Ukraine wall, you can paint a bare wall in the Ukrainian colours and stick yellow or blue card on it. You can write messages of support for the people of Ukraine if you want.	accept refugees
send Ukrainian kids unwanted toys that we have	put on face paint and paint on Ukraine flag on face cheeks if they want to.	minute of silence	raise money by making a donation box	sing Ukrainian national anthem	People who play instruments can learn the Ukrainian national anthem	make UKRAINE bunting	make a shoe box
write why you want the war to end	take the war very seriously	be kind and helpful to those who are affected	give them tents	Play the Ukrainian national anthem at love learning love life day	learn Ukrainian	give them FOOD at least one's that don't go out of date in a long time	do some geography about Ukraine and do some history about them
give them CLOTHING	give them some blankets and clothing to keep them warm in the cold in the night	give them a TOOTH BRUSH AND TOOTH PASTE so there teeth don't fall out	give them warm clothing	donate old clothes and other things like money	Give them pet food for PETS	GIVE THE KIDS TOYS	give them water/juice

The Pupil Council met throughout the school year 2021/2022 and led assemblies to gather pupil voice. Following a competition, our new core values and school message posters were agreed:



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. Again COVID-19 has impacted on our ability to meet parents in person and share learning / gather feedback during school open events. Instead, we have relied on questionnaires and feedback through email or phone call.

In September 2021 the school surveyed parents to understand their needs if another episode of remote learning and teaching were necessary. Their views and suggestions were used to formulate our contingency planning and a summary was shared with parents in November 2021.

We shared with you our contingency plans for remote learning and teaching- should it be required in the future- and asked for your feedback. Here is a summary of findings.

All our questions had a yes or no answer. We had a 100% Yes response to all questions asked. The questions were.....

- Q1. We will share remote learning and teaching intentions on the class glow blog. We will also provide paper copies- to be collected at the school. Will one or both of these ways of sharing enable you to access your child's learning?
- Q2. We will continue to provide paper and school resources to assist learning at home. Would you welcome this?
- Q3. We will also send home text books to help with learning at home so that you are not always relying on the internet to complete work. Would this be suitable for you?
- Q4. Class teachers would set up a live check in each morning using Teams. Your child would be able to attend and hear about the intentions for the day ahead and also virtually meet up with classmates. Would this be something you would access?
- Q5. Class teachers would set up group teaching sessions for your child to attend. Would this be something you would access?
- Q6. Class teachers would set up whole class circle time- once a week. Would this be something you would access?
- Q7. At times the class teacher may create some pre-recorded material for you to catch up with at a time that suits you and your circumstances. Would this be something you would access?

We received a 38% response rate (20 responses out of a possible 53)

Comments received and our response

Teacher / parent coaching session to upskill parents to deliver the curriculum- more consultation to follow

Different ways to communicate other than email (e.g. Teams) - Our glow emails and corporate emails are the only way we are officially allowed to communicate with parents. Parents do not have access to teams via GLOW, as this is for pupils only.

Lack of a good internet connection or suitable devices to use at home- please contact the school and we can assist you with this.

An itinerary of the week emailed out to parents so that alarms can be set up for any virtual meetings – this is something will include to further assist parents scheduling.

THANK YOU FOR YOUR COMMENTS AND FEEDBACK

Following discussions at Parent Council meetings, a new tab on the school website, to signpost support available to parents, was created.

[We are here to help | Whiteness Primary School \(glowscotland.org.uk\)](https://www.glowscotland.org.uk/whitenessprimary)

We give opportunity to parents to feedback annually on, for example, the Early Years to Primary One transition and the Family Learning Week. This feedback is used to shape improved programmes of events each year.

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

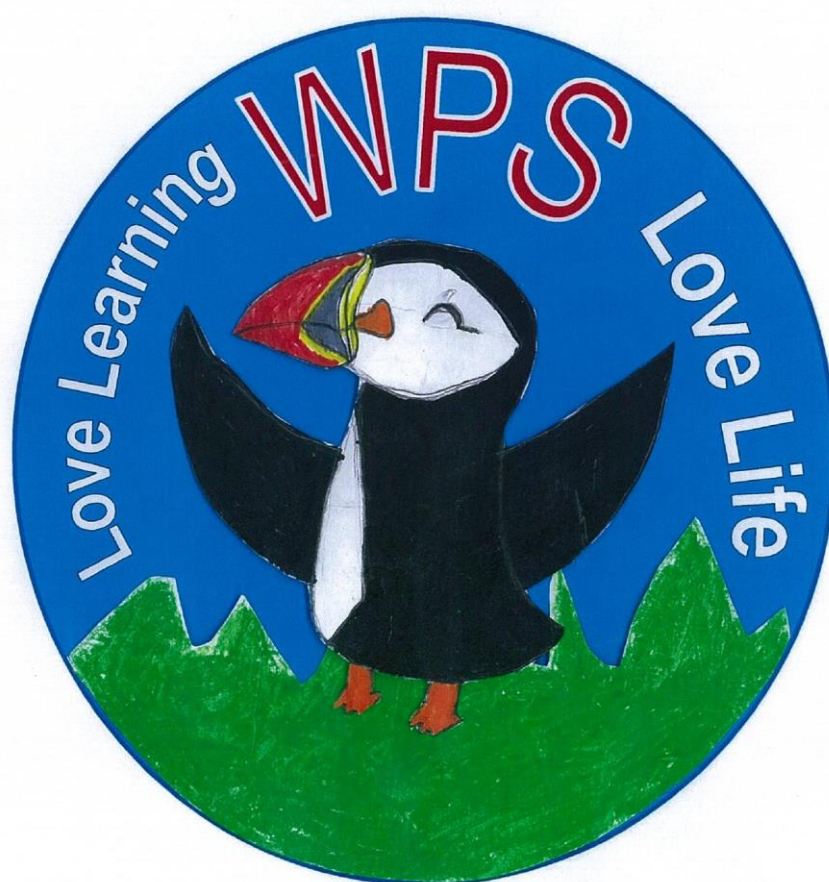
The whole staff meet two/three times a year during In-Service days. At these whole staff meetings, an annual refresh visits areas such as relevant training and updates along with opportunity to make decisions about our School Improvement Plan moving forward. The school ethos is based on consistent approaches by all staff, these meetings give us opportunity to recalibrate where we are and familiarise new staff with “how we do it here”. Teaching staff and Early Years Practitioners meet regularly to plan, assess and evaluate the work of the school. Our meetings have a clear agenda and consider our Working Time Agreement where relevant.

