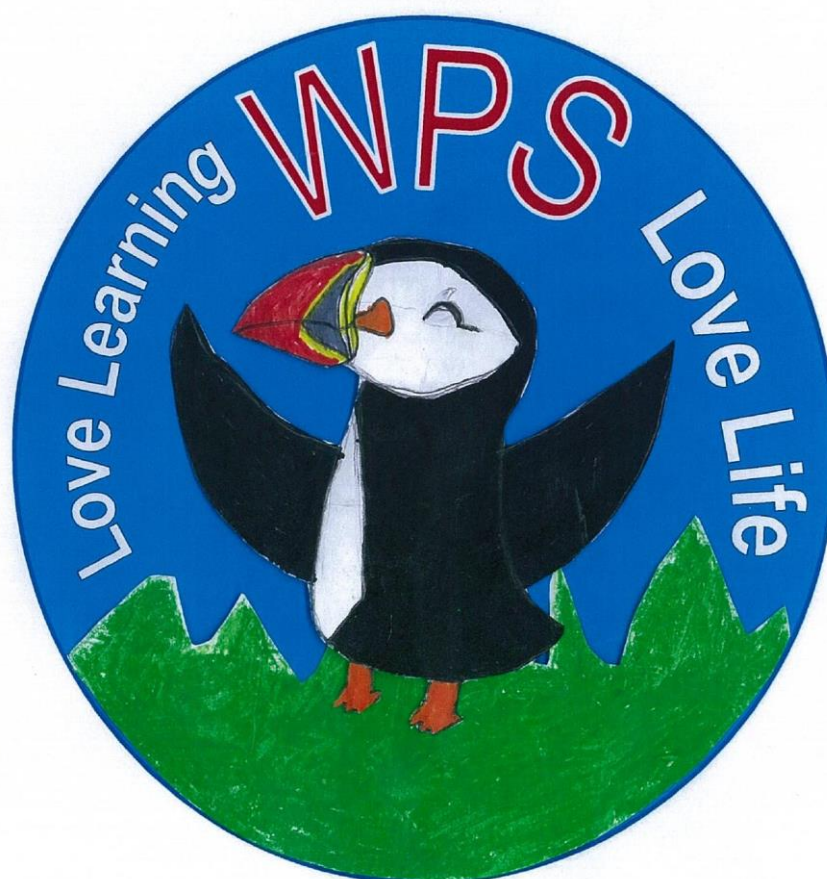


Whiteness Primary School

Standards and Quality Report 2024 & School Improvement Plan 2024-2025



This report covers the session 2023-2024. 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

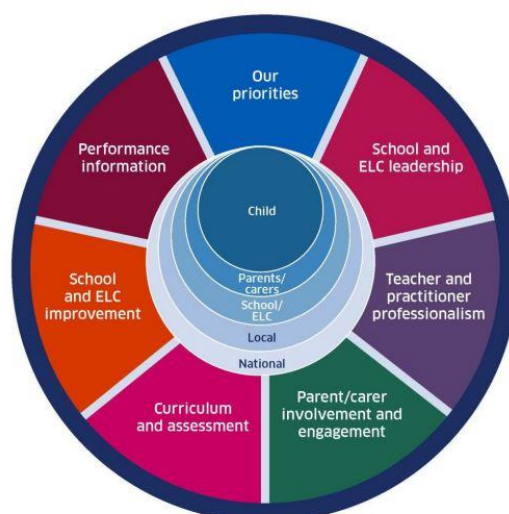
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, the National Improvement Framework, Getting it Right for Every Child (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 61 with a further 18 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.

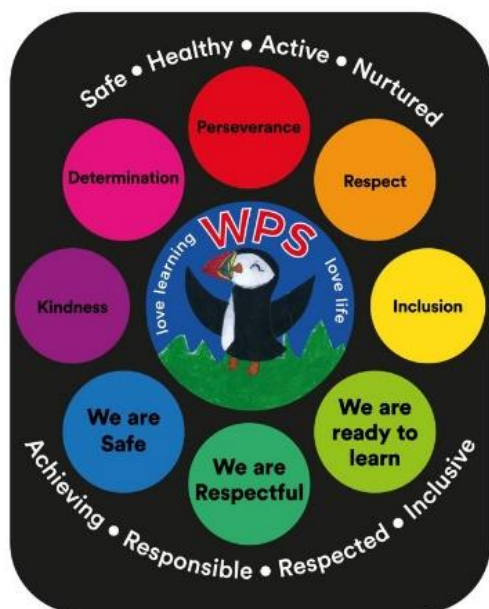
Members of the local community are mainly involved in crofting, farming, fishing, aquaculture, construction, haulage and retail. The school is close to many local businesses including two shops, a post office and petrol pumps; Shetland Jewelry; Bonhoga Gallery and many local businesses. The local Kirk 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 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.



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.

Through self-evaluation in June 2023 it was identified that the current system of school committees, wasn't an effective model. Each individual committee evaluated their year and came up with suggestions on how to improve. In August 2023, during an assembly, pupils were asked to put forward suggestions on how to make committee representation more inclusive throughout school. Four ideas were put forward and pupils were given the opportunity to vote on their preferred option.

Inclusive committee results

- Each class has each of the 3 committees
- Each class blind votes for committee members
- Each class is a committee for a term and it rotates
- Have 3 people from each class in each committee

Committee rota

| | Term 2 | Term 3 | Term 4 |
|--------|---------------|---------------|---------------|
| P1/2/3 | Eco | Pupil Council | Health |
| P3/4/5 | Health | Eco | Pupil Council |
| P5/6/7 | Pupil Council | Health | Eco |

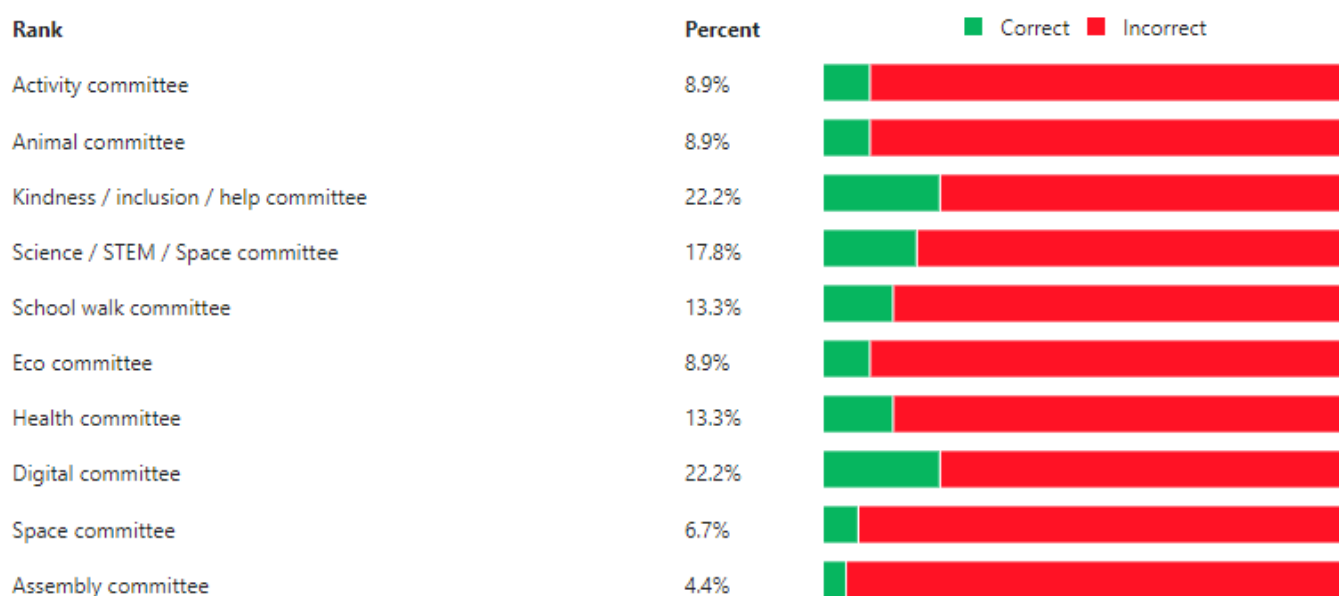
New Inclusive Committee evaluations- March 2024

What do we think of the way we have structured our committees' this year?

