Whiteness Primary School

Standards and Quality Report 2025
&
School Improvement Plan 2025-2026

This report covers the session 2024-2025. 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 2024/25. 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.

<u>The National Improvement Framework:</u>

Vision

- Excellence through raising achievement and improving outcomes: ensuring that every child and young person achieves the highest standards that they can.
- achieving equity: ensuring every child and young person has the same opportunity to succeed.

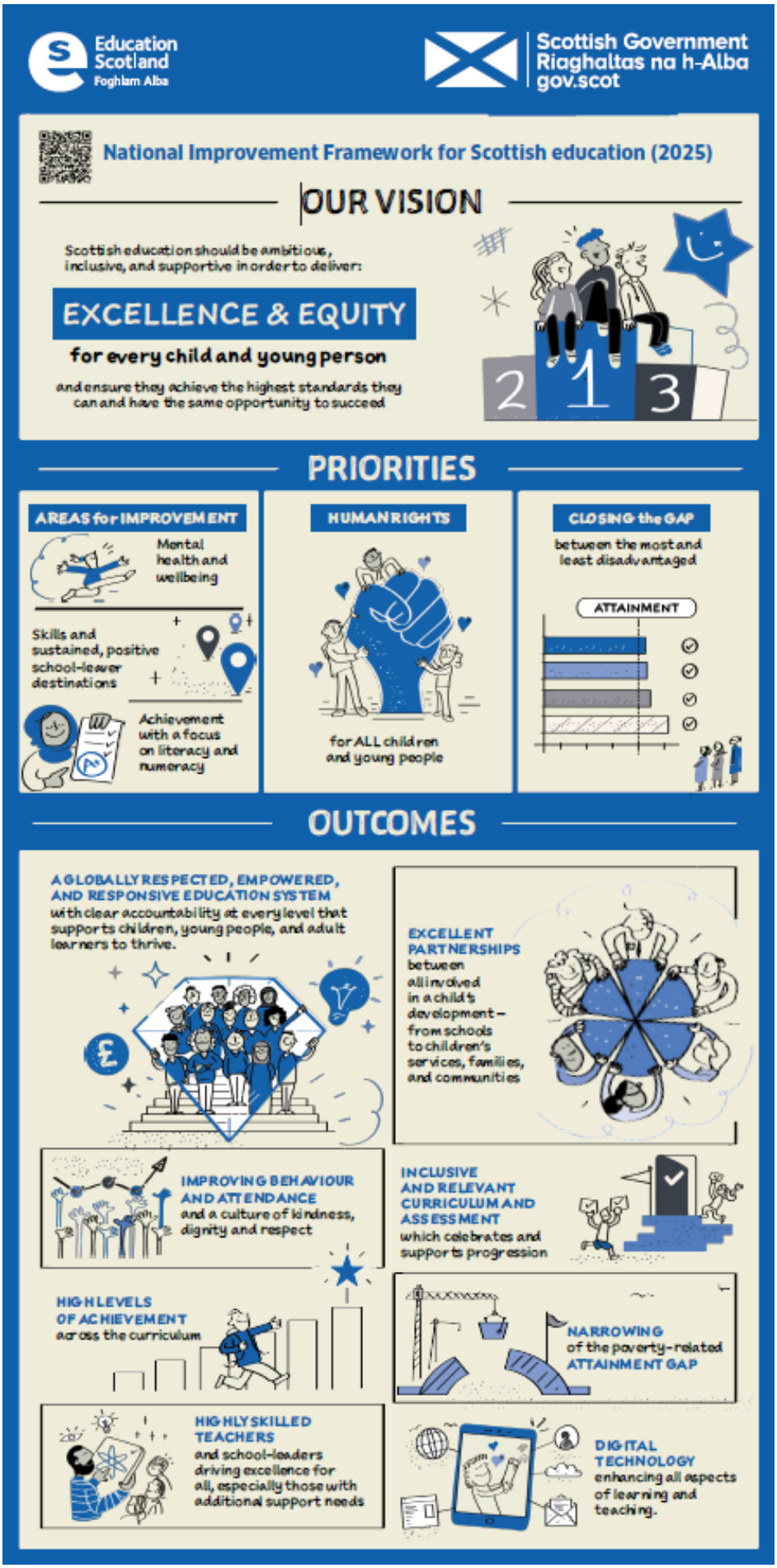
Key priorities

- 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 outcomes

- A globally respected, empowered, and responsive education system with clear accountability at every level that supports children, young people, and adult learners to thrive. The system enables the development of their knowledge, skills, values, and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
- Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with Getting it Right for Every Child (GIRFEC).
- Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
- High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
- Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
- Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
- An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.


