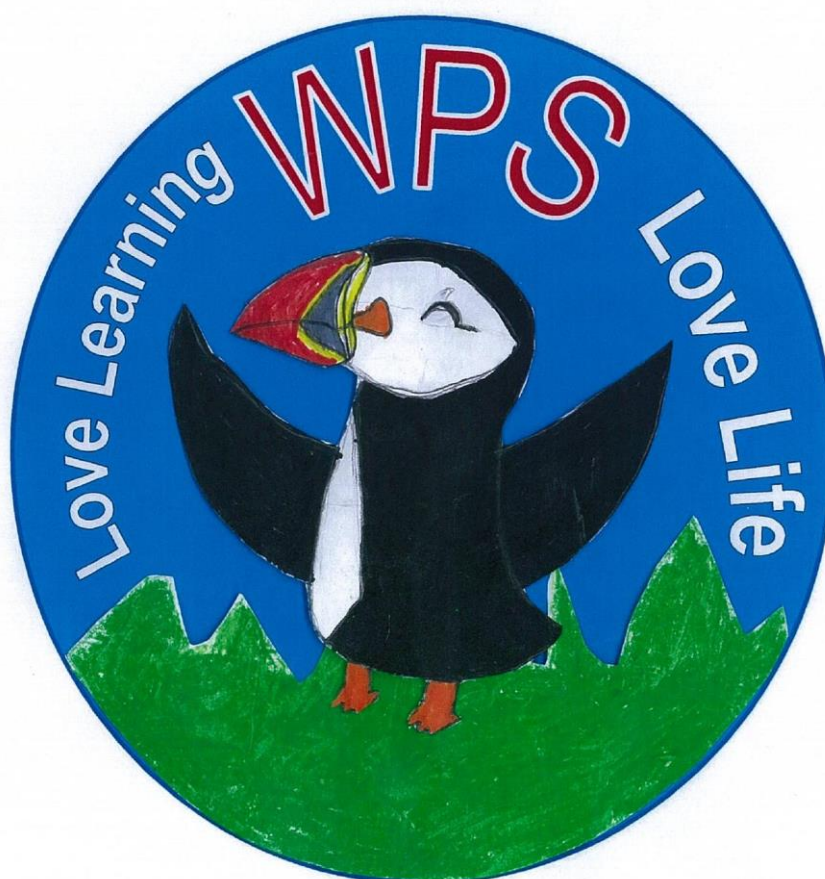


Whiteness Primary School

Standards and Quality Report 2023 & School Improvement Plan 2023-2024



This report covers the session 2022-2023. 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

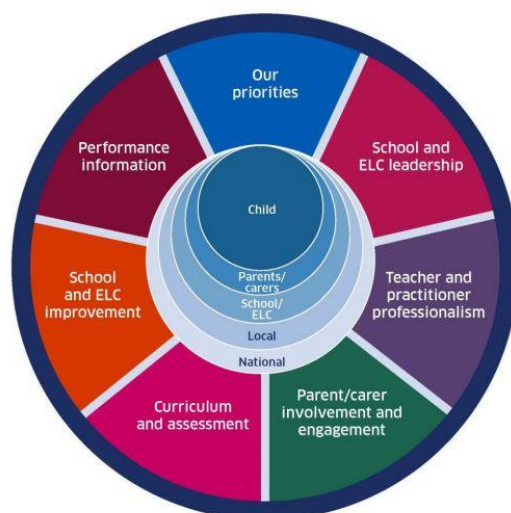
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, the National Improvement Framework, Getting it Right for Every Child (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 2023/24. 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 65 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 Office, 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, brass, woodwind and guitar.

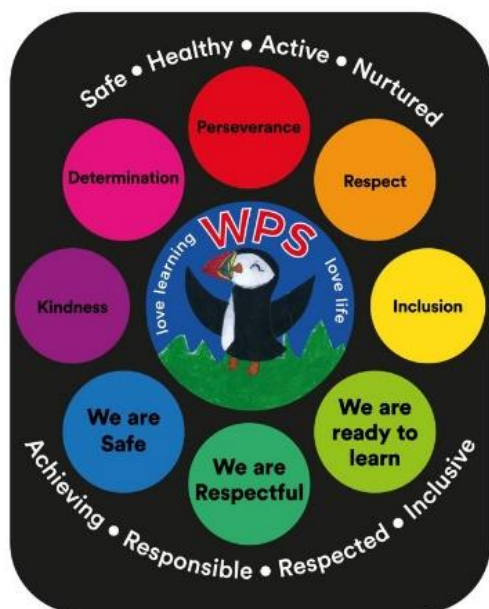
Members of the local community are mainly involved in crofting, farming, fishing, aquaculture, construction, haulage and retail. The school is close to many local businesses including two shops, a post office and petrol pumps; Shetland Jewelry; Bonhoga Gallery and many local businesses. The local Kirk 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 / carers can speak at the start or end of the school day. More formal appointments are also arranged by contacting the school office. Parents / carers meet with teachers twice a year, once in November and once in March for reporting on progress purposes. For several years prior to COVID-19 we ran one formal and one child led learning event a year to report on progress. When consulted in 2022, 70% of parents / carers requested a return to two formal parents’ evenings a year. We value children having the opportunity to share and engage in learning with parents / carers and do this through a coffee morning in October and an open afternoon in May. Through 2022/2023 we have introduced Grandparent afternoons, with all feedback showing this was valued and welcomed either once or twice a year moving forward.

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.



Recent key messages from Local Quality Improvement visits to the school (June 2022 – June 2023)

- Sustained commitment to the school's vision – Love Learning Love Life- that is central to the culture and ethos of the school.
- Learners feel they are given more responsibility as they move up the school and the Primary Seven pupils feel that the school has prepared them well for moving on to secondary school.
- The Head Teacher involves staff, children and parents / carers in consultation for improvements, including self-evaluation. The Head Teacher is evidencing each statement of self-evaluation within 1.3 Leadership of Change, which provides an up to date position of where the school is. Class teachers play a central role in school improvement and are allocated a specific area of the school improvement plan to take forward.
- There is a positive sense of collective responsibility, with staff confident to lead areas of improvement, engage in networks and work collegiately to achieve development priorities.
- Approaches to planning for individual learners with additional support needs are highly effective. This includes well-planned consultation time between staff at all levels to ensure the appropriate provision is in place for children.
- Alongside teacher colleagues, the Head Teacher carefully monitors and evaluates change and is reflective of where interventions have not achieved the expected outcome. This methodical approach is evidence based, ensuring time and resources are allocated effectively and that individual learner progress is considered.
- Staff describe an open, honest and transparent working environment in the school.
- Planning approaches are consistent and aligned with the ethos and life of the school.
- Effective use of LSW staff provides support to individuals and small groups.
- High quality play is having a positive impact on children's learning.
- Most children have their voice heard and exercise choice in their learning.
- Children are more familiar with the language of personalisation and choice and can recognise where they are reviewing their own learning and contributing to the improvement work of the school.
- Monitoring, tracking and moderation activities in school are positively influencing the accuracy of teacher attainment and achievement judgements.
- The numeracy consultation, which identified time and money as areas of focus, is a good example of engaging parents and carers in self-evaluation and school improvement planning.

Recent key messages from Education Support Officer Visits to the ELC (Jan 2023 – June 2023)

- All staff are aware of Realising the Ambition and are beginning to use the guidance to support decision making. Staff value the importance of play both indoors and outdoors and experiences reflect the changing and unique needs of children and families.

- ‘Our promise’ at Whiteness ELC provides a framework to support children’s learning.
- Children’s learning stories are updated regularly and are beginning to capture individual progress over time. All staff contribute to the stories.
- A framework for planning and a daily snapshot are in place. These are beginning to inform experiences, spaces and interactions in the environment.
- Children are encouraged to play outside in all weathers.
- The immediate outdoor environment includes a range of loose parts, which are used imaginatively.
- Children have regular opportunities to explore the school grounds and the wider community (beach, walks, Play Park).
- Core areas within the indoor environment are established and children access these freely (craft area, block play area, water, home corner, message centre, cosy area). The craft table is used frequently and staff were observed making comments and asking questions to extend learning.