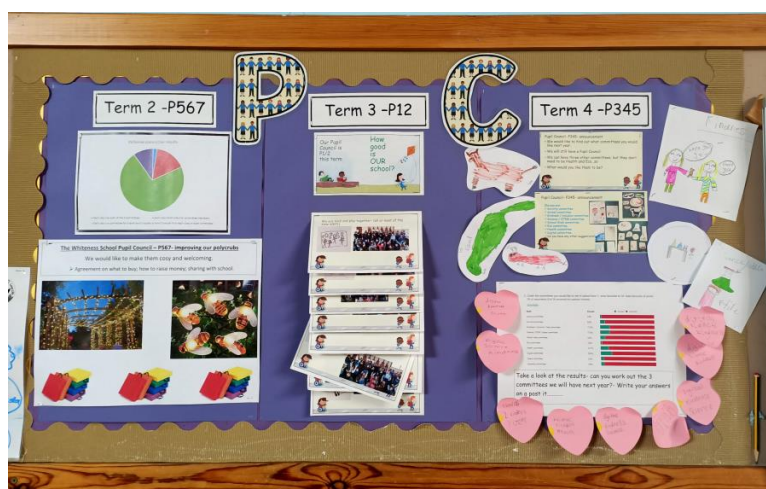
- Fair for everyone
- More pupils to help each other
- More ideas
- Display boards are up to date

How could we make it better?

- Change it back- so the best people are voted for
- Within the class select who would like to be in the committee.
- Have different committees next year- we acted on this- the children decided on the types of committee they would like and then voted on their top three.

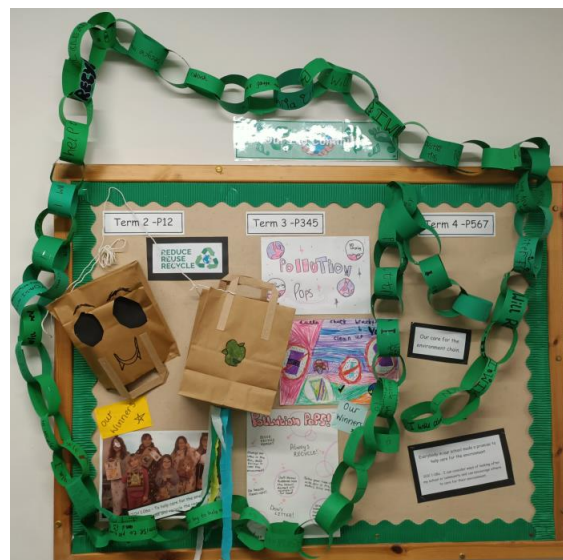


Over the year the **Pupil Council** has established playtime use of the Polycrubs- with quiet activities like drawing, reading and playing board games. To make the space more comfortable they decided to use the money raised during the coffee morning in October 2023 and the Christmas Concert in December 2023 to buy seating and solar powered fairy lights. They updated the School Rules to reflect their use in the outdoor polycrubs. In Term Three the P1/2 Pupil Council asked the school How Good Is OUR School- identifying what we do well and how we feel about our school. In Term Four the P345 Pupil Council evaluated the Inclusive Committees form this session and surveyed the children to find out ideas for new committees next session.



Over the year the **Eco Committee** ran a competition to reuse, reduce and recycle the old packed lunch bags from COVID-19 times.

They have run a competition to raise awareness of the problems of pollution and litter in the oceans – they ran a poster competition “Pollution Pops”. In the last part of the year, they invited the rest of the school to make a pledge- something they will do to help look after the environment.



Throughout 2023/2024, the **Health Committee** has run several competitions. In Term 2 the P345 class challenged the pupils to think about the safe use of medicines and other potentially harmful household products. In Term Three P456 ran a healthy snack week and in Term Four, P1/2 ran a fruit week- working in collaboration with Early Years to identify fruits and make up fruit pots for the whole school.

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

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

Following discussions at Parent Council meetings through 2021 to 2023, 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)

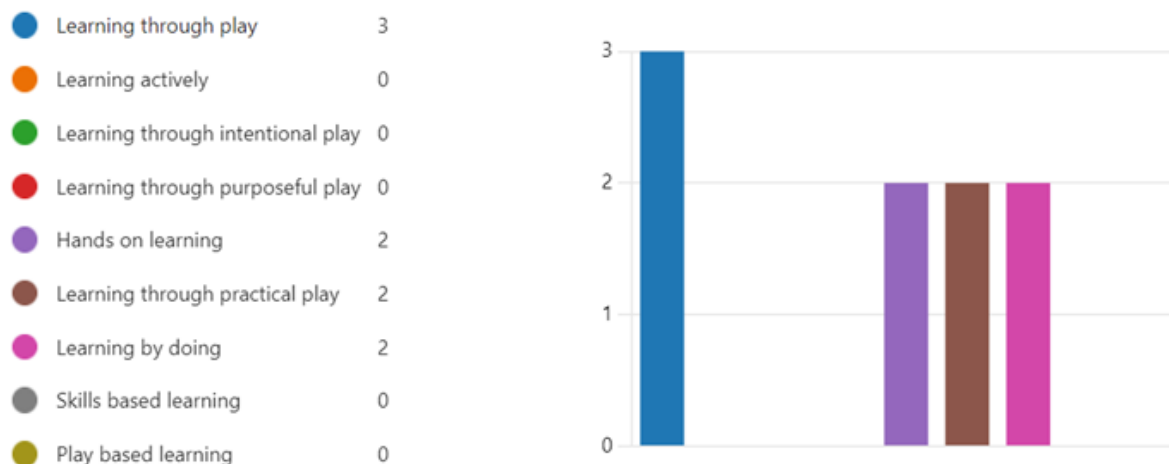
We give opportunity to parents / carers to feedback annually on, for example, the Early Years to Primary One transition and during open days in October and May. This feedback is used to shape improved programmes of events each year.

At our annual coffee morning in October 2023, we consulted with parents regarding **learning through play**.

We used an entrance question “what learning through play means” (we received 15 responses) and after visiting the classrooms we asked parents to choose a phrase they felt best described what they had seen in the classes during the morning (we received 9 responses).

Parent responses were valuable, thoughtful and aligned with the views of school staff. They, in general, showed a common theme- that learning through play gives children a broad and meaningful experience, where they learn while having fun.

By a margin the phrase “learning through play” was our parents’ preferred choice



Learning through play- a definition written by staff, children and parents of Whiteness Primary School and Early Years.

Learning through play develops creative, engaging and motivating interest in the world around us. Play is natural and when unhurried, it gives us the space and right pace in which to learn. As we play, we watch and learn, we copy and repeat, we practice and experience, we extend our imagination and begin to understand the meaning of what we are doing. Learning through play is fun, it allows us to be active, to make choices, to learn from mistakes and to problem solve and evaluate, all of which build our confidence, resilience and wellbeing. Without realising it we are developing our social, life and relationship skills, all of which are transferable and will serve us well as we grow and flourish through life.

During a Team Improvement visit in March 2024 and HMle visit in June 2024- views of parents were collected through focus groups and questionnaires.