Education Scotland
Foghlam Alba
Scottish Government
Riaghaltas na h-Alba
gov.scot
National Improvement Framework for Scottish education (2025)
OUR VISION
Scottish education should be ambitious, inclusive, and supportive in order to deliver:
EXCELLENCE & EQUITY
for every child and young person
and ensure they achieve the highest standards they can and have the same opportunity to succeed
2 1 3
PRIORITIES
AREAS for IMPROVEMENT
Mental health and wellbeing
Skills and sustained, positive school-leaver destinations
Achievement with a focus on literacy and numeracy
HUMAN RIGHTS
for ALL children and young people
CLOSING the GAP
between the most and least disadvantaged
ATTAINMENT
OUTCOMES
A GLOBALLY RESPECTED, EMPOWERED, AND RESPONSIVE EDUCATION SYSTEM
with clear accountability at every level that supports children, young people, and adult learners to thrive.
EXCELLENT PARTNERSHIPS
between all involved in a child's development – from schools to children's services, families, and communities
IMPROVING BEHAVIOUR AND ATTENDANCE
and a culture of kindness, dignity and respect
INCLUSIVE AND RELEVANT CURRICULUM AND ASSESSMENT
which celebrates and supports progression
HIGH LEVELS OF ACHIEVEMENT
across the curriculum
NARROWING
of the poverty-related ATTAINMENT GAP
HIGHLY SKILLED TEACHERS
and school-leaders driving excellence for all, especially those with additional support needs
DIGITAL TECHNOLOGY
enhancing all aspects of learning and teaching.

Context of the school

Whiteness Primary School is approximately 10 miles west of Lerwick, the main town in Shetland, and serves the districts of Whiteness, Weisdale and surrounding areas. It is a non-denominational Primary School, open to boys and girls between 3 and 12 years old. We provide Early Years provision in our Early Learning and Child Care setting and Primary provision in our four composite primary classrooms. The school roll is presently 77 with a further 25 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, our Love learning Love Life Day in March 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

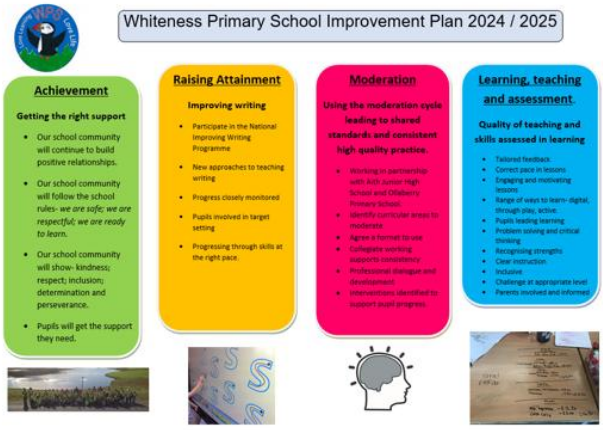
and we use our staffing time effectively in times of short supply. Our school values: Kindness; Respect; Inclusion; Determination and Perseverance underpin our actions and our school rules: we are safe; we are ready to learn; we are respectful, enable us to add meaning to any behaviour breach and subsequent 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 Miro used for this purpose. The whole school has come together to make decisions 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.

Children voted during an assembly in August 2024- placing the priorities in the following order of importance to them.