Through 2021/2022, staff have worked together to audit, familiarise and implement the United Nations Convention on the Rights of the Child- through dialogue and evaluation. All staff have contributed to whole school evaluation of our work towards Quality Indicators 1.3, 2.3, 3.1 and 3.2 and worked to shape improvement priorities.

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 2021/2022 the Parent Council have sought funding from the Community Benefit Fund to purchase outlast blocks- for outdoor learning. Work is underway to use the £2,250 pounds raised through an online auction to part fund a new outdoor structure to enable learning in all weathers. The P6/7 class have worked to design and consult with SIC departments to create a design ready for costing. The Parent Council share parental views at the meetings and minutes are uploaded to the school website. Parent Council minutes can be found at: [Parent Council meeting minutes | Whiteness Primary School \(glowscotland.org.uk\)](https://www.glowscotland.org.uk/whitenessprimary).

Standards and Quality Report 2022



Progress made with the Priorities from our 2021/2022 School Improvement Plan

NIF PRIORITIES -Improvements in attainment, particularly in Literacy and Numeracy -Closing the attainment gap between the most and least disadvantaged children -Improvement in children and young people's health and wellbeing -Improvement in employability skills and sustained, positive school leaver destinations for all young people	NIF DRIVERS School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 1: Improving Health and Wellbeing- Inclusive outdoor provision- community involvement			
Continuation from 2020/21? Y Link to COVID-19 recovery Y			
What were our outcomes? Improve outdoor provision for all learners enhancing HWB, co-operation, social skills and risk awareness. Increase pupil's enjoyment of learning outdoors to a score of 6 and above for 75-100% of our learners by June 2022 Engage with parents and stakeholders to build an outdoor structure fit for learning all year round.	What did we do? <ul style="list-style-type: none"> ➤ Consultation with Parent Council and parents forum – Term One ➤ Grant application to the Shetland Community Benefit Fund for Outlast blocks for Early Years – Term One ➤ Raised money through the Parent Council online auction. ➤ Worked with P6/7 pupils and SIC departments to design an outdoor structure ➤ In discussion with SSE and Art Machine to develop outside drainage and signage. ➤ Gathered pupil views in August 2021 and June 2022 to measure improvement. 	What was the impact on learners? Overall children have spent more time learning outdoors in Term Four (13%) compared to Term One (5%). The school has continued to enhance resources for outdoor learning- numeracy and literacy. The amount of children who enjoy learning outdoors has remained static (86% in August 2021 and 85% in June 2022). Overall children have perceived their opportunity to learn outdoors has increased from 65% in Term One to 71% in Term Four. P6/7 pupils have experienced working with partners to design an outdoor structure fit for use all year round. Parent Council have played a major role in raising money for the project.	What are the next steps and how do you plan to evidence the impact of further actions required ? <ul style="list-style-type: none"> • <i>Continue to use and promote using the outdoor environment for learning opportunities as the ambition of 75-100% of children scoring 6 or above for learning outdoors has not been met.</i> • <i>Work with local industry to improve drainage and paths in the school grounds.</i> • <i>Finalise raising funds to build an outdoor structure.</i> • <i>Acquire a boat and loose parts to further enhance outdoor learning.</i> • <i>Signage to be put in place once work complete.</i>

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> -Improvements in attainment, particularly in Literacy and Numeracy -Closing the attainment gap between the most and least disadvantaged children -Improvement in children and young people's health and wellbeing -Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	<ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 	<ul style="list-style-type: none"> 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships 	<ul style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 2: Empowering Learners: pupil voice and participation, UNCRC

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

<p>What were our outcomes?</p> <p>Increase pupil voice for most pupils (75% +)</p> <p>Increase awareness of UNCRC for 75% + pupils, staff and parents.</p> <p>Increase pupil participation for most pupils (75% +)</p>	<p>What did we do?</p> <ul style="list-style-type: none"> ➤ Pupil voice – opportunities in assemblies throughout the year. Benchmark August 2021 and June 2022. ➤ Pupil participation- re-establish virtual committees; votes for IDL topics; votes for class novels. ➤ UNCRC – Staff awareness- August in-service and October in-service- introduce Rights Based Planning. ➤ UNCRC- Pupil awareness- assemblies throughout year and as part of the life and ethos of the school. Benchmark August 2021 and May 2022. 	<p>What was the impact on learners?</p> <ul style="list-style-type: none"> • Overall Pupil Voice (those scoring 6 or above) has increased from 40% to 59% over the year. • Overall pupil awareness of the UNCRC rose from 10% in August 2021 to 80% in June 2022. • Overall pupil's felt the school met their Rights, increasing from 58% in August 2021 to 85% in June 2022 • The Pupil Council met on 6 occasions over the year. • The Eco Committee and Health Committee only met twice through the year due to other demands placed on teacher time. 	<p>What are the next steps and how do you plan to evidence the impact of further actions required?</p> <ul style="list-style-type: none"> • <i>Continue to refer to the UNCRC in planning with children.</i> • <i>Raise awareness among parents of work on UNCRC.</i> • <i>Create choice and voice boards in classrooms explicitly identifying when pupils have had a choice in decisions about their learning or opportunities in school.</i> • <i>Continue to build on opportunities for pupil voice and build awareness / pupil perception of how the school listens to their voice leading to change.</i>
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Pupil Equity Fund – Planning and Reporting