The Head Teachers uses all occasions where parents are in school to gather their views. These have included- are our core values still relevant (100% Yes)? Do you receive the right amount of communication from school (100% Yes) and agreement over forward School and Early Years Improvement Planning?

School Improvement Planning:

If you were asked to describe Whiteness Primary School in three words. What would they be?

Creative Inclusive Positive
Whiteness Welcoming Small Brilliant Friendly Sun
Welcoming Hands-on Inclusive fun Hands on Pupils words friendly
School Friendly Supportive supportive school
Helpful Communicative Open Fair Organised Approachable

All parents agreed they would like the school to focus on Learning and Engagement and Assessment and Moderation in 2024/2025 priorities.

Early Years Improvement Planning

If you were asked to describe Whiteness Early Years in three words. What would they be?

Pleasant Flexible Unsure

Happy, safe, fun

Lovely, outdoorsy & educational

Enthusiastic Positive Inclusive

What are the main three skills you would like your child to develop while at Whiteness Early Years?

Practical Skills/Independence Problem Solving Social/Emotional Skills

Sharing, compromise, kindness

Writing, letter recognition and problem solving skills

Confidence Independence Willingness to learn

All parents agreed they would like the Early Years to focus on rhyme production in 2024/2025 priorities,

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.

During the whole staff meeting in August 2023 the direction of improvement for the session 2023/2024 was shared and discussed. Staff collaborated to identify possible barriers to the priority on learning through play (as this had been something the Parent Council had identified at the PC meeting in May 2023). It was agreed to model what learning through play looks like at the annual coffee morning at the end of Term One. Staff generated words and phrases to describe learning through play and also the skills that are developed. This input from all staff helped shape the definition the school went on to write.

Updates on progress within the Early Years Improvement Plan and the School Improvement Plan are shared with staff once a term. Staff are given the opportunity to comment and shape further improvements.

There is a School Improvement board in the staff room, where staff can also keep up to date with developments and add comments / suggestions for further improvement.

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 2023/2024, the Parent Council have provided resources in each of the classrooms, Early Years room, school office and ASN room to support inclusion and equity. 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://glowscotland.org.uk).

The school work closely with partners to support children's progress. Over the session 46 partners have worked in some capacity with the school- either through Education Outreach, Active Schools, Catering and Cleaning, Mind Your Head, School nursing, NHS dental, Education Psychology and Shetland Community Connections.

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

During our Team Improvement Visit and HMiE inspection partners shared support for the school and highlighted the positive impact our working together has on pupil progress and achievement. HMiE has recognised some of our work as highly effective practice.

Standards and Quality Report 2024



Progress made with the Priorities from our 2023/2024 School Improvement Plan

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| 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 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: Metacognition- improving planning, monitoring and evaluating the thinking process when learning. Continuation from 2022/23? Y | | | |
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| 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"> • 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> | <p>Staff have undergone professional development</p> <ul style="list-style-type: none"> ➤ 14/8/23- In-Service- Understanding metacognition in the classroom. ➤ 6/9/23- staff meeting- 7 recommendations- in-depth look at Recommendation 5- <i>Promote and develop metacognitive talk in the classroom;</i> ➤ 5 a day principle- 1) explicit instruction, 2) cognitive and metacognitive strategies, 3) scaffolding 4) flexible groupings 5) using technology ➤ 20/9/23- staff meeting- school/teacher and pupil audit ➤ 27/9/23 self-evaluation of learning through play ➤ 28/11/23- staff meeting-sharing practice, analysing the impact, identifying next steps by benchmarking where children are in regard to the use of use of metacognitive skills- November 2023- identify interventions to support development. ➤ 21/3/24- staff meeting- supporting pupil independence through questioning ➤ 5/6/24-staff meeting- re-evaluate benchmark and evaluate impact of intervention on attainment / engagement | <p>Impact in Term 1 was evaluated 28/11/23 Professional dialogue identified areas of impact</p> <ul style="list-style-type: none"> • Pupils able to verbalise their learning • Pupils sharing strategies with peers • Improved recall when new concepts are introduced and teachers use distributive practice to make learning stickier • Distributing learning is helping to drip feed ideas, thinking. • Teacher questioning is key- verbalising the How, What, Why, When – triggering ideas for pupils • Teachers are noticing increased engagement and learning. • Pupils not afraid to make mistakes – mistake of the week introduced in assembly first with teachers sharing their mistakes. • Pupils are visualising their learning better and this is improving confidence. <p>Impact in Term 4 was evaluated 5/6/24 Professional dialogue identified areas of impact</p> <ul style="list-style-type: none"> • Pupils are better at recalling prior learning. | <ul style="list-style-type: none"> ➤ Introduce the Meta-skills Progression Framework from SDS ➤ Audit teacher confidence and reengage with recommendations when appropriate for the school. |

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| <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"> At the planning stage – pupils are able to think ahead, predict and activate prior knowledge- teachers check this through questioning At the monitoring stage -almost all pupils are able to discuss strategies, use success criteria to analyse work and share answers about what is working well / not working well At the reflective stage - pupils are able to peer / self-assess and share learning with others and analyse others work. Teachers have noticed greater levels of engagement- all pupils on task, targets understood and skill based activities supporting this. | |
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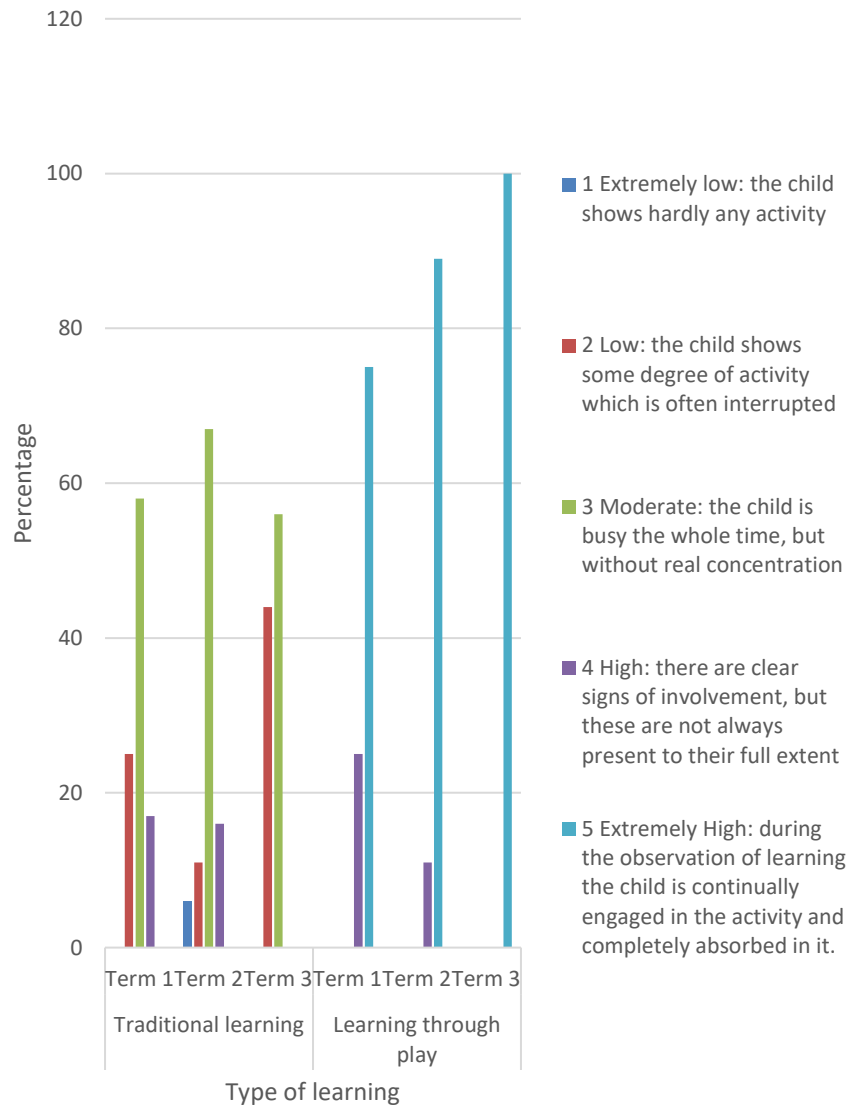
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| NIF PRIORITIES -Improvements in attainment, particularly in Literacy and Numeracy -Closing the attainment gap between the most and least disadvantaged children -Improvement in children and young people's health and wellbeing -Improvement in employability skills and sustained, positive school leaver destinations for all young people | 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: Developing a culture of learning through play from Early Years to P7 (practical skills based learning) | | Continuation from 2022/23? Y | |
|---|---|---|---|
| What were our outcomes? Impact on pupils: <ul style="list-style-type: none"> Improved social skills. Improved co-operation and teamwork. Using Magic Mirror tools. Experience enjoyment in learning. | What did we do? Consultation with stakeholders <ul style="list-style-type: none"> 8/5/23- Parent Council meeting- forward SIP planning- raising parental awareness of what learning through play is. Consultation with staff | What was the impact on learners? Impact in Term 1 was evaluated 27/9/23 Professional dialogue with teaching staff identified the following areas of impact <ul style="list-style-type: none"> Improved focus and motivation Enables equity of learning- meeting strengths across a range of learning styles Enables teachers to facilitate- dip into learning and support | What are the next steps and how do you plan to evidence the impact of further actions required? <ul style="list-style-type: none"> Continue to develop Learning through Play up through the school building on high quality |