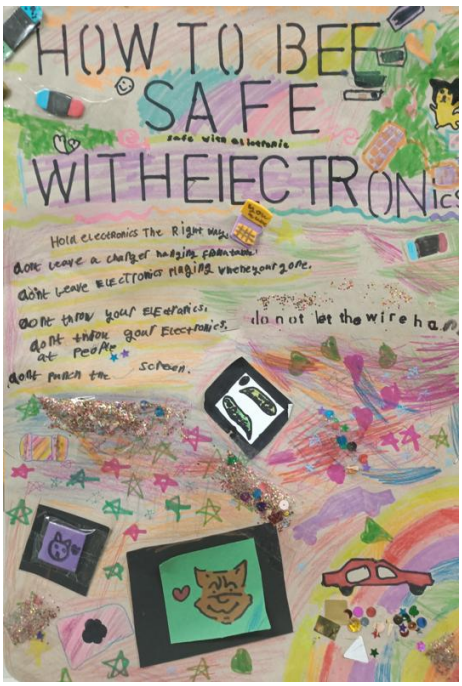
Since August 2023, inclusive committees have become a feature of the school. Each class takes a turn to be in each committee- in 2023/2024 these committees were- Pupil Council, Health Committee and Eco Committee. Further consultation through 2023/2024 highlighted the appetite to revisit the committees and decide on a new focus. For 2024/2025, session pupils have chosen a Pupil Council, a digital committee and a STEM committee.

Over the year, the **Pupil Council** has carried out several improvements across the school. In Term One and Two the P567 Pupil Council decided to update the Star Pupil board to reflect the school values.

In Term Three the P12 Pupil Council investigated the money raised at the Christmas Enterprise Event and decided to ask all classes to identify resources to improve learning opportunities in their class. Each class was given £100 to buy new resources.

In Term Four the P345 Pupil Council decided to remake the STAR Pupil award to reflect the new STAR Pupil Board.

Over the year the **Digital Committee** took on a variety of initiatives.
In Term One and Two the P345 Digital Committee raised awareness across the school on safe use of technology and online safety.



In Term Three the P567 Digital Committee explored the use of digital technology to aid learning. They created Stop Motion videos about the water cycle. Following their presentation of these in assembly, they worked in vertical groups across the school to upskill all pupils in the use of Stop Motion software. Each group produced videos covering a range of topics – please click the links to view.

Kong tries to get the diamond
Monkeys Flying in Space
Sigma cat club and the car ride to Hogwarts
The Runaway Hotdog
The Football Game
The Wizard of the Minion
Yoda

In Term 4 the P12 Inclusive digital committee introduced the use of QR codes to bring displays and learning to life, in connection with the IDL topic throughout school – "Oot and Aboot"

Throughout 2024/2025, the **STEM Committee** created opportunities for all pupils to use their skills in Science, Technology, Engineering and Mathematics. In Term One and Two the P12 STEM committee set up a STEM Space in school inviting pupils to attempt STEM challenges. These included paper helicopters and playing card towers.

In Term Three the STEM committee ran a whole school challenge. Vertical groups worked for an afternoon to build a structure using marshmallows and spaghetti. The aim was to make you structure as tall as possible, while maintaining shape and strength.

In Term Four P567 organised an afternoon where the wole school came together in vertical groups to design and build a bridge using….cardboard, lollipop sticks and tape. The bridge that could hold the heaviest weight was the winner. The challenge developed many skills including co-operation, problem solving, practical and delegation skills.

The school also collects data from pupils throughout the year, this data is used to adapt, refresh and tailor learning interactions, environments and spaces to support learning, enrich the ethos of the school and support pupils to fulfil the four capacities.

We have asked:
About inclusion

- What does it look and feel like when you are included in the class / school?
- Do you feel included in the class / school?
- What does it look and feel like when you are included in the playground?
- Do you feel included in the playground?
- Do you have any ideas to help make sure everyone is included at school?