Priority 3- PEF Allocation 2021/22 - £4,160.78			Carry forward from 2021: -£66.22																																			
Project/intervention: Provide targeted support for pupils who are vulnerable and requiring intervention to raise attainment.																																						
What data/evidence informs this? (what is your gap?) Nurture evaluations, SHANARRI web, SWRT, SWST and SEAL assessments.																																						
Interventions for Equity <i>(highlight the interventions that apply)</i>																																						
Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support																																	
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact																																	
Planned Outcome		Measures of impact on learners																																				
<p>Impact on pupils:</p> <ul style="list-style-type: none"> Improved attainment in Literacy, Numeracy and / or Health and wellbeing <p>Impact on staff:</p> <ul style="list-style-type: none"> Clear interventions to support learners Better outcomes realised for learners <p>Impact on parents:</p> <ul style="list-style-type: none"> Reassurance school is meeting the needs of their child. 		<ul style="list-style-type: none"> Targeted interventions in Reading -showed improvements for all pupils, with some the gap has been removed. <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Pupil D</p> <table border="1"> <caption>Pupil D Data</caption> <thead> <tr><th>Year</th><th>Chronological age</th><th>Reading age</th></tr> </thead> <tbody> <tr><td>P3</td><td>80</td><td>70</td></tr> <tr><td>P4</td><td>105</td><td>85</td></tr> <tr><td>P5</td><td>115</td><td>95</td></tr> <tr><td>P6</td><td>120</td><td>105</td></tr> <tr><td>P7</td><td>125</td><td>115</td></tr> </tbody> </table> </div> <div style="text-align: center;"> <p>Pupil E</p> <table border="1"> <caption>Pupil E Data</caption> <thead> <tr><th>Year</th><th>Chronological age</th><th>Reading age</th></tr> </thead> <tbody> <tr><td>P3</td><td>100</td><td>100</td></tr> <tr><td>P4</td><td>105</td><td>105</td></tr> <tr><td>P5</td><td>110</td><td>110</td></tr> <tr><td>P6</td><td>120</td><td>150</td></tr> </tbody> </table> </div> </div>				Year	Chronological age	Reading age	P3	80	70	P4	105	85	P5	115	95	P6	120	105	P7	125	115	Year	Chronological age	Reading age	P3	100	100	P4	105	105	P5	110	110	P6	120	150
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P5	110	110																																				
P6	120	150																																				
Teaching and Learning		<ul style="list-style-type: none"> Targeted interventions in Spelling- showed improvements and a reduced gap for 63% of learners, in 12% the gap remained the same and for 25% the gap widened. Reflections: the resource we used worked better with the younger pupils, progress depended on effective use of time using the resource not solely amount of time. Targeted interventions in SEAL- All pupils made significant progress and reduced their attainment gap enabling them to work alongside peers in class moving forward. 																																				
Leadership																																						
Family and Community																																						
<p style="text-align: center;">PEF Intervention - SEAL assessment</p> <table border="1"> <caption>PEF Intervention - SEAL assessment Data</caption> <thead> <tr><th>Pupil</th><th>Aug-21 Correct answers (out of 33)</th><th>Jun-22 Correct answers (out of 33)</th></tr> </thead> <tbody> <tr><td>Pupil A</td><td>18% (6/33)</td><td>100% (33/33)</td></tr> <tr><td>Pupil B</td><td>18% (6/33)</td><td>100% (33/33)</td></tr> <tr><td>Pupil C</td><td>9% (3/33)</td><td>85% (28/33)</td></tr> </tbody> </table>						Pupil	Aug-21 Correct answers (out of 33)	Jun-22 Correct answers (out of 33)	Pupil A	18% (6/33)	100% (33/33)	Pupil B	18% (6/33)	100% (33/33)	Pupil C	9% (3/33)	85% (28/33)																					
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<p>Priority 4: Motivating and engaging learners in all aspects of school life.</p>			
<p>Continuation from 2020/21? No Link to COVID-19 recovery Y</p>			
<p>What were our outcomes?</p> <p><i>Impact on pupils:</i> Increase pupil motivation and engagement in learning and school life. Aim- Most pupils feel motivated and engaged</p> <p><i>Impact on staff:</i> Awareness of the magic mirror toolkit. All staff using the toolkit by end of session 2021/2022 to deliver motivating and engaging learning opportunities</p>	<p>What did we do?</p> <ul style="list-style-type: none"> ➤ Staff training with Greg Bottrill to introduce the concept of the Magic Mirror (MM) and identify ways to implement in setting / classroom life. ➤ Practitioners / teaching staff incorporate the MM toolkit at the planning stage. ➤ Head teacher to use MM lens when observing lessons. ➤ Create a school gallery, to celebrate all pupils' achievements and successes in school and out of school. 	<p>What was the impact on learners?</p> <ul style="list-style-type: none"> • Two sessions with Greg Bottrill has raised staff awareness of the 10 Magic Mirror Tools used at the planning stage. • Reflective practice demonstrated many already in place, staff welcomed the focus the toolkit brought at the planning and evaluation stage. • Toolkit display in every classroom and pupils inquisitive about it. • Use of toolkit monitored in Term One (EY- HWB and P1-7 IDL). Term Two (EY- Continuous Provision and P1-7- IDL). Term Three (EY- Children's Learning Choices and P1-7- Literacy). • Staff noticed increased engagement and participation, captured during termly monitoring meetings with HT. • HT classroom observations noted of lessons observed Magic Mirror toolkit was evident Level of Engagement- 86% Level of Learning – 98% Quality of Teaching – 98% Level of Development- 98% • School gallery completed and ready for use during 2022/2023 	<p>What are the next steps and how do you plan to evidence the impact of further actions required?</p> <ul style="list-style-type: none"> • <i>Continue to use MM focus- picking out tricky areas and focusing in on them. Involving pupils in the construct of learning opportunities.</i> • <i>Populate the school gallery with pupils' proud moments.</i>

Leadership of Change (QI 1.3)

How well are you doing? What's working well for your learners? (Please note the term "school" refers to both the early years and primary departments)

The school community works collaboratively at all levels to effect change and improvement. We consider the school in its context when making those changes. Opinion from pupils, parents and staff through effective self-evaluation informs our School Improvement Planning. We work together to connect the feedback and data we collect to inform further developments; the head teacher ensures the pace of change is appropriate and that all staff are well informed of its intentions. Our aim is to provide the best possible outcomes for our learners, our vision and values have evolved over time and are at the root of our actions. Staff are collectively responsible in driving forward improvements; we are a strong team with a clear focus and determination to do the best we can for the learners in our care. Our school improvement priorities are manageable, relevant and responsive to the direction the school is moving in. We have protected time to enable professional dialogue between all staff to plan interventions to meet the needs of learners. Protected time for self-evaluation enables all members of the school community to contribute to improvements. The Headteacher promotes and supports staff creativity, innovation and enquiry while keeping an overview of the strategic direction of the school. Through continuous self-evaluation and professional dialogue, staff have demonstrated they can adapt and respond to change. We are getting better at monitoring and evaluating the impact of change on outcomes for learners.