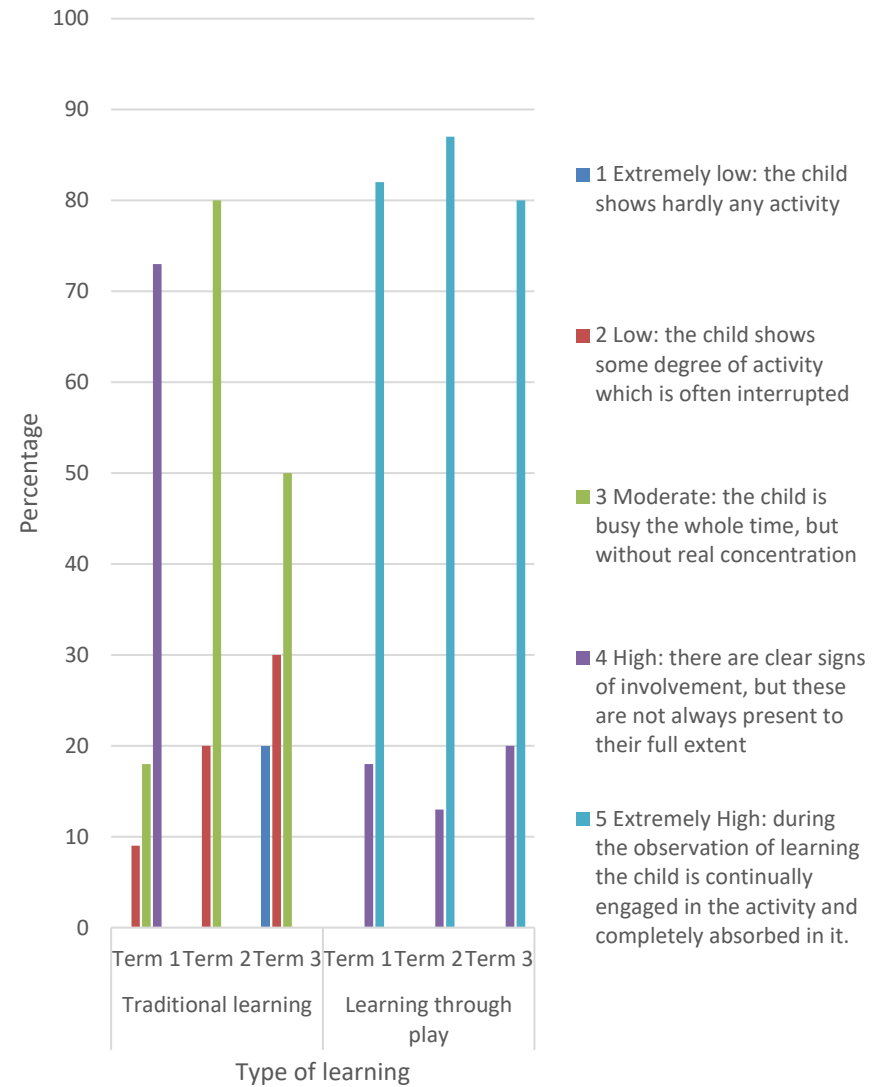
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| <ul style="list-style-type: none"> Acquisition of vocabulary and problem solving skills. Application of new skills acquired Leading learning, presenting evaluating, reviewing and adapting. <p>Impact on staff:</p> <ul style="list-style-type: none"> 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"> 15/8/23- whole staff meeting- barriers identified by staff, actions to overcome barriers agreed. 22/8/23- identify where, how, what play based learning looks like. Agreed a benchmark tool to use to measure engagement during play based learning. 13/9/23- staff meeting- agreed how learning through play will be presented to parents during coffee morning, agreed the entrance and exit question. <p>Consultation with parents</p> <ul style="list-style-type: none"> 29/9/23 coffee morning- what is learning through play? Gathering parental views and ideas 8/12/23 a bespoke definition of play shared with parents and carers- using the words of all stake holders <p>Consultation with pupils</p> <ul style="list-style-type: none"> Miro exercise- what skills do you develop when you learn through play? <p>Measuring pupil engagement</p> <ul style="list-style-type: none"> T1, T2, T3- Does learning through play increase pupil engagement?- using Leuven scale of engagement Head teacher classroom observations in Term 3- focusing on engagement in learning through play <p>Pupil self-evaluations-</p> <ul style="list-style-type: none"> skills, application, social skills, problem solving skills | <ul style="list-style-type: none"> Evidence of problem solving skills being developed Able to approach activities from different angles- suits different learning styles Removes barriers (text, pencil, paper) from children with dyslexic difficulties Gives teachers time to observe Broader range of skills are developed, richer learning experiences aids retention of new skills and knowledge Impact in Term 1 was evaluated during w/b/- 20/9/23 with pupil focus groups who identified the following points Creativity skills are developed when learning through play – pupils enjoy being able to make choices about the materials / resources they use and the ways in which they present their learning Maths concepts stick better when they learn through play because it is more active. Learning outside in a playful way helps to remember Showing learning in a variety of ways helps to consolidate the learning Skills learned when playing can be used in other parts of the curriculum We enjoy it when we learn in this way We have opportunity to use digital technology to support our learning, these include: laptops; iPads; kindles; whiteboard; Fitbit; calculators; Clicker 8; speech to text; Microsoft suite of applications; Google; Glow <p>Staff evaluations in Term 3- 17/1/24</p> <ul style="list-style-type: none"> UNCRC- soft starts continued and revamped in P5/6/7- Fun 31- children love this- many of the skills we identified are practised at this time Pupils have told us- the fun opportunities they have had to learn through play- what skills they have practised and also they are able to identify | <p>practice n Early Years and P1/2.</p> <ul style="list-style-type: none"> Use the expertise of the P1/2 teacher to drive this improvement up through school. Continue to measure impact using eh Leuven scale of engagement |
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| | | <p>how the skills can be used in other areas of their life.</p> <ul style="list-style-type: none">• Pupil engagement has been measured using the Leuven scale- for P1/2 and P3/4/5- engagement shifted from predominantly moderate to high or extremely high engagement when learning through play. For P5/6/7 engagement moved from predominantly moderate to the range from low to extremely high- with High being where the majority of children were- this comes back to the question about lack of motivation post COVID19? I wonder if this is something you are seeing nationally- I have spoken to colleagues in Shetland and they report the same mind-set.• Staff have evaluated the impact learning through play has had on skills- and report across the classes the range of experiences children had and all have observed an application of skills into other areas of the school day- e.g. teamwork in other subjects, problem solving skills in STEM, finding solutions to maths challenges, collaboration during buddying. <p>Pupil evaluations in Term 4- 6/5/24</p> <ul style="list-style-type: none">• Pupils are able to identify the skills they have developed and also how they use these skills in other areas of their learning- This is something they have told us in feedback, but also articulated to HMIE inspectors during our inspection in June 2024.• Add in data from excel | |
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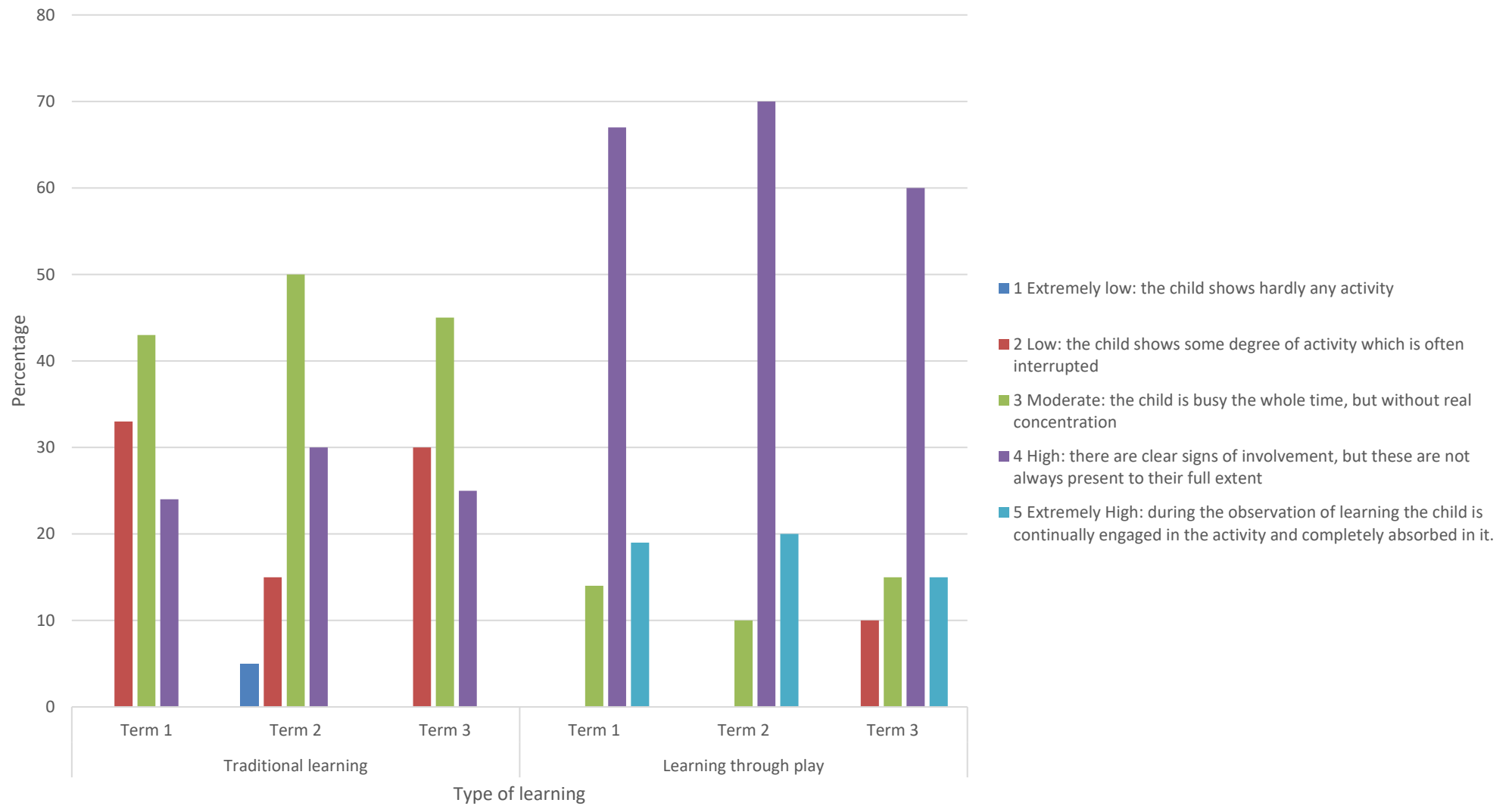
P12 Measuring Impact- Whiteness School Improvement 2023/2024 - Does learning through play increase pupil engagement?