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

We gather pupil voice through a range of methods. We collect almost all-quantitative data for self-evaluation during assembly- with Teams and Jamboards used for this purpose. The whole school has come together to make decision and evaluate our improvement work and next steps.

The order to priorities our improvement priorities, based on the importance pupils place on them, was decided first.



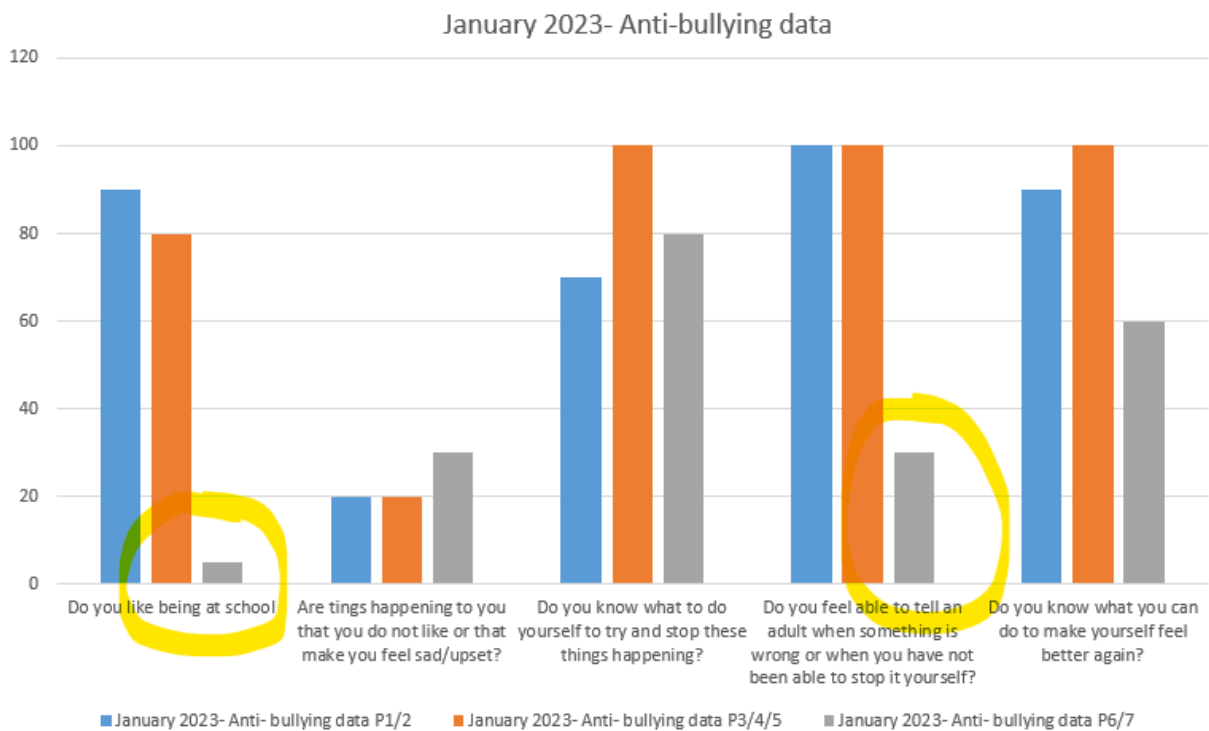
The National Discussion in December 2022 captured pupil views on education; we asked P6/7, “The recipe for a perfect school”, with feedback followed up through Team P6/7 time with the head teacher. From this, we have implemented new initiatives through 2022/2023. These include, Duolingo accounts for pupils to learn Spanish, extra baking time, Bingo with the over 80’s, use of small and large loose parts at playtime and a termly game of hide and seek. More often P7 pupils decide and prepare buddying activities.



Pupils also asked for a boat in the playground, three have been donated through support from our parent community to the school and Early Years in 2023.

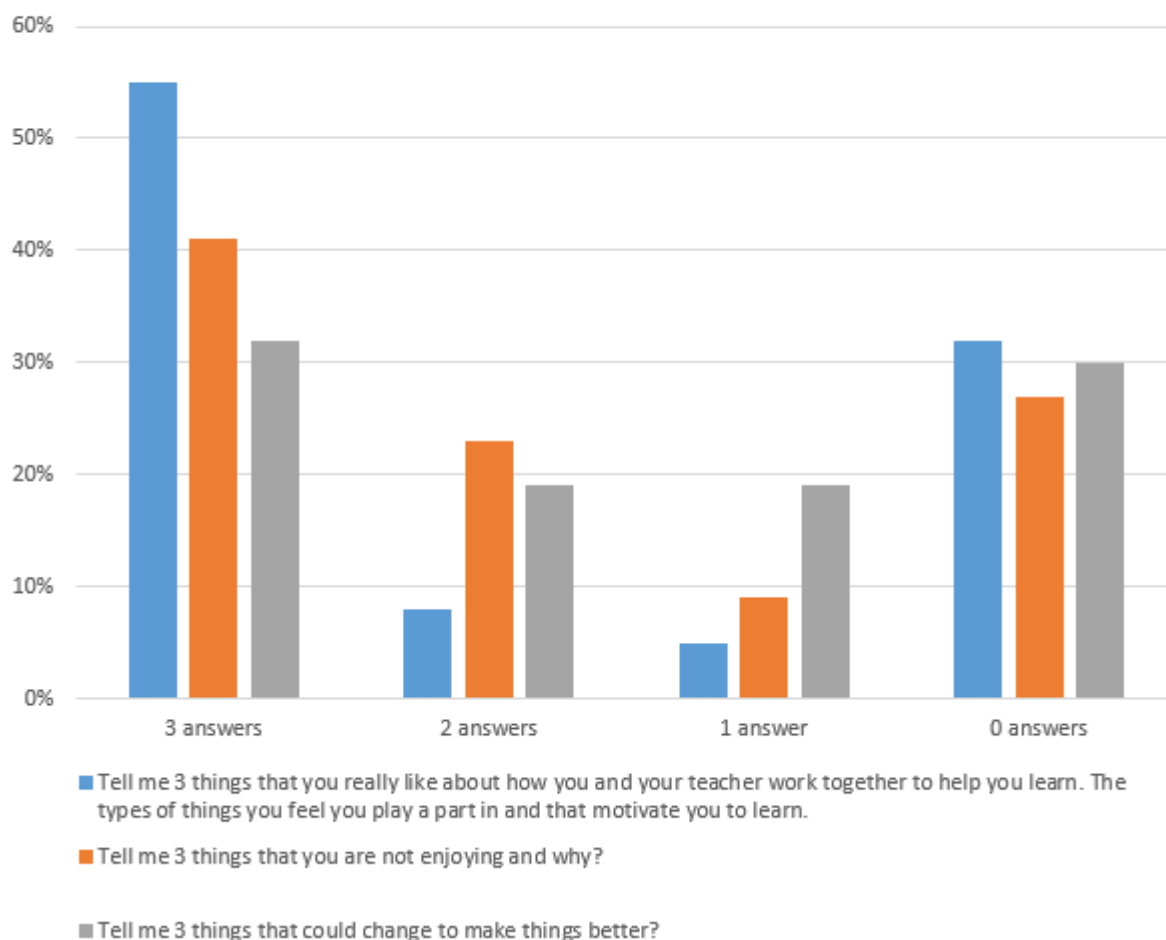


Anti-bullying data collection in January 2023 highlighted an issue in P6/7.



This was further confounded during a School Improvement visit in January 2023; where some of our P6 and P7 pupils were very vocal regarding their dissatisfaction at school, monopolising the focus group. Recruitment challenges since August 2022 affected this class up until February 2023- with almost all pupils articulating this as the reason for them not being happy at school (as opposed to incidents of bullying). The head teacher met with the class to understand this better, however the class were very reluctant to suggest ways to improve, with around 30% not contributing their views.