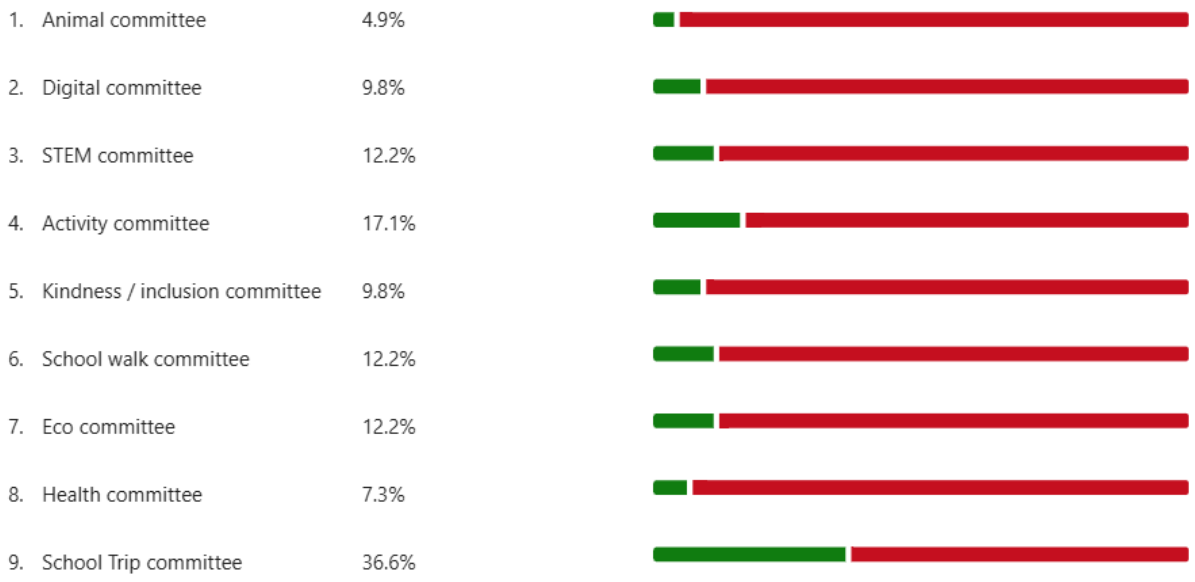
About learning – see impact in evaluation of School Improvement Priority 3

About how School Improvement Planning has helped make our school a better place to learn.

- How do our school rules and values help you to know what is expected?
- Do you feel you get the support you need when you find things difficult?
- Do you have opportunities to learn in a variety of ways- including digital, active and through choice?

About our inclusive committees for 2025 / 2026

Pupils have been given the opportunity to suggest and vote on committees for next session (2025/2026)



About how we are safe
Pupils in P67 have created a list of online games that are both educational and safe to use during indoor, wet playtimes. They have been given the responsibility to let us know if new content appears on the site that they feel is not safe. This is also checked by staff.

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)

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.

Over the past 10 years consultation with parents has shaped many school initiatives including:

- RSHP curriculum
- Policy on Parental Involvement and Engagement
- Home Learning Policy
- Shared School Vision, Values and Rules
- Outdoor Learning improvements
- A Learning through Play definition:

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 HMIe 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); P67 parents views on the P7 Voxter overnight trip; When / if to run Scholastic Book Fayres; which charities parents would like the school to support; changes to Star Pupil award frequency; value of employing a School Crossing Patrol Officer; Early Years into Primary One transition; how to spend our Pupil Equity Fund allocation and agreement over forward School and Early Years Improvement Planning and implementation.

During our annual Love Learning Love Life Day, parents enjoyed a child led event- where children were able to show their parents what they love about learning at Whiteness.

Parent and carer views on School and Early Years Improvement Planning:
If you were asked to describe Whiteness Primary School and Early Years in three words. What would they be?

Summary

PARENT COMMENTS FORM LOVE LEARNING LOVE LIFE DAY

Variety and Creativity in Learning
- Parents consistently praise the wide range of learning opportunities available to children.
- Many highlighted the creative use of technology (e.g. stop motion, Clicker 8) and arts and crafts.
- Activities were described as child-led, imaginative, and engaging.

Personalised and Interest-Led Learning
- Strong appeciation for how children's ineterestes and stengths are used to guide their learning.
- Parents noticed how much their children enjoyed sharing and explaining their work.

Postive Learning Enviorment
- The school was described as a happy, welcoming, and vibrant space.
- Comments praised friendly staff, bright classrooms, and ample equipment and space.