P345 Measuring Impact- Whiteness School Improvement 2023/2024 - Does learning through play increase pupil engagement?



P567 Measuring Impact- Whiteness School Improvement 2023/2024 - Does learning through play increase pupil engagement?

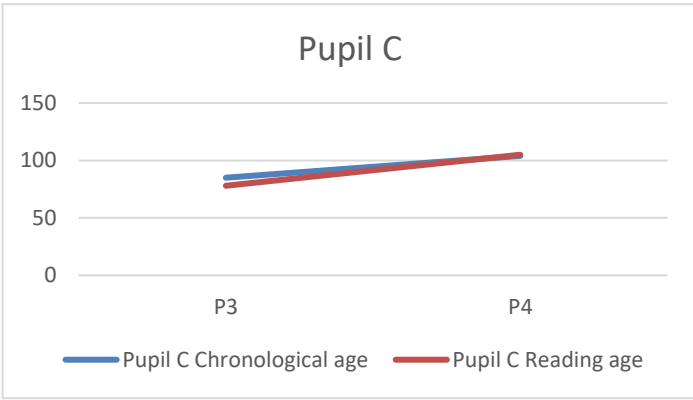
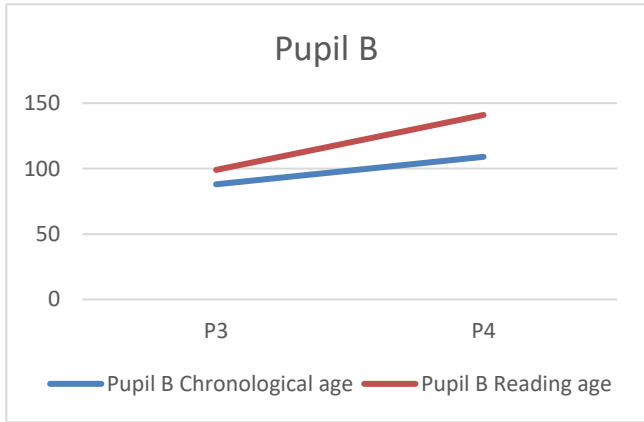
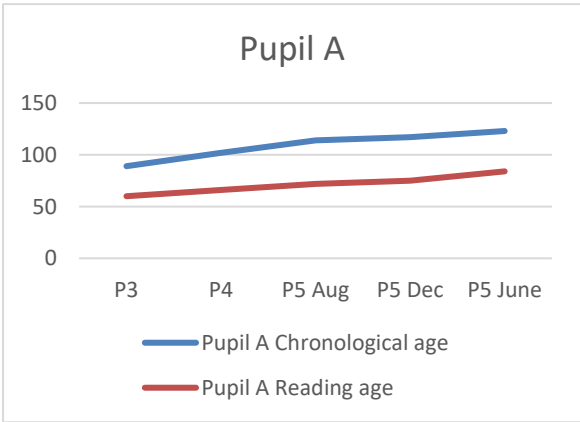
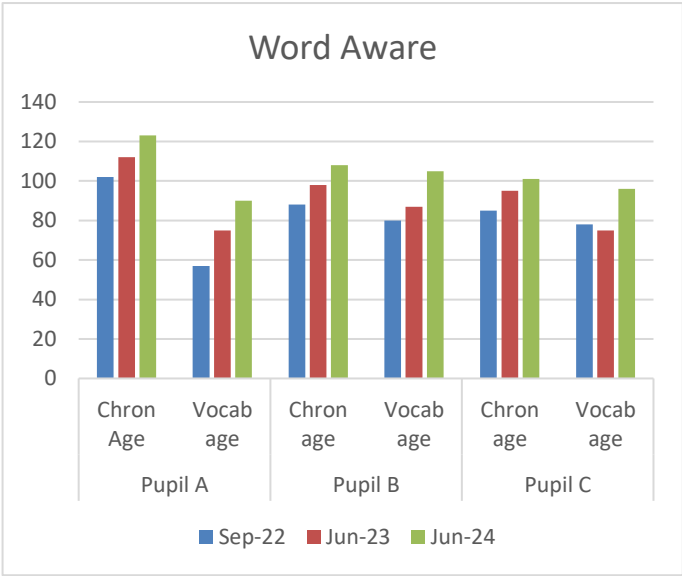
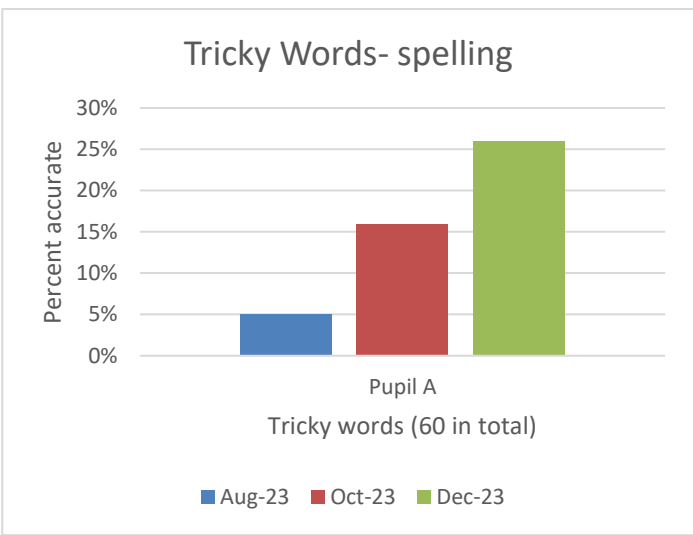
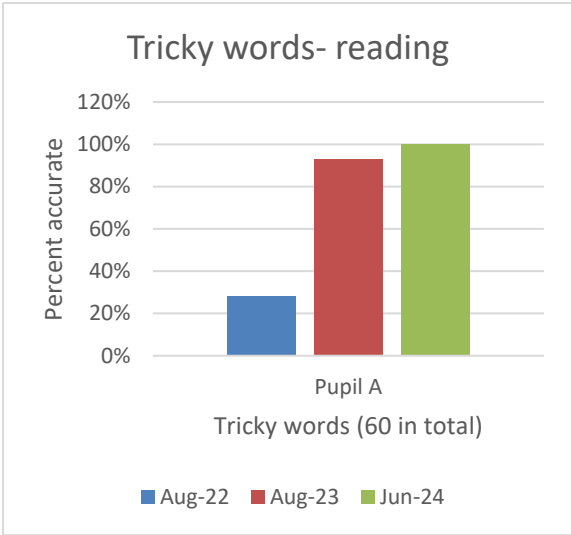


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| <p>NIF PRIORITIES</p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between 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> |
|--|---|---|---|---|

| Priority 3: Raising attainment – improving teacher confidence – attainment of a level in reading | | Continuation from 2022/23? N | |
|---|--|---|---|
| <p>What were our outcomes?</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>What did we do?</p> <ul style="list-style-type: none"> We asked pupils for their views to help improve reading comprehension <ul style="list-style-type: none"> To have choice over what they read Type up answers on laptops Use the colour coding to show understanding Complete comprehension that matches the book they are reading We looked at the ACEL data for reading <ul style="list-style-type: none"> P1 100% achieved Early Level by June 2023 P4- 58% achieved First Level by June 2023 P7- 89% achieved Second Level by June 2023 We interrogated the data- the story behind the levels achieved (using SNSA data, professional judgement, SWRT) and identified pupils requiring targeted intervention who were not already receiving it for reading. We applied for Strategic Equity Funding- to fund upskilling of LSW in taking reading groups- developing comprehension skills- through 4x 1hour twilight training sessions with the authority lead on Literacy. | <p>What was the impact on learners?</p> <ul style="list-style-type: none"> We asked children how to support them know how they are doing in their reading- many suggested creating a reading bookmark like the writing bookmark they use. We applied for SEF to train our LSW in reading comprehension Teaching staff have identified targets from Highland Literacy Framework to be included in bookmarks. With three bookmarks per curriculum level. Our Literacy Lead for the authority has worked with us- creating bespoke training sessions and working on the bookmarks and quick fire questions LSW have concluded their training and all resources are made and ready to use. Impact will be measured through 24/25 session- class teachers will monitor and track progress through the new book marks- to measure attainment in learners. Confidence so far shows.... | <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"> Class teachers will direct LSW as to the targets worked on in reading groups- LSW will lead this and use their expertise with the quick fire questions to add value, increase motivation and check for understanding. Re measure pupil views on their reading groups once this has been running through Term One 24/25 Plan in a check in session with Lauren Smith to evaluate impact. |