How do you know? What **quantitative** and **qualitative** evidence do you have of a positive impact on learners?

2021/2022 session

Qualitative data:

Collected feedback from pupils using Teams assemblies- we have asked – how much say do you have in school? What would make learning outdoors better?

Collected feedback from parents regarding contingency planning, transition, school improvement, Family Learning Week and information sharing- here to help tab on website.

Informal discussions with teaching staff.

Impromptu verbal feedback from staff, pupils and parents.

Quantitative data:

Benchmarks questions in August 2021 and June 2022.

Surveyed parents regarding contingency planning.

Surveyed parents to gather expectations ahead of transition events- Early Years into P1 and P7 into S1.

Surveyed parents regarding Family Learning Week.

Surveyed parents regarding School Improvement

PRD and PDP meetings with staff to explore areas to lead.

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

Ensure all staff continue to refer to the School Rules when in conversations with pupils who have acted in a way that breaches them.

Keep our COVID-19 contingency planning ready to use if needed. Continue to update the We are Here to Help tab on the website. Work with stakeholders to improve outdoor learning in all weathers. Use parent feedback to inform improvement planning. Build on opportunities for Pupil Voice, through our committees and Voice boards in classrooms

Shaping OUR school moving forward

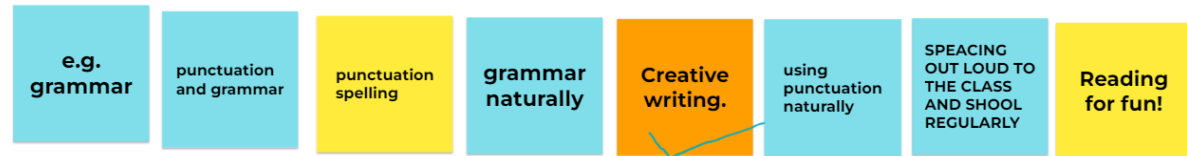
What are the three most important skills you would like your child to learn while they are at Whiteness School?



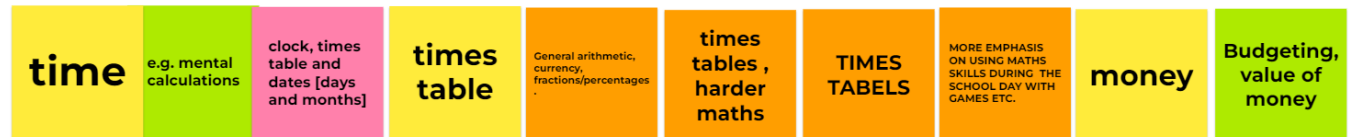
Thinking about health and wellbeing- what priorities would you like the school to consider?



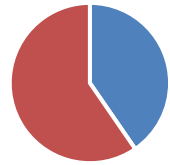
Thinking about attainment- what areas within literacy would you like the school to focus on?



Thinking about attainment- what areas within numeracy would you like the school to focus on?



How much say do you have about what goes on in school /EY?



■ Aug-21 ■ Jun-22

Sample of feedback comments from P2/3

What would make learning outdoors better?

better equipment

weather

weather

New clos because you might bet mud on your clos

weather

weather

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

Learning, teaching and assessment (QI 2.3)

How well are you doing? What's working well for your learners? (Please note the term "school" refers to both the early years and primary departments)

Learning and engagement is rooted in the positive relationships we foster at school. Children's rights are respected and realised through planned learning experiences and are integral to the overall ethos of the school. Our learners play an active role in curriculum planning and design and as a result are engaged, resilient and motivated during activities. Whole school interdisciplinary learning enables links and collaboration between classes. All through school we use Greg Bottrill's Magic Mirror Toolkit (choice, creativity, collaboration, communication, curiosity, core, confidence, connection, continuation and commitment) across our lessons and activities to give a balance of experiences for our learners. Tasks are well matched to individual needs and learning requirements. Learners can exercise choice, including the use of digital technology and learning environments, and are encouraged and supported to become more independent in their learning. Learners contribute to the life of the school; they are confident their views are sought, heard and acted on. Our teaching is well planned, creative, flexible and enhanced by using the outdoors, digital technology and drawing on the expertise around us. Learners receive clear explanations and instructions and know what they are learning and why; they receive regular feedback about how they are doing and their next steps. Staff consult regularly to inform appropriate and well-timed interventions, which are monitored and adjusted as required. Staff use a variety of assessment approaches to inform next steps, we use evidence collected effectively to intervene and address any gaps. Through school and authority wide moderation, we are confident our judgements align. Through our monitoring process we have clear information on progress made for each child, we use this data to initiate new interventions or to shape and adjust the interventions already in place.

How do you know? What **quantitative** and **qualitative** evidence do you have of a positive impact on learners?

2021/2022 session

Qualitative data:

Collected feedback from pupils using Teams assemblies- we have asked – How well do you know about the rights of the child and how well does the school meet your rights?

Collected feedback from parents regarding areas of Literacy, Numeracy and HWB and during Family Learning week in June 2022.

Informal discussions with teaching staff.

Impromptu verbal feedback from staff, pupils and parents.

Quantitative data:

Attainment in the BGE- ACEL data.

Measuring participation and engagement.

Monitoring and tracking data.

GIRFEC- Child Plan's and IEP's.