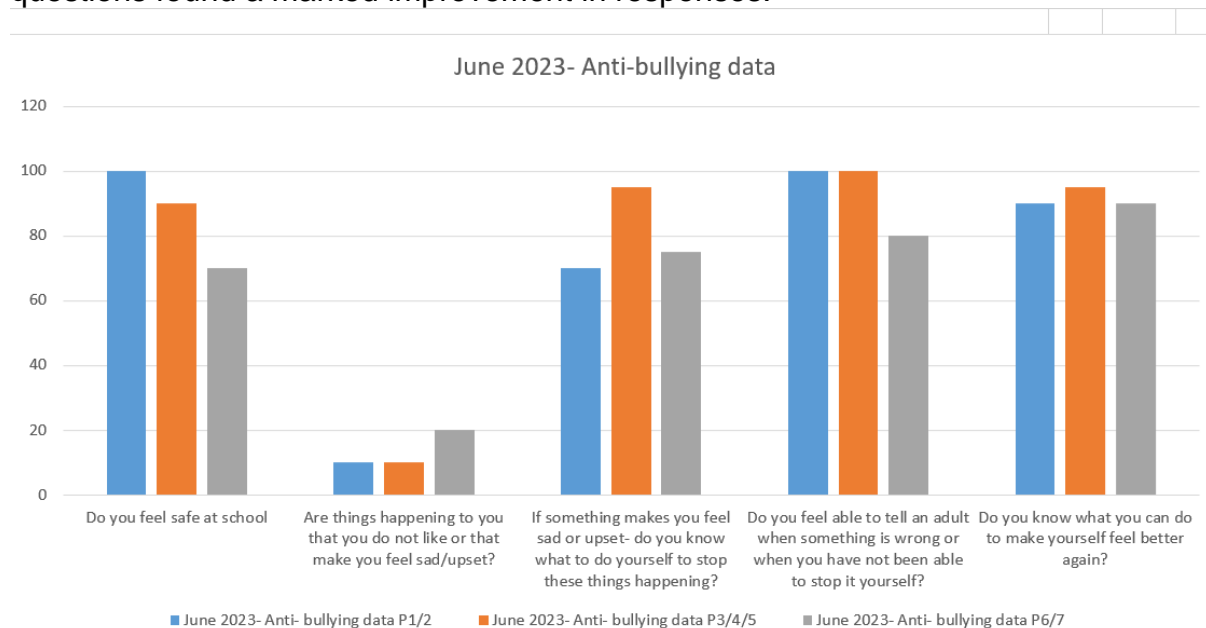
P6/7 evaluation following poor response to the question- do you like being at school (Anti-bullying data January 2023) and input at pupil focus group during the SIV (19 January 2023)



The head teacher shared the findings with the Director of Children’s Services and identified actions, which included:

- Highlighting and promoting areas of school life pupils were enjoying.
- Resolving issues of dissatisfaction- including teachers being explicit about pupil voice and choice. Pupils complete the SHANARRI wellbeing wheel and Stirling Wellbeing Scale earlier than planned.
- Implement reasonable changes as highlighted by the children- more opportunity for learning outside, source a coding resource, address tables at lunchtime, confirm pupils are able to use the small and large loose parts for the shed at playtimes, revisit how to deal with bullying behaviours in school once a term during assembly.

Repeated collection of anti-bullying data in June 2023 with some alterations to the questions found a marked improvement in responses.



Moving forward the school will continue to equip children with responses to deal with bullying behaviour they may experience and continue to build positive relationships with existing and new staff.

As part of our school improvement priority on writing, P6/7 pupils worked with staff to improve the writing bookmarks used in school and children in P3/4/5 decided to personalise theirs, which staff found to be a motivating factor to use them. In P1/2, pupils are clearer about their targets with a child friendly version now used.

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.

Following discussions at Parent Council meetings through 2021/2022, the school created a new tab on the school website, to signpost support available to parents / carers,

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

We give opportunity to parents / carers 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.


During June 2022, the school ran a Family Learning Week building on the success of the first one trialled in P1/2 prior to COVID-19 lockdown. Following the week all parents / carers were surveyed for feedback- asking “What did you enjoy about your visit” and “What could we have done better” Unfortunately we had no response to this survey. This was noted in the Parent Council minute September 2022.

Through 2022/2023 parents / carers have helped to shape the improvement priorities by completing a Jamboard. This highlighted a wish for tools for writing, time, money, science and STEM to be a focus moving forward.

Through the winter of 2022/2023 Shetland experienced a number of snow closure days. The school gathered parent's views on communication and learning provision, to help inform next steps when moving forward. Parent feedback shapes further actions.


VIEWS ON MATHS HOMEWORK AND ACTIVITIES

P1/2




We had a 56% response rate. 90% of which agreed the maths homework grid and activities during the coffee morning improved confidence to support learning about money and time at home

P3/4/5




We had a 39% response rate. 67% of which agreed the maths homework grid and 89% of which agreed the activities during the coffee morning improved confidence to support learning about money and time at home

P6/7



We had a 32% response rate. 86% of which agreed the maths homework grid and activities during the coffee morning improved confidence to support learning about money and time at home

COMMENTS




- Useful to build confidence.
- Great range of ideas and easy to try at home.
- Enjoyed being involved
- Positive learning experiences
- Helpful homework ideas
- Would like worksheets
- Inappropriate activities for the age of child

ACTIONS

- We will set a balance of homework- grids for beyond maths learning- shape, time, money, measure. And use worksheets more often for numeracy practice.


VIEWS ON COMMUNICATION AND LEARNING PROVISION DURING SNOW CLOSURE DAYS JAN-MARCH 2023

HOW WELL DID THE SCHOOL COMMUNICATE SNOW CLOSURE DAYS?




We had a 37% response rate. 70% felt we communicated very well. 22% somewhat well. 4% neutral. 4% not so well.

HOW EASY WAS IT TO ACCESS HOME LEARNING OPPORTUNITIES



We had a 37% response rate. 57% found it very easy. 13% somewhat easy. 22% neutral. 8% not so easy.

HOW SATISFIED WERE YOU WITH THE QUANTITY OF WORK SET?



We had a 37% response rate. 61% were very satisfied. 13% somewhat satisfied. 26% neutral.

HOW SATISFIED WERE YOU WITH THE QUALITY OF WORK SET?

We had a 37% response rate. 61% were very satisfied. 13% somewhat satisfied. 26% neutral.

COMMENTS

- Communication was fantastic.
- Emails sent early in the morning where possible.
- Making us aware sooner would have been better.
- Updated regularly.
- Feedback of work done.
- Pupils work not corrected.
- Good range of lessons provided.
- Would have expected situation to be more professional considering experience all teachers had with home schooling during COVID-19.
- Overall I am very appreciative of everything school has done- especially getting the children home safe.
- Homework not provided early enough.
- Thank you for sorting out activities for the children so quickly.
- A lot of links didn't work.
- Would prefer a different system rather than email for alerts

ACTIONS

- Continue to share information as soon as Hayfield allows regarding closure.
- Where possible- share paper based activities -to avoid digital difficulties.
- Where the above isn't possible-set work through Glow Blogs- but give activities that do not require printers or access to a digital device for any length of time.
- Raise awareness of where to find school closure information for parents- email, school website and local radio.
- Acknowledge pressures families face, support differing circumstances to complete work.

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 and Early Years. Our meetings have a clear agenda and consider our Working Time Agreement where relevant.

Microsoft Forms capture staff opinion and suggestions; we incorporated these into the work of the school. Using the HMiE pre-inspection questionnaire statements in May 2023, all teaching staff either agreed or strongly agreed with all 38 questions. Almost all Early Years staff either agreed or strongly agreed to almost all statements, with one staff member disagreeing they have opportunity to share practice with colleagues from other settings. All school support staff either agreed or strongly agreed with all statements

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 2022/2023, the Parent Council have sought funding from the Community Benefit Fund to support the building of two Polycrub structures in the school grounds to enable learning in all weathers. 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/whiteness/parent-council/parent-council-meeting-minutes).

The school encourages community working and support. We engage with the toddler group, Rainbows, Brownies and Guides as well as local businesses and shops.