Pupil Equity Fund – Planning and Reporting

| Priority 4- PEF Allocation 2023/24 - £3,240 | | Carry forward from 22/23: £522.67 | | | | | | | |
|--|---|---|--|--|---|--------------|-------------|--|---|
| 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. Vocabulary acquisition 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. | | Measures of impact on learners <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 SWRT Nessy SWST Phonics- spelling patterns Word Aware or equivalent to measure vocabulary age SHANARRI wheel Attendance </td> <td> <ul style="list-style-type: none"> Professional conversations Wellbeing of children Engagement and Participation Children able to participate in life of school </td> </tr> </tbody> </table> | | | | Quantitative | Qualitative | <ul style="list-style-type: none"> SEAL Tricky Word Games SWRT Nessy SWST Phonics- spelling patterns Word Aware or equivalent to measure vocabulary age SHANARRI wheel Attendance | <ul style="list-style-type: none"> Professional conversations Wellbeing of children Engagement and Participation Children able to participate in life of school |
| | | Quantitative | Qualitative | | | | | | |
| <ul style="list-style-type: none"> SEAL Tricky Word Games SWRT Nessy SWST Phonics- spelling patterns Word Aware or equivalent to measure vocabulary age SHANARRI wheel Attendance | <ul style="list-style-type: none"> Professional conversations Wellbeing of children Engagement and Participation Children able to participate in life of school | | | | | | | | |
| <p>Pupil A has continue to make improvements with tricky word reading and has made significant improvements in tricky word spelling, interventions to support this will continue I through 2024/2025.</p> <p>Vocabulary acquisition has improved for all pupils. Pupil B and C have a vocabulary age slightly lower that their chronological age. Pupil A will continue to receive support for vocabulary acquisition through 24/25</p> <p>Reading age for all pupils is improving. The gap between Pupil A’s chronological age and reading age is slowly closing. Pupil B’s attainment is exceeding their chronological age. Pupil C’s reading age is now in line with their chronological age.</p> | | | | | | | | | |
| Teaching and Learning | ✓ | | | | | | | | |
| Leadership | ✓ | | | | | | | | |
| Family and Community | ✓ | | | | | | | | |

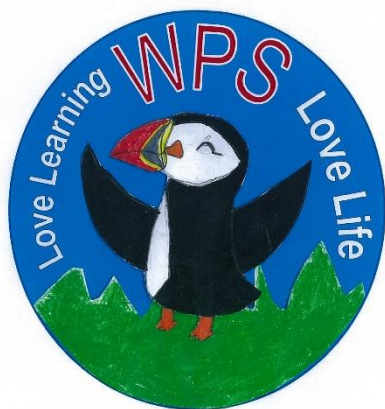


Please self-evaluate each core quality indicator according to the [Education Scotland six point scale](#).