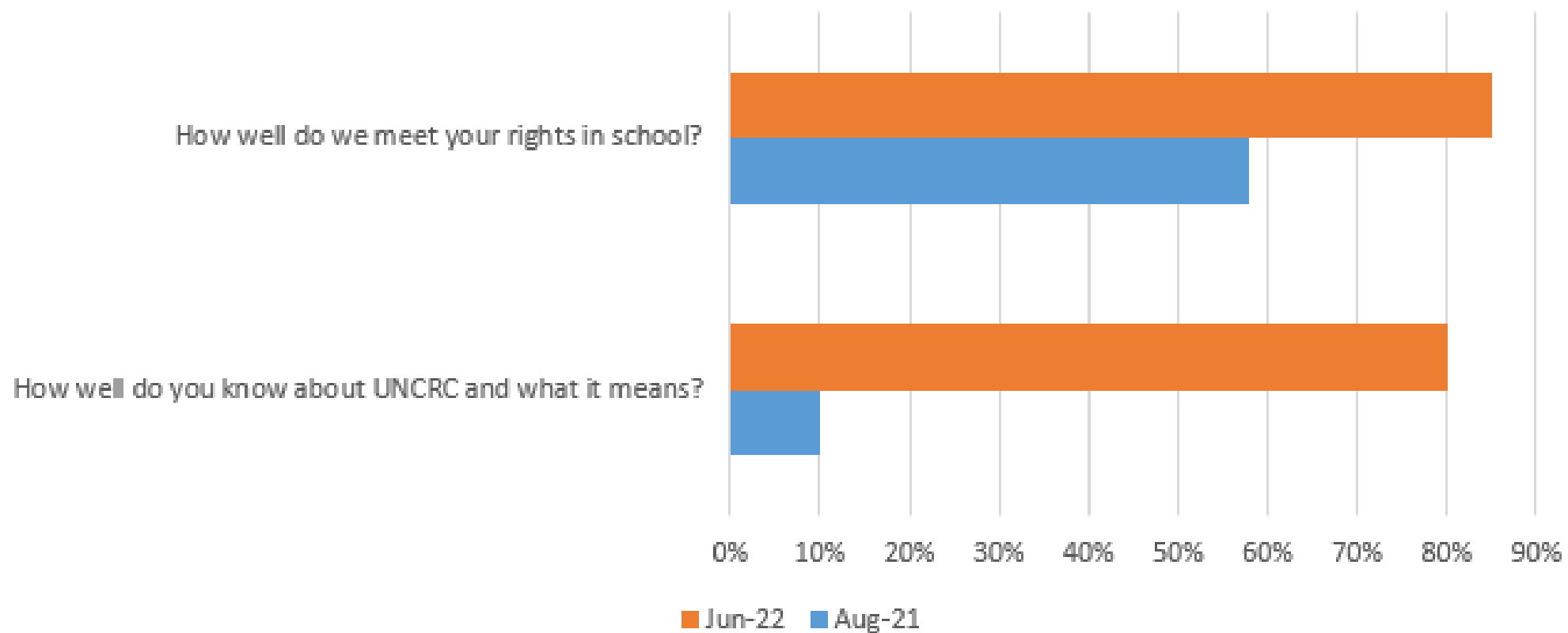
Meeting minutes.

Planning documentation.

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

Continue to embed the rights of the child in planning and pupil choice. Refresh our writing bookmarks.

Percentage of pupils who scored 6 or above



Ensuring wellbeing, equity and inclusion (QI 3.1)

How well are you doing? What's working well for your learners? *(Please note the term "school" refers to both the early years and primary departments)*

Our school community recognises that wellbeing is at the heart of all we do. Our learners can articulate their feelings and emotions and can recognise when they need support, space or implementation of strategies to get themselves into a good place to learn. Staff and pupils confidently use the language from Zones of Regulation to consistently support each other. We can demonstrate to what extent our learners feel safe, healthy, achieving, nurtured, active, respected, responsible and included –all staff consistently support and intervene where appropriate. Pupils, staff and parents work together to embed our school rules, values and vision. Our school ethos is built on positive relationships across classrooms, the playground and beyond the school gates, we work hard to build and maintain trust and security. All staff in school feel valued and supported to do the best job they can; they work tirelessly to promote our school vision and values and always maintain high expectations and mutual respect. The school community fully complies and actively engages in statutory requirements and codes of practice. We celebrate diversity and challenge discrimination; we strive to give every school member the opportunity to shine through acknowledging achievements, knowing our families well and signposting supports where needed. We work hard to remove barriers to learning and have systems in place to support improvements in attainment and achievement when individuals or groups face challenges such as those who are from our most deprived areas and those with additional support needs. Our learners are included, engaged and involved in the life of the school; our school community is treated with respect.

How do you know? What **quantitative** and **qualitative** evidence do you have of positive impact on learners?

2021/2022 session

Qualitative data:

Collected feedback from pupils using Teams assemblies- we have asked – Have we responded to your suggestions regarding the Zones of Regulation. How will we support the children of Ukraine? How can we embed our core values into school life?

Informal discussions with teaching staff.

Impromptu verbal feedback from staff, pupils and parents.

Informal discussions with pupils- pupils able to articulate how they feel and what they need to do.

Quantitative data:

SHANARRI wheel data- twice yearly.

Daily emotional check- in data.

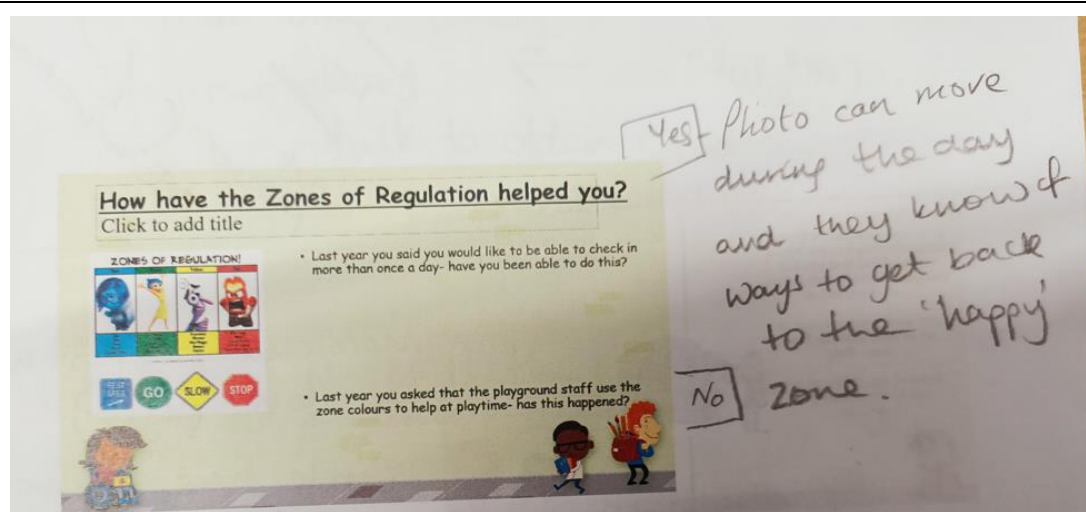
Monitoring impact of engagement and participation.