Standards and Quality Report 2023



Progress made with the Priorities from our 2022/2023 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- confidence, resilience, respect, growth mindset and choice. Continuation from 2021/22? Y			
What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required?
<p>Impact on pupils:</p> <ul style="list-style-type: none"> • Improved confidence • Awareness of choice in their learning • Understanding growth mind-set • Improved respect in school • Improved resilience <p>Impact on staff:</p> <ul style="list-style-type: none"> • Pupils become more resilient and improves self-esteem. <p>Impact on parents / carers:</p> <ul style="list-style-type: none"> • Parents / carers are able to see their children's confidence, resilience grow. 	<ul style="list-style-type: none"> ➤ Opportunity built into school calendar to speak in groups, to whole class, to wider audiences. ➤ Class assemblies-planned into calendar with each class presenting once a term. ➤ Opportunity to perform throughout the year- Music assemblies, Christmas concerts, Child-led learning events, Maths homework. ➤ Actively identify when choice has 	<ul style="list-style-type: none"> ➤ 85% of children enjoyed presenting in class assemblies stating it helped to build their confidence and learn about what other classes had been doing. They found it interesting to see how the learning was different in each class depending on the age of children. Taking part in school concerts helped them to realise that "they can do it" when they thought they couldn't (stage fright). <u>ACEL data</u> P1 100% achieved Early Level L&T P4 83% achieved First Level L&T P7 89% achieved Second Level L&T Class teachers have noticed in increase in confidence with almost all children able to answer and ask questions. Also, an improvement in respectful listening- basic skills for example- knowing when to start to speak, using cues in conversation. Wider experiences (lost during COVID-19) have benefitted pupils- motivation and engagement. ➤ 86% of children agreed they had choice in what or how they learned through the year. Collection of 	<ul style="list-style-type: none"> ➤ Build on / continue with the effective practices established through the year. ➤ Develop a choice and voice card- which children bring to assembly to identify and share where they have had choice and voice in the classroom through the week - making this more explicit. ➤ Use HGIOURS to restructure committees in school and build on the suggestions made by the committee members to improve practice.

	<p>been made by pupils.</p> <ul style="list-style-type: none"> ➤ 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. ➤ Physical buddying between P7 and P1 reinstated. ➤ Committees- Pupil Council, Health and Eco. ➤ Equipping children with the skills to deal with bullying behaviours 	<p>data has evolved over the year as staff have become more explicit when choices are made by pupils.</p> <ul style="list-style-type: none"> ➤ 97% of children agreed they had opportunity to bring in pets during show and tell and found it improved their confidence. ➤ All classes welcomed parents / carers into the classrooms during Term 1 to share career information. Children found this relevant and informative. Children whose parents / carers had been in the classroom felt very proud of them. There is increased evidence in planning of DYW outcomes. ➤ P7 pupils have taken on responsibility to plan P1 buddying activities- enabling them to develop organisational and social skills. ➤ 50% of pupils have been aware of the work of the committees. Some committees didn't update their boards and actions were not completed. Through discussion 70% agreed it would be useful to have a new structure of focus groups and see if that works better. <p>Individual committees have evaluated their work over 2022/2023 and made suggestions for next steps.</p> <ul style="list-style-type: none"> ➤ 98% of pupils feel safe in school, with 13% reporting there are things happening in school that make them feel upset or sad. 80% of pupils know what to do to stop any bullying behaviours they may experience with 93% feeling confident to talk to an adult and 92% having the tools to make themselves feel better again. 	
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<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> -Improvements in attainment, particularly in Literacy and Numeracy -Closing the attainment gap between the most and least disadvantaged children -Improvement in children and young people's health and wellbeing -Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	<p>1.1 Self-evaluation for self-improvement</p> <ul style="list-style-type: none"> 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: Raising Attainment: Writing Continuation from 2021/22? N

<p>What were our outcomes?</p> <p>Impact on pupils</p> <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. <p>Impact on staff</p> <ul style="list-style-type: none"> • Writing monitoring spreadsheet aligned to Highland Literacy Progression Framework and CfE benchmarks. 	<p>What did we do?</p> <ul style="list-style-type: none"> ➤ Replace existing paper-based writing assessment checklists by creating an Excel tracking sheet for writing based on the Highland Literacy Progression Framework. ➤ Update and improve writing bookmarks used in school by pupils- making them more child and user friendly. 	<p>What was the impact on learners?</p> <ul style="list-style-type: none"> ➤ All class teachers find the Excel document invaluable to plan learning, assess progress, identify next steps, make judgements and monitor and track attainment. A system for using the Excel sheet has been agreed to ensure consistency across classes supporting transitions through school. ➤ P6/7 pupil ideas (14/9/22) incorporated into new bookmarks. ➤ 99% of pupils agreed they have a writing bookmark. ➤ 85% of pupils agreed they get the support they need when writing this included interventions such as- support from the class teacher, ASN teacher or learning support workers; using laptops; iPad assist functions, Clicker 8, spell checkers, Nessy. 	<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"> ➤ Continue to use the Excel spreadsheet. ➤ Time to check understanding of content of bookmark. Incorporate this with celebrating their achievement 1) <i>new bookmark is issued,</i> 2) <i>shared by the pupil with the headteacher</i> 3) <i>all statements discussed and pupils understanding checked</i>
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		<ul style="list-style-type: none"> ➤ 60% of pupils agreed they found the bookmarks useful with most of the remaining 40% indicating they didn't physically use them as they knew what was on them to help their writing. ➤ Pupils who use the bookmarks stated it helped them to cover all their targets in writing and know what to do to progress. A few pupils found using success criteria more helpful when writing. A few pupils didn't know what some of the statements on the bookmarks meant- for example specific punctuation. ➤ Pupil comments on the bookmarks included: helpful to focus on what I need to do; like how I can personalise them; pupil friendly and clear. ➤ Class teacher comments on the bookmarks include: Younger pupils are more aware of what they need to do; enables constant practise and revisiting; pupils are proud when they move on; supports dialogue with pupils about their writing; increased motivation as they can clearly see what is needed to improve their writing; pupils are better equipped to articulate what they need to do. <p><u>ACEL data</u> <i>P1 100% achieved Early Level in writing.</i> <i>P4 58% achieved First Level in writing.</i> <i>P7 67% achieved Second Level writing.</i></p>	<p><i>4) interventions required passed onto class teacher.</i></p> <ul style="list-style-type: none"> ➤ Introduce learning points from this priority into other curricular areas: <ul style="list-style-type: none"> • Progress stickers in other curricular areas • Maths journals
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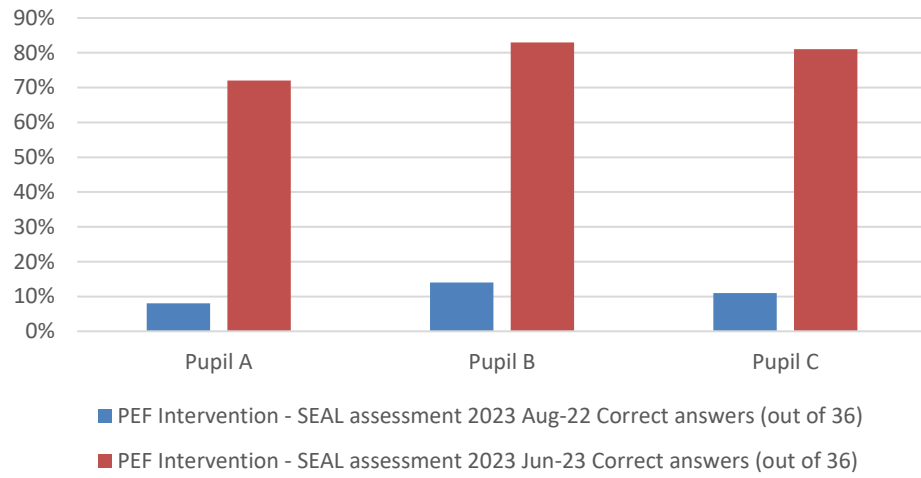
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Priority 3: Family Learning- improving parents' / carers 'confidence to support learning. Continuation from 2021/22? N			
What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required?
<p>Impact on pupils:</p> <ul style="list-style-type: none"> • Parents / carers able to support maths learning at home. • Raise parent awareness of STEM and Science areas taught. • Raised attainment. <p>Impact on staff:</p> <ul style="list-style-type: none"> • Areas of learning supported at home increases success for pupils in school. <p>Impact on parents / carers:</p> <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 Term 1: <ul style="list-style-type: none"> • Time • Money • Times Tables ➤ Share STEM and Science opportunities with parents / carers. 	<ul style="list-style-type: none"> ➤ Pupils benefitted from repetitive learning of time and money. ➤ Class teachers noticed increased confidence and better understanding of time and money. ➤ Positive feedback from parents / carers with 88% agreeing the time and money maths homework grid and the family learning opportunities during the coffee morning in October 2022 improved confidence in supporting learning about money and time at home. ➤ Evidence of class teachers explicitly sharing STEM and Science learning in school. For example a P1/2 teacher saying "we <i>have been learning about science when we planted our seeds and watched our sunflowers grow- describing what has been happening</i>" 	<ul style="list-style-type: none"> ➤ Establish routines to practice money and time skills throughout the year- for example paying for snack- differentiated for learners. ➤ Identify ways to drip feed beyond numeracy learning across the school year- moving away from blocks of lessons- for example- timetable challenges- daily practice, paying for snack, time checks on analogue and digital through the school day, units of measure. ➤ Routinely make any STEM, science-based learning explicit to pupils- building on how this has worked in 2022/2023 for Choice and Voice. ➤ Incorporate the above into metacognition skills and purposeful play-based learning- priorities 2023/2024.