1: unsatisfactory 2: weak 3: satisfactory 4: good 5: very good 6: excellent

| HGIOS 4 | School Self-Evaluation | HGIOELCC | School Self-Evaluation |
|--|-------------------------------|---|-------------------------------|
| 1.3 Leadership of change | 5 | 1.3 Leadership of change | 5 |
| 2.3 Learning, teaching and assessment | 5 | 2.3 Learning, teaching and assessment | 5 |
| 3.1 Ensuring wellbeing, equality and inclusion | 6 | 3.1 Ensuring well-being, equality and inclusion | 6 |
| 3.2 Raising attainment and achievement | 5 | 3.2 Securing children's progress | 5 |

Whiteness Primary School School Improvement Plan



For the session 2024/2025

| | |
|--|--|
| <p>Local authority factors</p> <ul style="list-style-type: none"> • Excellence and Equity for Shetlands' learners • Children's Services, Recovery and Renewal Plan • Children's Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting • SIC Strategy for Parental Involvement 2022 | <p>National factors and drivers</p> <ul style="list-style-type: none"> • Curriculum for Excellence • Realising the Ambition • National Improvement Framework • The Scottish Attainment Challenge • Education Reform and Empowerment • Getting It Right for Every Child • Developing Young Workforce • Digital Learning and Teaching Strategy • The Equity Audit • "Learning Together": Scotland's national action plan for parental involvement etc. 2018-2021 |
| <p>School factors/ shared understanding of local context</p> <ul style="list-style-type: none"> • School and EY self-evaluation- with all stakeholders- to identify priorities- approaches to track, monitor and assess the impact of planned improvements • Learners' views- National Discussion. UNCRC. Learner Participation in Educational Settings • Staff, stakeholder and parent views • Cost of the school day • Staff professional learning • Partnership with Parent Council • Review of previous School Improvement Plan • Moderation of teacher judgement • Time- WTA • Community bereavement • Resources | <p>Tacking Inequalities, Poverty Proofing and Cost of the School Day</p> <p>The school provides free education and participation in all activities.</p> <p>The head teacher knows the community well and signposts support in a sensitive manner to families who may need help.</p> <p>UNCRC</p> <p>All staff are aware of and uphold the UNCRC Rights of the Child. Rights Based Planning is part of our LTA cycle and considered during improvement planning. Pupils are able to identify the rights they are experiencing through the curriculum and opportunities they have. Children's voice is integral to the work of the school.</p> <p>We monitor the UNCRC through the Life and Ethos of the school- with various openings for children to use their voice and influence change.</p> |

Pupil Equity Fund – Planning and Reporting

| | | | | | |
|---|--------------------------------------|--|--|--|--|
| PEF Allocation 2024/25- £3,240 | | Carry forward from 2023/24: £1,536.99 | | | |
| 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 for all, SWRT, SWST, SHANARRI wheel and SEAL assessments. ACEL writing attainment June 2024. | | | | | |
| 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 writing, 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 2024 ➤ SWRT, SWST, SEAL assessments in June 2024. ➤ Ongoing observations and professional dialogue on pupil progress- Monitoring meetings November 2024, January 2025 and May 2025. ➤ 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 5 hours session August 2024 to March 2025 £3,393.45 Total spend £4,776.99 | Measures of impact on learners <ul style="list-style-type: none"> Quantitative data will be collated for improved attainment in literacy- writing and numeracy- ASN T- June 2024 and June 2025 |
| Teaching and Learning | | ✓ | | | |
| Leadership | | ✓ | | | |
| Family and Community | | ✓ | | | |

Improvement Priorities for 2024-2025

| | | | | |
|--|---|---|---|---|
| <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: Raising attainment in writing - Continuation from 2023/24? N

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| <p>Data / evidence informing this priority.</p> <p>ACEL Data – writing June 2024 Early Level – 100% First Level – 50% Second Level – 71.4%</p> <p>Progress and Achievement Data – June 2024 100% of Primary 3 children are on track for their age and stage</p> <p>80% of Primary 6 children are on track or above track for their age and stage</p> | <p>Planned Outcome</p> <p>Meet Local Authority Stretch Aim for overall literacy in 25/26 of 78% (school presently at 76.7% for P1,4,7 overall literacy)</p> <p>Impact on pupils:</p> <ul style="list-style-type: none"> By June 2025 100% of P2 pupils will be on track in writing. By June 2025, 100% of P3 pupils will be on track in writing. By June 2025, 100% of P4 pupils will have achieved first level in writing. By June 2025, 100% of P5 pupils will be on track in writing. By June 2025, 70% of P6 pupils will be on track in writing. By June 2025, 80% of P7 pupils will have achieved second level in writing. <p>Impact on staff:</p> <ul style="list-style-type: none"> Increased knowledge and confidence in quality improvement by June 2025 | <p>How exactly are we going to do it?</p> <ul style="list-style-type: none"> JOB ROLES...will join Cohort 4 of the National Improving Writing Programme. Use data to inform stretch aims and teaching aims. Trained teachers will fully implement the quality improvement writing bundle and associated quality improvement tools within the classroom. Gather pupil voice throughout (qualitative feedback). Use a run chart to gather data over time. Share practice. Visit colleague's classrooms to observe how others implement the writing bundle. Regular tracking and monitoring meetings between the senior leadership team and class teachers. Writing moderation. Create quality improvement poster. | <p>Resources and Lead Person</p> <p>Senior Leader</p> <p>Number of Class Teachers- 7</p> <p>Local Leads of the National Improving Writing Programme</p> <p>12/8/24- in-service day</p> <p>6 x 2 hour twilights August to November</p> <p>6/1/25 – in-service reconnect day</p> | <p>Monitoring the impact of the priority on learners</p> <ul style="list-style-type: none"> ACEL/progress and achievement tracking and monitoring data. Pupil voice (qualitative feedback) Staff voice (qualitative feedback) Classroom observation feedback Number or percentage of children achieving success criteria (evidence – run charts) Other stakeholder voice e.g. support workers, ASN teacher, visiting specialists (qualitative feedback) |
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| 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: Moderation- Continuation from 2023/24? N Using the moderation cycle- leading to shared standards and consistent high-quality practice Partnership working with AJHS and Ollaberry Primary School. | | | | |
| Data / evidence informing this priority. Continue to strengthen in school moderation activities. Requirement to complete moderation activities with schools across the authority | Planned Outcome <i>Impact on pupils:</i> <ul style="list-style-type: none"> Raising attainment Relevant interventions, if applicable, based on sound assessment judgements <i>Impact on staff:</i> <ul style="list-style-type: none"> Consistent approaches and practice Supporting pupil's progress based on sound assessment evidence Greater understanding of progression Consistent collegiate approach Collaborative planning adds value Shared standards and consistently high-quality practice | How exactly are we going to do it? <ul style="list-style-type: none"> Identify areas of curriculum to moderate- potential to set stretch aims Senior leaders and staff plan together using an agreed format Assessments are planned for using progression frameworks Consistency is supported by collegiate working Information gathered from cohorts / individuals / classes and groups across each curriculum level Moderation exercise- professional dialogue and development Interventions identified to support children's progress based on assessment evidence | Resources and Lead Person 1x 2 hour collegiate staff meeting term 2 Term 2 and 3- carrying out the lessons 1x 2 hour staff meeting start of Term 4 | Monitoring the impact of the priority on learners M&T meetings with senior staff based on evidence Initiatives identified based on evidence from tracking Detailed tracking and progression in areas identified Equity for all learners |