Monitoring improvements in attainment.

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

All staff continue to use the same language (Zones of Regulation)- refresh with supervisory staff at August 2022 in-service. Give children opportunity to check in more than once a day if they require it.

Pupils continue to be fundamental in decisions that affect the life and ethos of the school.



Raising money for UKRAINE- British Red Cross- Love Learning Love Life Day

raise money	wear blue and yellow in support for Ukraine	make posters	make art peices for Ukraine	Wear Blue or yellow clothing	raise money by selling art peices about Ukraine to raise money for Ukraine	Make a Ukraine wall, you can paint a bare wall in the Ukrainian colours and stick yellow or blue card on it. You can write messages of support for the people of Ukraine if you want.	accept refugees
send Ukrainian kids unwanted toys that we have	put on face paint and paint on Ukraine flag on face cheeks if they want to.	minute of silence	raise money by making a donation box	sing Ukrainian national anthem	People who play instruments can learn the Ukrainian national anthem	make UKRAINE bunting	make a shoe box
write why you want the war to end	take the war very seriously	be kind and helpful to those who are affected	give them tents	Play the Ukrainian national anthem at love learning love life day	learn Ukrainian	give them FOOD at least one's that don't go out of date in a long time	do some geography about Ukraine and do some history about them
give them CLOTHING	give them some blankets and clothing to keep them warm in the cold in the night	give them a TOOTH BRUSH AND TOOTH PASTE so there teeth don't fall out	give them warm clothing	donate old clothes and other things like money	Give them pet food for PETS	GIVE THE KIDS TOYS	give them water/juice

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

Raising attainment and achievement (QI 3.2)

How well are you doing? What's working well for your learners? (Please note the term "school" refers to both the early years and primary departments)

We consider prior levels of attainment in literacy and numeracy for each learner. Protected hand over time annually enables passing of transition information from teacher to teacher. We tailor targeted interventions for individuals who require additional support. Over time, we raise attainment across all areas of the curriculum, with learners making good progress on their prior levels of attainment. Staff are confident when making judgements about how well their learners are progressing. Moderation allows staff to check their judgements and the use of progression frameworks, formative and summative assessments, SNSA, high quality assessments and our tracking and monitoring cycle contribute to improving professional judgements. Timely interventions support learners at the point of need and ensure continuous progress for our learners. Through the life of the school our learners develop as confident individuals through opportunities to challenge themselves, effective contributors through participation in assemblies, evaluations and committees, responsible individuals who follow our school rules and values and successful learners who are aware of their achievements and areas to develop. We recognise our individuals who require additional support and ensure equity of provision to give learners the education to which they are entitled. Weekly consultation meetings between all school staff (ASN/Teaching/Headteacher/Learning Support Workers) gives opportunity for clear communication, planning in line with IEP's and agreements on specific tasks to support and progress individual learners.

How do you know? What **quantitative** and **qualitative** evidence do you have of positive impact on learners?

2021/2022 session

Qualitative data:

Collected feedback from pupils using Teams assemblies- we have asked – Which ways of learning have you enjoyed the most.

Informal discussions with teaching staff.

Impromptu verbal feedback from staff, pupils and parents.

Informal discussions with pupils- What are you learning?

Quantitative data:

Attainment in the BGE- ACEL data

SNSA data

Monitoring and tracking meeting data

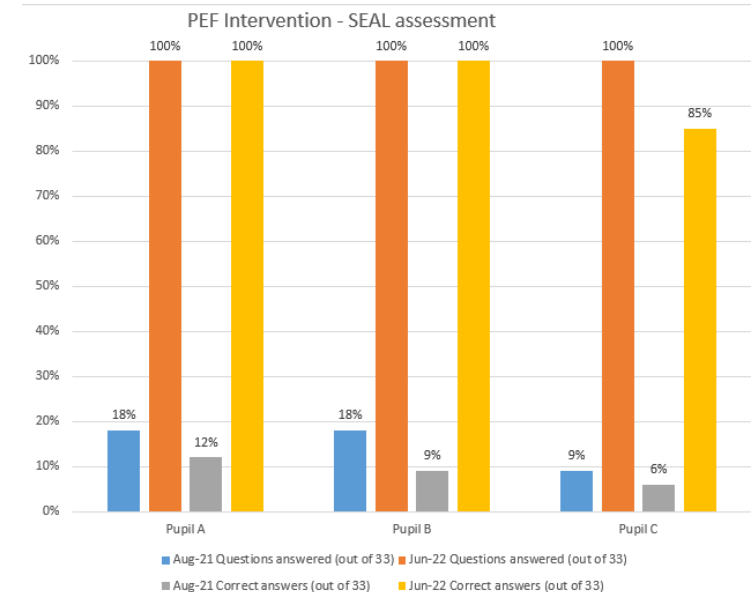
Measuring impact of PEF spend on raising attainment

Assessments – SWRT, SWST, Emergent Literacy, Word Aware, SEAL.

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

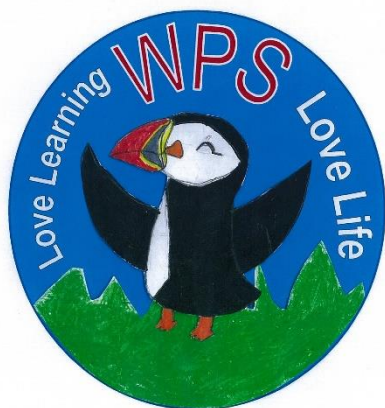
Continue to use PEF to fund additional LSW time to target interventions for pupils who require it.