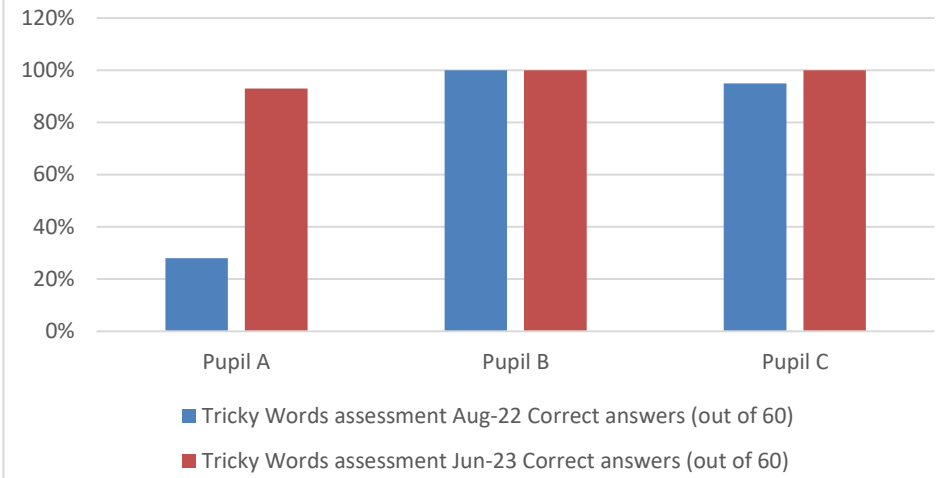
Pupil Equity Fund – Planning and Reporting

Priority 4- PEF Allocation 2022/23 - £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?) Shetland Vulnerability Criteria, Word Aware, Phonological Awareness data, SWRT, SWST, SHANARRI wheel 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"> 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. <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 / carers:</p> <ul style="list-style-type: none"> Reassurance school is meeting the needs of their child. 		<table border="1"> <thead> <tr> <th>Quantitative</th> <th>Qualitative</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> SEAL Tricky Word Games Phonics Word Aware SHANARRI wheel Attendance </td> <td> <ul style="list-style-type: none"> Professional conversations Wellbeing of children Engagement and Participation </td> </tr> </tbody> </table> <p>All pupils have made very good progress in numeracy. This support will continue to complete SEAL intervention through 2023/2024.</p> <p>Pupil A has made significant improvements in tricky word recognition, interventions to support this will continue I through 2023/2024.</p> <p>All pupils are confident recognising and using all 42 phonic sounds.</p> <p>Pupil A has made improvement with vocabulary, Pupil B has plateaued and Pupil C made a slight improvement. This will be a focus through 2023/2024.</p>				Quantitative	Qualitative	<ul style="list-style-type: none"> SEAL Tricky Word Games Phonics Word Aware SHANARRI wheel Attendance 	<ul style="list-style-type: none"> Professional conversations Wellbeing of children Engagement and Participation
Quantitative	Qualitative								
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Teaching and Learning	✓								
Leadership	✓								
Family and Community	✓								

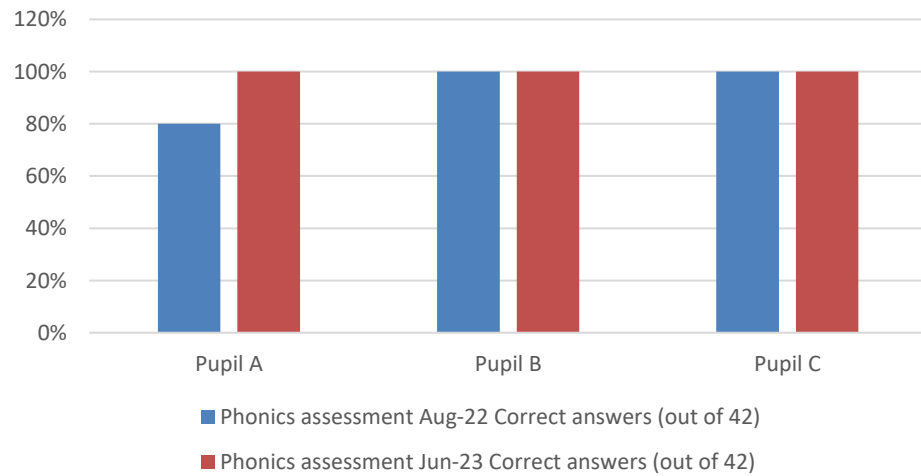
PEF intervention - SEAL 22/23



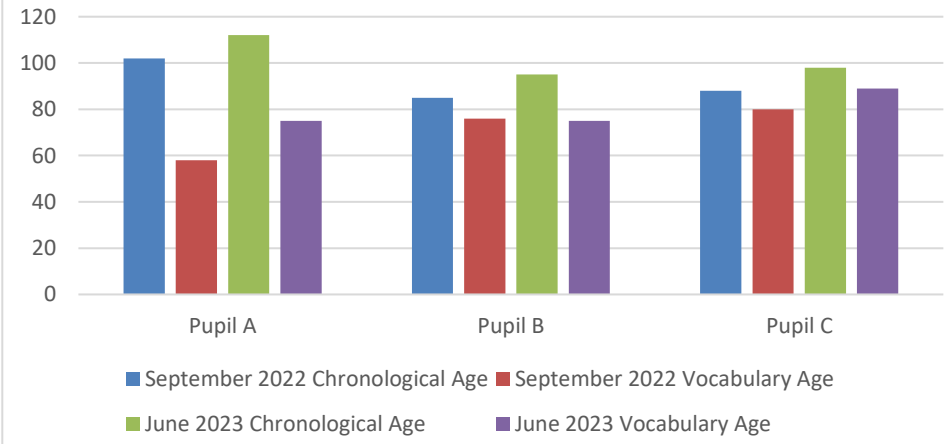
PEF intervention -Tricky words assessment



PEF intervention- Phonics Assessment



PEF intervention - Word Aware Assessment



Leadership of Change (QI 1.3)

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

The moderation cycle is ensuring that pupils benefit from cohesive, consistent learning opportunities. The whole school community works collaboratively at all levels to effect change and improvement. Almost all staff understand the school within its socioeconomic context and consider this when making those changes. By gathering views and opinions from pupils, parents / carers and staff through effective self-evaluation, our school improvement priorities reflect the future needs of the school and its learners. The school is proactive regarding change. We work together to connect the feedback and data collected to inform further developments. The head teacher ensures the pace of change is appropriate and that all staff are well informed of its purpose. We aspire 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.

All staff are collectively responsible, through protected time for self-evaluation, 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. Planned consultation time enables professional dialogue between all staff to plan interventions based on the needs of learners. Pupils have access to motivated, happy staff and as a result, benefit from positive relationships, interactions and experiences. The head teacher 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, almost all staff have demonstrated they can adapt and respond to change. We use data to plan, monitor and evaluate 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?