| | | | | |
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| <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: Review of Learning, Teaching and Assessment Standard –Continuation from 2023/24? N

| Data / evidence informing this priority. | Planned Outcome | How exactly are we going to do it? | Resources and Lead Person | Monitoring the impact of the priority on learners |
|--|--|---|---|---|
| <p>Staff audit of LTA Standard</p> <p>Suggested improvements by HMIe around pace and challenging high attainers</p> <p>Feedback from parents SIP forward planning questions- June 2024</p> | <p>Impact on pupils:</p> <ul style="list-style-type: none"> Increased attainment Leadership of learning <p>Impact on staff:</p> <ul style="list-style-type: none"> Consistent use of LTA standard at the planning stage and ensuring it is visible / explicit in lessons- ✓ Focus on learning intentions, success criteria. ✓ Balance of ongoing and periodic assessment ✓ Range of evidence-breadth, depth and application ✓ feedback ✓ reporting | <p>Professional learning</p> <ul style="list-style-type: none"> Co-creating success criteria- best practice Pupils have opportunity to act on feedback- personalised targets and ownership of learning Planned learning experiences meet the needs of all children- pace and challenge is appropriate Use of digital technology to enhance L&T further Continue to develop play through school building on existing practice <p>During Moderation activities</p> <p>During forward planning stage</p> <p>Evaluations</p> | <p>In service 12/8/24 In service 29/10/24</p> <p>Term 1,2,3,4</p> <p>Term 1,2,3,4</p> <p>Term 1,2,3,4</p> | <p>Benchmark question-pupils November 2024 and May 2025- linked to areas of focus.</p> <p>Audit teacher confidence Jan 2024, Jan 2025, May 2025 and compare.</p> |

| Working Time agreement for: Whiteness Primary School 2024/2025 | | |
|--|--|--------------|
| 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 2.5 hrs per term) | 10 |
| Parent Meetings | 2 formal evening over 2 nights (8 hours) plus prep (0.5 hours per child @24 pupils). | 39 |
| Professional Review and Development | 1 hour meeting (Term 4- during floating HT day) | 0 |
| Staff Welfare | Nights out | 0 |
| Staff consultation time | 0.5 hours per week with ASN Teacher | 19 |
| Whole Staff Meeting | After school 14/08/2024 | 1.5 |
| Staff business meetings | 4 x 1.5 hour T1, T2, T3, T4 | 6 |
| School based moderation | model reviewed through SIP 24/25- continuation in 25/26 | 0 |
| 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 (8 hours T1/2, 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 event planning meeting + concert | Term 2- break time / Evening event - December | 4 |
| GIRFEC Review meetings | As and when required | 8 |
| Collaborative planning | 4x1hour meetings T1, T2, T3, T4 | 4 |
| Requisition order | Term 4 | 2 |
| 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 | 182.5 |
| Collegiate time remaining for development tasks | | |
| S.I.P 1 – Moderation | 1x2hour collegiate meeting T2, 1x2hour collegiate meeting T4 | 4 |
| S.I.P 2- Raising attainment in writing | National Improvement Writing Programme- Inservice 12/8/24, 6 x 12 hour twilights (not part of WTA). Evaluative meeting 6/1/25 | 0 |
| S.I.P 3- LTA standard | Professional learning 12/8/24, 29/10/24. Moderation activities, forward planning activities, evaluations | 4.5 |
| Evaluations of 2024/2025 SIP | 2 hour meeting | 2 |
| Forward School Improvement Planning / WTA | 2 hour meeting | 2 |
| Total | Time allocated to development tasks | 12.5 |
| Total | Total collegiate time allocated | 195 |

Whiteness Early Years Improvement Plan 2024-2025

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|--|--|---|---|---|
| <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</p> <p>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> |
|--|--|---|---|---|

| Priority 1: Review of Learning, Teaching and Assessment Standard –Continuation from 2023/24? N | | | | |
|---|--|--|---|---|
| Data / evidence informing this priority. | Planned Outcome | How exactly are we going to do it? | Resources and Lead Person | Monitoring the impact of the priority on learners |
| <p>Staff audit of LTA Standard</p> <p>Suggested improvements by HMIe around recording significant learning</p> <p>Feedback from parents SIP forward planning questions- June 2024</p> | <p>Impact on children:</p> <ul style="list-style-type: none"> Relevance of learning experiences Leadership of learning Improved skills: <ul style="list-style-type: none"> ➤ Practical skills ➤ Confidence / independence ➤ Problem solving ➤ Sharing and compromise ➤ Kindness ➤ Motivation and willingness ➤ Social skills and manners ➤ Self-regulation ➤ Risk taking- outdoors ➤ Co-operation <p>Impact on staff:</p> <ul style="list-style-type: none"> Consistent use of LTA standard ✓ Focus on enriching digital technology ✓ Improved skill in observing and recording significant learning ✓ Involving parents in planning next steps in learning. | <p>Professional learning</p> <ul style="list-style-type: none"> Capturing significant learning- move from narrative around what is happening to what is the learning that takes place? <p>Family involvement</p> <ul style="list-style-type: none"> Using the significant learning recorded in Learning Stories, work with parents to identify next steps- family stay and play sessions and at personal plan reviews. | <p>In service 12/8/24 In service 29/10/24</p> <p>Term 1,2,3,4</p> <p>Term 1,2,3,4</p> <p>Term 1,2,3,4</p> | <p>Evidence in learning stories- showing significant learning and parents input to next steps.</p> <p>Audit practitioner confidence in observing and recording significant learning Nov 24, March 25 and June 25.</p> |

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|--|---|---|---|---|
| <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> |
|--|---|---|---|---|

| Priority 2: Improving rhyme production | | | | |
|--|--|--|---|---|
| | Planned Outcome | How exactly are we going to do it? | Resources and Lead Person | Monitoring the impact of the priority on learners |
| <p>TIV report March 2024</p> <p>Phonological Awareness data for P1 August 2023</p> | <p>Impact on pupils:</p> <ul style="list-style-type: none"> Improved attainment in rhyme production <p>Impact on staff:</p> <ul style="list-style-type: none"> Confidence in delivering provision to target rhyme production Professional learning opportunity Development of skills <p>Impact on parents carers:</p> <ul style="list-style-type: none"> Book bug sessions – family learning | <ul style="list-style-type: none"> ➤ Train two members of staff as Book Bug leaders. ➤ Introduce Bookbug sessions in Early Years ➤ Using rhyme production resources from Highland Literacy- staff development and implementation ➤ Roll out sessions to parents ➤ Roll out sessions to wider Shetland community | <p>2023/2024 session</p> <p>Term 1 / 2</p> <p>Term 1 / 2</p> <p>Term 3/4</p> <p>2025/2026</p> | <ul style="list-style-type: none"> Rhyme production data September 2024 (P1s) M&T meetings- focus on Rhyme production-tracking progress before and after intervention Rhyme production data September 2025 (P1s) |

| Working Time agreement for: Whiteness Early Years 2024/2025 | | |
|---|-------------------------------|-------------|
| 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 |