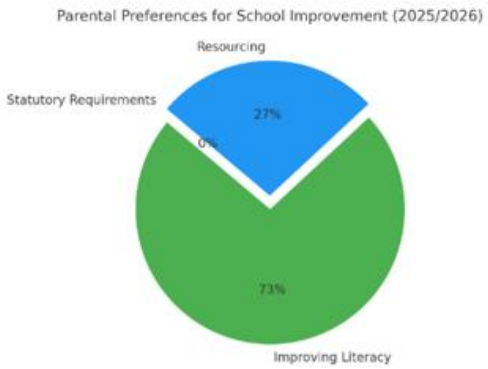
Outdoor Learning
- Parents liked the use of oudoor spaces like the Polycrub, espcially for learning beyond the classroom and in all weather.

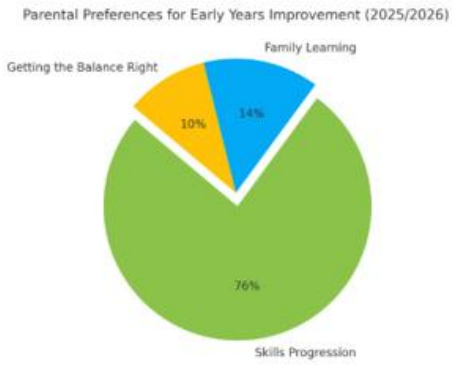
Child Enjoyment and Development
- Several parents noted their children's enthusiasm for school and how much they had developed and grown.
- Learning was frequently described as fun.

Parents prioritised **Improving Literacy** as the focus in 2025/2026 school improvement planning.

Early Years Improvement Planning

Parents prioritised **Skills Progressions** as the focus in 2025/2026 Early Years improvement planning.





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 and Early Years 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. Our recent inspection in June 2024 captured staff opinion, details can be found here
During the whole staff meeting in August 2024 the direction of improvement for the session 2024/2025 was shared and discussed.

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.

Through 2024/2025 teaching staff have audited their confidence with using the Shetland Standard for Learning, Teaching and Assessment to inform professional learning opportunities.

ELC staff have audited their confidence in carrying out observations and how these feed into entries in learning stories and identification of next steps. From this self-evaluation process the setting has created an observation cycle.

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 2024/2025, the Parent Council have provided funds to purchase extra reading schemes in Primary 1 / 2 and contributed to the cost of First Aid training for all P5-7 pupils. They have established a “Healthy snack for teeth” once a term in collaboration with Tesco and initiated the donation, from a local business, of a new hose for the outside space. 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).

The school works closely with partners to support children’s progress. Over the session partners have worked in some capacity with the school- either though 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 2025

Progress made with the School priorities from our 2024/2025 School Improvement Plan

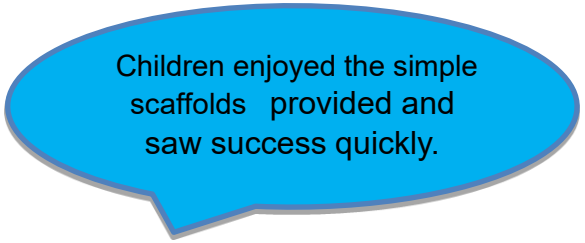
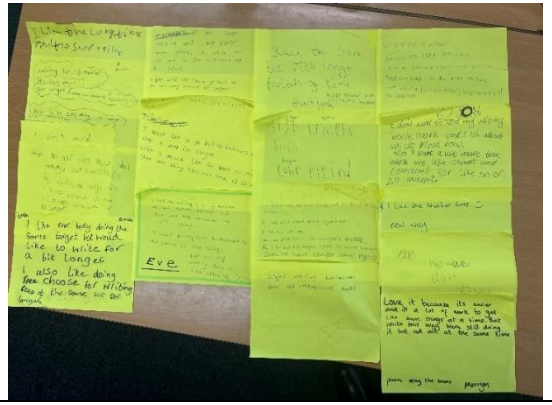
NIF PRIORITIES	NIF DRIVERS			
• Placing the human rights and needs of every child and young person at the centre of education • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement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