2022/2023 session

Qualitative data:

Collected feedback from pupils in assemblies- we have asked – How has presenting built your confidence? How could we give you more choice? How can the work of the pupil committees be improved?

Collected feedback from parents / carers regarding learning provision during snow closures, transition, school improvement, Family Learning Week and maths home learning.

Informal discussions with teaching staff.

Impromptu verbal feedback from staff, pupils and parents / carers.

Primary staff meetings.

Early Years staff meetings.

Parent Council meetings.

Pupil Council meetings.

Eco Committee meetings.

Health Committee meetings.

Active Schools.

Vision, Values, Aims, Ethos, Curriculum Rationale and School Rules.

Weekly consultation time.

Outcomes from staff training.

Focus groups feedback to Quality Improvement Officer during School Improvement Visits

Quantitative data:

Collected data from pupils in assemblies- we have asked – did you enjoy your class presentations in assembly Have you had choice in what and how you learn. Did you have opportunity to bring pets into show and tell? Have you been aware of the work of committees this year?

Collected data from parents / carers regarding learning provision during snow closures, transition, school improvement and maths home learning.

Regular self-evaluation.

Pupil voice.

Staff voice.

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

Demographic information of school users including FSM, SMID Index, ASN, Shetland Vulnerability Criteria.

SHANARRI Webs and Stirling Wellbeing Scale.

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.

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 choice and voice, through our committees and Choice / Voice boards in classrooms, and Choice / Voice cards in assembly.

Following recommendations from School Improvement Visits June 2022 to June 2023- give children further personalisation and choice in IDL particularly at second level. Extend the use of progress stickers in other curricular areas.

School development- professional learning in metacognition and introducing a test of change in times table recall.

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?

All staff foster positive relationships at school, as a result almost all pupils feel valued, listened to and safe in their learning environment. Rights based planned learning experiences are integral to the overall ethos of the school. Our learners play an active role in curriculum planning and design and as a result, almost all are engaged, resilient and motivated during most activities. Whole school interdisciplinary learning enables links and collaboration between classes. Pupils experience progression in learning through IDL assemblies and enjoy sharing skills and knowledge with each other. 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. In doing this, most activities give a balance of experiences for the majority of our learners. Tasks are well matched to individual needs and learning requirements. Staff support all pupils to access the resources they need and as a result most do independently with a few requiring additional guidance and support.

All pupils are encouraged and supported to become independent learners. Almost all actively exercise choice, including the use of digital technology and learning environments. All learners have opportunity to contribute to the life of the school and as a result, most learners are developing lifelong skills, confidence and an awareness of where and how they can express concerns and opinions. All learners enjoy a rich learning experience. Our teaching is well planned, creative, flexible and enhanced by using the outdoors, digital technology and drawing on the expertise around us. All learners receive clear explanations and instructions and know what they are learning and why. Regular feedback ensures learners know their progress and next steps. All staff use a variety of assessment approaches to inform next steps. Attainment evidence identifies sustained progress as well as gaps (widening or narrowing), and regular consultation results in well-timed interventions that are monitored and adjusted as required. All teaching staff confidently report on learners' progress. Moderation at school, cluster and authority level supports these judgements. 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?

2022/2023 session

Qualitative data:

Collected feedback from pupils during assemblies- we have asked – How does your writing bookmark help you? Do you feel you get the support you need when writing?

Collected feedback from parents / carers regarding areas of Numeracy.

Informal discussions with teaching staff.

Impromptu verbal feedback from staff, pupils and parents / carers.
All staff follow Better Relationships>Behaviour>Learning Policy.
Rights Based Planning.
Personalisation and choice “photos of the week” in assembly.
Through school IDL planning.
Greg Bottrill’s Magic Mirror Toolkit.
Big questions from pupils on IDL planning.
Primary staff meetings.
Early Years staff meetings.
Parent Council meetings.
Pupil Council meetings.
Eco Committee meetings.
Health Committee meetings.
Junior Road Safety Officers.
Feedback in assemblies.
Pupil Questionnaires and surveys.
Staff moderation.
Focus groups feedback to Quality Improvement Officer during School Improvement Visits

Quantitative data:

Collected data from pupils during assemblies- we have asked – Do you have a writing bookmark? Do you use it? Does it help you? Do you know your next steps? Are you involved in planning your learning? Do you have opportunities for personalisation and choice? Do you have opportunities to use digital technology to help support your learning?
Collected feedback from parents / carers regarding areas of Numeracy.
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.
SHANARRI data and in particular- Safe, Achieving, Respected
Choice and Voice board in classrooms.
Curriculum pathways.
Progression Frameworks.
Monitoring and tracking tools.
Digital Inclusion devices.

Single Word Spelling Test

Single Word reading Test

Word Aware.

SEAL data.

Emerging Literacy continuums for phonological awareness and pre-handwriting skills

GL Assessments.

YARC.

Dyslexia Toolkit.

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

Develop Purposeful Play through the school. Work with parents / carers to gain a shared understanding of how children learn through play.

Upgrade our reading comprehension resource to support our dyslexic pupils as ACEL data indicates our dyslexic learners have not achieved their expected level.

Ensure all staff complete Trauma Informed Practice to support our pupils who have experienced trauma.

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

Ensuring wellbeing, equity and inclusion (QI 3.1)

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

Our school community recognises that wellbeing is at the heart of all we do. Staff and pupils confidently use the language from Zones of Regulation and as a result, 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. 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. Our community has worked together to identify, shape and embed our school rules, values and vision. This has led to clear consistent messages for all staff, pupils and parents / carers to follow. Positive relationships underpin our school ethos 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 models our vision, values and aims and actively engages in statutory requirements and codes of practice. Our learners are included, engaged and involved in the life of the school; almost all users treat our school community with respect. Almost all our pupils feel safe and included. We celebrate diversity and challenge discrimination through our day-to-day interactions and more formally through assemblies and our annual Love Learning Love Life Day concert. 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, for example, weekly-protected consult time, to implement supports aimed at improving attainment and achievement. This enables us to be proactive in our approaches when individuals or groups face challenges such as those who are from our most deprived areas and those with additional support needs.

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

2022/2023 session

Qualitative data:

Informal discussions with teaching staff.

Impromptu verbal feedback from staff, pupils and parents / carers.

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

Love Learning Love Life day.

Better Relationships, Behaviour, Learning Policy.

Focus groups feedback to Quality Improvement Officer during School Improvement Visits.

Achievements in assembly and displayed in the Achievement Gallery-shared with home.

Pupils following our school rules, values, ethos and vision.

Quantitative data:

SHANARRI Webs and Stirling Wellbeing Scale.

Daily emotional check- in data.

Monitoring engagement and participation.

PEF intervention data.

Single Word Spelling Test

Single Word reading Test

Word Aware.

SEAL data.

Emerging Literacy continuums for phonological awareness and pre-handwriting skills

GL Assessments.

YARC.

Dyslexia Toolkit.

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

Consider how to improve pupil engagement in school committees- using HGIOURS learner participation toolkit. Combine the school's work on Children's Rights and its Vision, Values and Aims.

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

Raising attainment and achievement (QI 3.2)

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

Prior levels of attainment in literacy and numeracy are improved upon for each learner. We know this through our monitoring and tracking calendar where pupil progress is scrutinised and interventions identified and planned. From this data, we tailor targeted interventions for individuals who require additional support to ensure they make developmentally appropriate progress. Over time, we raise attainment across all areas of the curriculum, with learners making good progress on their prior levels of attainment. We use progression frameworks and benchmarks to support planning and assessing this. Staff are confident when making judgements about how well their learners are progressing. We use progression frameworks, CfE benchmarks, high quality assessments linked to IDL, NSA data, and school based assessments to support judgements. Staff have opportunity to check their judgements through our moderation calendar at school and cluster level. 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 each learner their educational entitlement. Teachers pass transition information during annual protected hand over time. As a result, our pupils experience positive and supportive transitions. Weekly consultation meetings between all school staff (ASN/Teaching/Head teacher/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?