Measured using Word Aware, Phonological awareness data, SWST, SWRT, HWB wheel and SEAL.



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

Whiteness Primary School School Improvement Plan



For the session 2022/2023

Factors Influencing the Improvement Plan

School factors

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

Local authority factors

- Shetland Islands Council National Improvement Framework Plan
- Children's services, Recovery and Renewal Plan
- Children's Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting
- SIC Strategy for Parental Involvement 2022
- Shetlands Children's Partnership Plan 2021/2024
- Shetland Child Poverty Action Plan 2021/ 2022

National factors and drivers

- Curriculum for Excellence
- Realising the Ambition
- National Improvement Framework
- The Scottish Attainment Challenge
- Education Reform and Empowerment
- Getting it Right for Every child (GIRFEC)
- Developing the Young Workforce
- Digital Learning and Teaching Strategy
- The Equity Audit
- "Learning Together": Scotland's national action plan for parental involvement etc. 2018-2021

School Aims

To improve outcomes for all our learners.

UNCRC

Rights based planning from 2021.

Tackling Inequalities, Poverty Proofing and the Cost of the School Day

The school will be mindful of financial implications associated with any interventions. The school will continue to identify families that could benefit

from the food parcels and clothing subsidies organised by the Early Help Team.

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 and school development in a variety of ways. 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*

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.
- Assemblies, Team P7 and Together Time on Teams
- Pupils decide on the order of priorities from most important to least important to them
- Pupil Questionnaire
- Quality Assurance activities
- General dialogue
Discussions with pupils during lunchtime and at any opportunity that presents itself.

Improvement Priorities for 2022-2023

NIF PRIORITIES -Improvements in attainment, particularly in Literacy and Numeracy -Closing the attainment gap between the most and least disadvantaged children -Improvement in children and young people's health and wellbeing -Improvement in employability skills and sustained, positive school leaver destinations for all young people	NIF DRIVERS School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 1: Improving Health and Wellbeing- Confidence, resilience, respect, growth mind-set and choice.				
Continuation from 2021/22? N Link to COVID-19 recovery Y				
Parent views on priorities for SIP May 2022. Dialogue with teaching staff- May 2022. Pupil views- through the Pupil Council suggestion board- see Pupil Council minutes 2021/2022.	Planned Outcome <i>Impact on pupils:</i> <ul style="list-style-type: none"> ● Improved confidence ● Awareness of choice in their learning ● Understanding growth mind-set ● Improved respect in school ● Improved resilience <i>Impact on staff:</i> <ul style="list-style-type: none"> ● Pupils become more resilient and improves self esteem <i>Impact on parents:</i> <ul style="list-style-type: none"> ● Parents able to see their children's confidence, resilience grow. 	How exactly are we going to do it? <ul style="list-style-type: none"> ➤ Opportunity built into school calendar to speak in groups, to whole class, to wider audiences. ➤ Opportunity to perform throughout the year- Music assemblies, Christmas concerts, Child-led learning events, Maths homework. ➤ Actively identify when choice has been made by pupils ➤ Show and tell in classrooms- inviting visitors and pets into school for these sessions. ➤ Opportunities for Play Projects / DYW through IDL learning in term 1 ➤ Class assemblies- planned into calendar with each class presenting once a term. ➤ Physical buddying between P7 and P1 reinstated. ➤ Committees- Pupil Council, Health and Eco. 	Resources and Lead Person Class teachers Music teacher, instrument instructors, class teachers and head teacher. Choice board in each classroom. Class teachers, pupils and partners- parents etc. P1-7 teachers Class teachers, pupils and head teacher. P7 and P1 teachers. Head teacher and pupils	Monitoring the impact of the priority on learners Class teacher P&A attainment data input 3 times a year. How many children perform- does this increase? Entries onto choice board Class teacher planning- next steps identified. Planning Informs class teacher P&A attainment data input 3 times a year. Pupils leading learning- informs attainment data- confidence

NIF PRIORITIES -Improvements in attainment, particularly in Literacy and Numeracy -Closing the attainment gap between the most and least disadvantaged children -Improvement in children and young people's health and wellbeing -Improvement in employability skills and sustained, positive school leaver destinations for all young people	NIF DRIVERS School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 2: Raising Attainment: Primary writing and Early Years Emergent Literacy				
Continuation from 2021/22? No Link to COVID-19 recovery N				
	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
ACEL data 2021/2022 Teacher judgments 2021/2022	Impact on pupils <ul style="list-style-type: none"> Clear success criteria on writing bookmarks to guide pupils through the levels within CfE Success criteria aligned to benchmarks- in pupil speak. Impact on staff <ul style="list-style-type: none"> Writing monitoring spreadsheet aligned to Highland Literacy Progression Framework and CfE benchmarks. 	<ul style="list-style-type: none"> ➤ Identify an existing scheme to use when updating the school resource ➤ Update existing writing assessment checklists ➤ Update writing bookmarks used in school by pupils 	Class teachers and head teacher Class teachers and head teacher Class teachers and head teacher	New bookmarks and assessment sheets inform class teacher P&A attainment data input 3 times a year. New bookmarks to inform Achievement of a Level assessment. Confident ACEL data collection in June 2023.

NIF PRIORITIES -Improvements in attainment, particularly in Literacy and Numeracy -Closing the attainment gap between the most and least disadvantaged children -Improvement in children and young people's health and wellbeing -Improvement in employability skills and sustained, positive school leaver destinations for all young people	NIF DRIVERS School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 3: Family Learning- improving parents' confidence to support learning Continuation from 2021/22? N Link to COVID-19 recovery -Y				
	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
Parent views on priorities for SIP May 2022. Dialogue with teaching staff- May 2022.	Impact on pupils: <ul style="list-style-type: none"> Parents able to support maths learning at home Raise parent awareness of STEM and Science areas taught Raised attainment Impact on staff: <ul style="list-style-type: none"> Areas of learning supported at home increases success for pupils in school Impact on parents: <ul style="list-style-type: none"> Improved confidence to support Maths learning at home Understanding of STEM and science taught in school. 	<ul style="list-style-type: none"> ➤ Family learning opportunities: <ul style="list-style-type: none"> Time Money Times Tables ➤ Share STEM and Science opportunities with parents. 	Family learning events- maths and STEM. All classes teaching money and time in Term One. Money and time choice board homework in Term One. Choice display in each classroom. STEM/ Science board in each classroom. Make homework- Choice board 17/8/2022 Class teachers and Head teacher	Completion of homework- monitoring parent input. Inform class teacher P&A attainment data input 3 times a year.