2022/2023 session

Qualitative data:

Collected feedback from pupils during assemblies- we have asked – What do your teachers do to help you learn? What could your teacher do more of to help you learn better? Which ways do you like showing your teacher that you understand what you have read?

Informal discussions with teaching staff.

Impromptu verbal feedback from staff, pupils and parents / carers.

Informal discussions with pupils- What are you learning?

Consultation.

Quantitative data:

Attainment in the BGE- ACEL data

SNSA data

Monitoring and tracking meeting data.

Progress and Achievement

Measuring impact of PEF spend on raising attainment

SHANARRI Webs and Stirling Wellbeing Scale.

Daily emotional check- in data.

Monitoring engagement and participation.

PEF intervention data.

Single Word Spelling Test

Single Word reading Test

Word Aware.

SEAL data.

Emerging Literacy continuums for phonological awareness and pre-handwriting skills

GL Assessments.

YARC.

Dyslexia Toolkit.

Clicker 8.

Nessy diagnostics in spelling.

Toe by Toe.

Word Wasp.

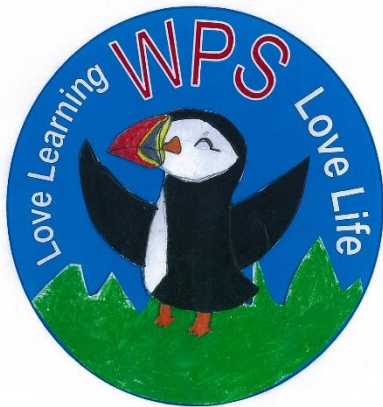
Social Stories.

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: 5

Whitiness Primary School School Improvement Plan



For the session 2023/2024

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 / carers. 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, focus groups
- 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 2023-2024

NIF PRIORITIES <ul style="list-style-type: none"> • 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. 	NIF DRIVERS <p>School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information</p>	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: Metacognition- improving planning, monitoring and evaluating the thinking process when learning			Continuation from 2022/23? Y	
	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
Pupil views-gathered during May/June 2023 Dialogue with staff- May / June 2023.	<p>Impact on pupils:</p> <ul style="list-style-type: none"> • Able to reflect before, during and after learning. • Planning (before) - thinking ahead, visualise, predict and activate prior knowledge. • Monitoring (during) - respond and refine, analyse strategies and outcomes. • Evaluate (after) - reflect, look back, process and outcomes. • Increased motivation and engagement. <p>Impact on staff:</p> <ul style="list-style-type: none"> • Consistent approaches and practice • Linking work from previous SIP's- links with IDL, UNCRC, School Values, Magic Mirror. • Focussed professional learning opportunity and collaboration. <p>Impact on parents / carers:</p> <ul style="list-style-type: none"> • Confident school is maximising pupil's potential • Transferring skills from home to school 	<ul style="list-style-type: none"> ➤ Staff attend Metacognition training. ➤ Staff engage in professional reading to deepen understanding- review Strategy 5- metacognitive talk in classroom- impact and next steps ➤ Staff teach children how to use metacognitive strategies. 	<p>HT and CTs attend in-service training- 14/8/2023</p> <p>HT and CTs-Term 1 and 2 2x 1.5 hour staff meeting (6/9/23, 28/11/23)</p> <p>HT and CTs - Term 3 (21/3/24)</p> <p>HT and CTs - Term 4 1x 1.5 hour staff meeting (5/6/24)</p>	<p>Benchmark- where pupils are in their metacognitive skills- collected prior to change using Level 1-4 Tacit, Aware, Strategic, Reflective</p> <p>Benchmark- where pupils are in their metacognitive skills- collected after explicit teaching Level 1-4 Tacit, Aware, Strategic, Reflective</p>

NIF PRIORITIES <ul style="list-style-type: none"> 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. 	NIF DRIVERS <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: Developing a culture of learning through play from Early Years to P7 (practical skills based learning)			Continuation from 2022/23? Y	
	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
<p>Pupil views-gathered during May/June 2023</p> <p>Dialogue with staff- May / June 2023.</p> <p>Parent Council views May 2023</p> <p>Parents / carers views on priorities for SIP May 2022</p>	<p>Impact on pupils:</p> <ul style="list-style-type: none"> Improved social skills. Improved co-operation and teamwork. Using Magic Mirror tools. Experience enjoyment in learning. Acquisition of vocabulary and problem solving skills. Application of new skills acquired Leading learning, presenting evaluating, reviewing and adapting. <p>Impact on staff:</p> <ul style="list-style-type: none"> Promoting creativity Incorporating the Rights of the Child <p>Impact on parents / carers:</p> <ul style="list-style-type: none"> Greater understanding of the importance and value of play based learning. 	<ul style="list-style-type: none"> ➤ Staff identify possible barriers when implementing play-based learning. ➤ Agree actions to reduce barriers. ➤ Implement actions- October coffee morning- Entrance- What is play? – Exit-What should we call this type of learning? ➤ Identify where, how and what play-based learning will look like. ➤ Identify how to measure impact ➤ With stakeholders write a bespoke definition of learning through play ➤ Implement and monitor impact. ➤ Evaluate 	<p>All staff and parent council- May 2023 and in-service – 15/8/23</p> <p>Entrance question to parents Term 1 coffee morning- Exit question to parents</p> <p>HT and CTs – Term 1 <i>1x 1.5 hour staff meeting</i></p> <p>HT and CTs – Term 1 <i>1x1.5 hour staff meeting</i> HT complete by end of Term 2</p> <p>HT and CTs – Term 1-3</p> <p>HT and CTs- Term 4 <i>1x1.5 hour staff meeting</i></p>	<p>Engagement and participation data- Leuven Scale of Engagement- control lesson “v” learning through play- compare levels of engagement at 3 points through the year- T1, T2, T3</p> <p>HT observations Term 4 Pupil self-evaluations <i>-of their skills -of their application - of their social skills -of their problem solving skills</i></p>

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> 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. 	<p>NIF DRIVERS</p> <p>School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information</p>	<p>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</p>	<p>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</p>	<p>3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning</p>
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Priority 3: Raising attainment – improving teacher confidence – attainment of a level in reading			Continuation from 2022/23? N	
	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
<p>ACEL data 2022/2023.</p> <p>Teacher Judgements 2022/2023</p>	<p>Impact on pupils:</p> <ul style="list-style-type: none"> Increased attainment in reading. <p>Impact on staff:</p> <ul style="list-style-type: none"> Improving confidence. Secure judgements <p>Impact on parents / carers:</p> <ul style="list-style-type: none"> Meeting child's needs. 	<p>Analyse ACEL data from June 2023- interrogate this and identify pupils requiring targeted intervention. Check progress against ACEL data in November 2023, March 2024 and June 2024 Pupil progress decision made using SNSA, SWRT results and teacher judgement</p> <p>Apply for Strategic Equity Funding to upskill LSW's in taking reading groups- focussing on reading comprehension. This will be in the form of 4 x 1hour twilights led by the authority lead on Literacy.</p>	<p>HT and CTs 1 x 1.5 staff meeting, T1</p> <p>Twilights Term 4</p>	<p>Benchmark- P&A</p> <p>Monitoring children's SWRT score.</p> <p>ACEL data- Nov, March and June</p> <p>P&A monitoring meetings- Nov, March and June</p> <p>SNSA data- March 2024</p> <p>LSW confidence taking reading groups to develop comprehension- benchmark questions and final questions to measure impact.</p>

Pupil Equity Fund – Planning and Reporting

Priority 4- PEF Allocation 2023/24 - £3,240			Carry forward from 2022: £1,341		
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?) Shetland Vulnerability Criteria, 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) <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 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 / carers: <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 2023 ➤ SWRT, SWST, SEAL assessments in June 2023. ➤ Ongoing observations and professional dialogue on pupil progress- Monitoring meetings November 2023, January 2024 and May 2024. ➤ 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 August 2023 to May 2024 -£4,581 Total spend £4,581	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 and June 2024
Teaching and Learning		✓			
Leadership		✓			
Family and Community		✓			

Whiteness Primary School
35 Hour Week - Working Time Agreement 2023/2024

Working Time agreement for: Whiteness Primary School 2023/2024		
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	1.75 hours per pupil (22 pupils). Updating Progress and Achievement T4.	38.5
Updating Pupil Folios	Largely pupil led and in class time, but allowance for teacher input out of class 1.75 hrs per term)	7
Parent Meetings	2 formal evening over 2 nights (8 hours) plus prep (0.5 hours per child @ 22 pupils). Family Learning week planning (1 hour)	39
Professional Review and Development	1 hour meeting	1
Staff Welfare	Nights out	0
Staff consultation time	0.5 hours per week with ASN Teacher	19
Staff business meetings and extra school development	3 x 1 hour T2, T3, T4	3
School based moderation	2 x 1 hour meeting T1, T3	2
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	Comparing assessments / professional judgements (of pupils T1, T2, T3 and T4) reviewing pupils and making judgements prior to termly monitoring meeting with HT	24
Monitoring meeting with HT	1 hour in T2, T3 and T4	3
Christmas concert planning meeting + concert	Term 2- break time / Evening performance - December	3
GIRFEC Review meetings	As and when required	5
Collaborative planning	4 x 1 hour meetings T1, T2, T3, T4	4
Requisition order	Term 3- date to be agreed among teaching staff	1
Flexibility	Loss of non-contact due to teacher absence, emails, corporate demands not planned for, extra reading, extra staff meetings, ICT. Corporate reading (N.I.F, Governance, P.E.F etc)	19.5
Total	Time required for essential school operational activities	173
Collegiate time remaining for development tasks		
S.I.P 1- Metacognition- making learning stickier	In-service training 14/8/23. 1 x 1.5 hour staff meeting T1,2,3,4	6
S.I.P 2- Developing a culture of learning through purposeful play from	In-service whole staff collaboration 15/8/23. 1 x 1.5 hour staff meeting T1,2,4	4.5
S.I.P 3- Raising Attainment	Create money and time choice board for homework (15/8/22) Choice and Stem boards in each classroom- planning and doing	7.5
Evaluations of 2023/2024 SIP	2 hour meeting	2
Forward School Improvement Planning / WTA	2 hour meeting	2
Total	Time allocated to development tasks	22
Total	Total collegiate time allocated	195

Whiteness Early Years Improvement Plan 2023-2024

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> 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. 	<p>NIF DRIVERS</p> <p>School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information</p>	<p>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</p>	<p>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</p>	<p>3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning</p>
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Priority 1: Monitoring and Tracking Cycle				
	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
<p>SIV reports 2022/2023</p> <p>Self-evaluation 2022/2023</p>	<p>Impact on pupils:</p> <ul style="list-style-type: none"> Clear understanding of strengths and areas to develop <p>Impact on staff:</p> <ul style="list-style-type: none"> Improving confidence. Secure judgements <p>Impact on parents / carers:</p> <ul style="list-style-type: none"> Parents / carers confident we are meeting child's needs. Parents / carers as partners in children's learning. 	<ul style="list-style-type: none"> Roles and Responsibilities Our Promise Use Leuven's Scale of Engagement in zones Agree the elements of our cycle: - Observations, provocations, Learning Stories, Development Overviews, P&A Identify further training required Termly sharing of Learning Stories with home to link experiences between home and the setting. Implement Review, evaluate and adjust 	<p>In-service 14/8/23 Term 1 -21/8/23 Term 1 -11/9/23</p> <p>Term 3- 19/3/24 Term 4 -18/4/24</p>	<ul style="list-style-type: none"> N5 button vote <ul style="list-style-type: none"> Do you feel safe? Do the adults listen to you? Do the adults make your time in Early Years enjoyable Monitor engagement in zones. Parent feedback on Learning Stories

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> 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. 	<p>NIF DRIVERS</p> <p>School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information</p>	<p>1.1 Self-evaluation for self-improvement</p> <p>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</p>	<p>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</p>	<p>3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning</p>
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Priority 2: Evaluating environment				
	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
<p>SIV reports 2022/2023</p> <p>Self-evaluation 2022/2023</p>	<p>Impact on pupils:</p> <ul style="list-style-type: none"> Access to a high quality environment that is thoughtfully arranged, accessible, balance of indoor and outdoor access, creates opportunities <p>Impact on staff:</p> <ul style="list-style-type: none"> Using RtA to meet expectations <p>Impact on parents carers:</p> <ul style="list-style-type: none"> Meeting child's needs. 	<ul style="list-style-type: none"> Audit of environment- identify priority zone. Find resources, further reading- visits to other settings to make changes Establish leadership roles specific to ongoing provision and current EYIP priorities. Ongoing evaluation T1-3 Use monitoring and tracking information to inform next steps. 	<p>Term 1 31/8/23</p> <p>Term 3</p> <p>Professional dialogue</p> <p>Term 4 EYIP evaluation</p>	<ul style="list-style-type: none"> Monitor use / engagement in identified zone prior to improvement (benchmark) Monitor use / engagement in identified zone after improvement

NIF PRIORITIES <ul style="list-style-type: none"> 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. 	NIF DRIVERS <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	<ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 	<ul style="list-style-type: none"> 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships 	<ul style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 3: Developing a culture of learning through purposeful play from Early Years to P7 (practical skills based learning) Continuation from 2022/23? Y

	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
<p>Pupil views-gathered during May/June 2023</p> <p>Dialogue with staff- May / June 2023.</p> <p>Parent Council views May 2023</p> <p>Parents / carers views on priorities for SIP May 2022</p>	<p>Impact on pupils:</p> <ul style="list-style-type: none"> Improved social skills. Improved co-operation and teamwork. Using Magic Mirror tools. Experience enjoyment in learning. Acquisition of vocabulary and problem solving skills. Application of new skills acquired Leading learning, presenting evaluating, reviewing and adapting. <p>Impact on staff:</p> <ul style="list-style-type: none"> Promoting creativity Incorporating the Rights of the Child <p>Impact on parents / carers:</p> <ul style="list-style-type: none"> Greater understanding of the importance and value of play based learning. 	<ul style="list-style-type: none"> ➤ Staff identify possible barriers when implementing play-based learning. ➤ Agree actions to reduce barriers. ➤ Implement actions- October coffee morning- Entrance- What is play? – Exit-What should we call this type of learning? ➤ Identify where, how and what play-based learning will look like. ➤ Identify how to measure impact ➤ With stakeholders write a bespoke definition of learning through play ➤ Implement and monitor impact. ➤ Evaluate 	<p>All staff and parent council- May 2023 and in-service – 15/8/23</p> <p>Entrance question to parents Term 1 coffee morning- Exit question to parents</p> <p>HT and CTs – Term 1 <i>1x 1.5 hour staff meeting</i></p> <p>HT and CTs – Term 1 <i>1x1.5 hour staff meeting</i> HT complete by end of Term 2</p> <p>HT and CTs – Term 1-3</p> <p>HT and CTs- Term 4 <i>1x1.5 hour staff meeting</i></p>	<p>Engagement and participation data- Leuven Scale of Engagement- control lesson “v” learning through play- compare levels of engagement at 3 points through the year- T1, T2, T3</p> <p>HT observations Term 4 Pupil self-evaluations <i>-of their skills -of their application - of their social skills -of their problem solving skills</i></p>

Whiteness Early Years

35 Hour Week - 40.5 weeks per year- Working Time Agreement 2023/2024

Working Time agreement for: Whiteness Early Years 2023/2024		
Item	Detail	Hours
In Ratio (Term Time)	Based on 1.0 FTE	25
Out of Ratio (Term Time)	Based on 1.0 FTE	10
Total (Term Time)	Based on 1.0 FTE	35
Additional Hours (to 35 hour week) for 40.5 weeks = 52.5 hours		
Collegiate time (Annual)	Staff meetings	26
Collegiate time (Annual)	EYIP- developments in setting	10
Collegiate time (Annual)	Self- evaluation	4
Collegiate time (Annual)	Tracking and Monitoring	3.25
Christmas Concert		4
Flexibility		5.25
Total additional hours		52.5
CPL- SSSC registration		
Courses and training outwith working hours		12