Pupil Equity Fund – Planning and Reporting

Priority 4- PEF Allocation 2021/22 - £3,240		Carry forward from 2022: £0				
Project/intervention: Provide targeted support for pupils who meet one or more indicators on the Shetland Vulnerability Criteria.						
What data/evidence informs this? (what is your gap?) Word Aware, Phonological Awareness data, SWRT, SWST, SHANARRI wheel and SEAL assessments.						
Interventions for Equity Interventions for Equity Self-evaluation National Improvement Hub (education.gov.scot) (highlight the interventions that apply)						
Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support	
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact	
Planned Outcome Impact on pupils: <ul style="list-style-type: none"> Reduce the attainment gap in Literacy, Numeracy and / or Health and wellbeing for our disadvantaged pupils identified through the Shetland Vulnerability Criteria Supporting pupils to be settled and ready to learn Impact on staff: <ul style="list-style-type: none"> Clear interventions to support learners Better outcomes realised for learners Impact on parents: <ul style="list-style-type: none"> Reassurance school is meeting the needs of their child. 		Details of project/intervention: <ul style="list-style-type: none"> ➤ ACEL data June 2022 ➤ SWRT, SWST, SEAL assessments in June 2022. ➤ Ongoing observations and professional dialogue on pupil progress- Monitoring meetings November 2022, January 2023 and May 2023. ➤ Ability to provide breakfast, if needed. ➤ Weekly consultations between ASN teacher, class teachers and head teacher ➤ Pupils identified for ASN and LSW intervention. 		Resources and Lead Person LSW – (Literacy and numeracy intervention) additional 3 hours session 2022/23 - £2,025 LSW – (HWB intervention) additional 1 hour session 2022/23 - £760 Resources- £455 Total spend £3,240	Measures of impact on learners <ul style="list-style-type: none"> Quantitative data will be collated for improved attainment in literacy and numeracy- ASN T- June 2023 Qualitative data will be collected through nurture evaluations with ASN T and pupils involved- ASN T- June 2023 	
Teaching and Learning					✓	
Leadership					✓	
Family and Community					✓	

Whiteness Early Years Identified Developments in line with School Improvement Plan 2022-2023

Area of focus	Reflective Practice / What do we need to do.	How are we going to get there?	Date to review
Improve Literacy Emerging Literacy	<ol style="list-style-type: none"> 1) Improve literacy provision 2) Build practitioner confidence in emerging literacy and ability to identify early interventions. 	<ul style="list-style-type: none"> • Work with Lauren Smith to carry out an emerging literacy audit • Identify areas to develop • Complete relevant training • Implement practice • Review provision 	Term 4
Transitions	<ol style="list-style-type: none"> 1) Working with parents to involve them in the life of Early Years 	<ul style="list-style-type: none"> • Establish a calendar of parental involvement sessions- Stay and Play sessions, Toddler group and family learning opportunities. 	Term 4
Raising attainment Knowing our curriculum	<ol style="list-style-type: none"> 1) Develop learning pathways 	<ul style="list-style-type: none"> • Audit E's ad O's continuously met in the zones throughout Early Years. • Bundle remaining curriculum to ensure coverage and provocation 	Term 4
Improve Health and wellbeing	<ol style="list-style-type: none"> 1) Continue to use, develop outdoor provision 	<ul style="list-style-type: none"> • Develop stone area in courtyard. • Outdoor learning opportunities daily. 	Term 4

Working Time agreement for: Whiteness Primary School 2022/2023

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
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	2 hours per pupil (25 pupils). Updating Progress and Achievement T4.	50
Updating Pupil Folios	Largely pupil led and in class time, but allowance for teacher input out of class.	2
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 Child-led planning meeting and Family Learning weekly planning (1.5 hour)	24
Professional Review and Development	1 hour meeting	1
Corporate reading (N.I.F, Governance, P.E.F etc)	as and when required	3
Staff Welfare	Nights out	0
Staff consultation time	0.5 hours per week with ASN Teacher	19
Staff business meetings and extra school development (s	3 x 1 hour T2, T3, T4	3
School based moderation	3x 1 hour meeting T1/2, T3, T4	3
Self evaluation	4 x 1 hour meetings. Ongoing reflective/challenge questions at each staff meeting throughout year.	4
Assessment leading to Achievement of a Level	Collating assessments / professional judgements (6 hours T1/2, T3 and T4) reviewing pupils and making judgements prior to termly monitoring	24
Monitoring meeting with HT	1 hour in T2, T3 and T4	3
Coffee morning planning meeting	Term 1- breaktime	1
Christmas concert planning meeting + concert	Term 2- break time / Evening performance - December	3
Love Learning Love Life Day planning meeting	Term 3-break time	1
GIRFEC Review meetings	As and when required	5
Collaborative planning	4x 1 hour meetings T1, T2, T3, T4	4
Requisition order	Term 3- date to be agreed among teaching staff	2
Corporate demands	Emails, corporate demands not planned for, extra reading, extra staff meetings, ICT.	20
Flexibility	Loss of non-contact due to visiting teacher absence (6 x 50 minute)	11
Total	Time required for essential school operational activities	183
Collegiate time remaining for development tasks		
S.I.P 1- Improving Health and wellbeing	Planning and creating choice board in classrooms 17/8/2022	2
S.I.P 2- Raising Attainment and Achievement	Updating writing assessments 2x 1.5 hour meetings term 1; updating bookmarks 2 x 1.5 hour meetings term 1	6
S.I.P 3- Family Learning	Create money and time choice board for homework (15/8/22) Choice and Stem boards in each classroom- planning and doing	2
Forward School Improvement Planning / WTA	2 hour meeting	2
Total	Time allocated to development tasks	12
Total	Total collegiate time allocated	195