Priority 1: Raising attainment in writing - Continuation from 2023/24? N

Support for poverty related attainment gap- using PEF and SEF to support tailored interventions

Professional learning undertaken – Teaching staff completing professional learning through attendance of the National Improvement Writing Programme

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?
Meet Local Authority Stretch Aim for overall literacy in 25/26 of 78% (In 24/25 school presently at 92% and increase from 76.7% in 23/24 for P1,4,7 overall literacy ***Impact on pupils:*** ✓ 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, 90% of P4 pupils will have achieved first level in writing. ✓ By June 2025, 100% of P5 pupils will be on track in writing.	➢ We joined Cohort 4 of the National Improving Writing Programme. ➢ Staff attended two training days and six twilight sessions over 2024/2025 ➢ Staff used data to inform stretch aims and teaching aims. ➢ Staff implemented the quality improvement writing bundle and associated quality improvement tools within the classroom. ➢ Staff gathered pupil voice throughout (qualitative feedback). ➢ Staff used a run chart to gather data over time. ➢ Staff shared practice. ➢ Staff visited colleague's classrooms to observe how others implement the writing bundle.	• 100% of children asked agreed that the supports they have when writing supports them- this includes the writing bookmarks, the variety of writing stimulus and the clear LI and SC. A pupil 2 pupil commented "I know where I am, and I know what to do". • The teacher aims were met in P2, P3, P5, P6 and P7. • Interventions are identified and children are supported where needed. **Pupil voice in P2** • **Writing makes my brain healthier** • **I can't even write yet!** • **It makes my hand stronger to practice and then write better** • **If I don't learn to write when I am little, I won't know how to do it when I grow up** • **I like writing about things I've done.** • **I need to learn so I can read books when I am bigger.**	• Continue to use the writing bundle • Teaching in smaller chunks • Spending longer on each skill • Using the fishbone improvement method to pinpoint learners requiring interventions. • Use a combination of positive points from the NIWP

✓ 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. ***Impact on staff:*** ✓ Increased knowledge and confidence in quality improvement by June 2025 ✓ Focussed professional learning opportunity and collaboration. ***Impact on parents / carers:*** ✓ Confident school is maximising pupil's potential ✓ Transferring skills from home to school.	➢ Regular tracking and monitoring meetings between the senior leadership team and class teachers took place. ➢ Staff moderated writing with colleagues across the authority during the reconnect day. ➢ Staff created a quality improvement poster.	**P2 Teacher voice**  **Pupil voice in P345** I know what I need to include in my writing to meet my target. I like using WILF and highlighting it in my writing. I can see when I have met my target. I'm really good at writing sentences. **P345 Teacher voice** *It is very clear what children need to include in their writing. Feedback and marking is very clear and concise.* **Pupil voice in P567** 	and our existing ways to assess writing (bookmarks) • Continue to gather pupil views on writing and how they learn best. • Head teacher lesson observations, once a year, to evidence and quality assure use of bundle and its impact on leaners. • Understand the gender gap- with 93.8% girls on or above track compared to 77.4% boys on or above track in writing.

		P567 Teacher key learning points Pupils enjoyed clearly identifying their own successes by highlighting where they had met the target. Small, achievable targets gave every member of the class a taste of success. Booklets for openers and connectives gave the pupils a chance to have ownership over their targets.	

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Priority 2: Moderation- Continuation from 2023/24? N Using the Shetland Standard for Learning, Teaching and Assessment- leading to shared standards and consistent high-quality practice. Partnership working with AJHS and Ollaberry Primary School.

Support for poverty related attainment gap- differentiation of support and challenge.

Professional learning undertaken - familiarisation / refresh of standard. Use of new progression frameworks, aligning to CfE- professional dialogue to evaluate.

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?
Impact on pupils: ✓ Raising attainment ✓ Relevant interventions, if applicable, based on sound assessment judgements ***Impact on staff:*** ✓ Consistent approaches and practice ✓ Supporting pupil's progress based on sound assessment evidence ✓ Greater understanding of progression in specific subjects ✓ Consistent collegiate approach	➢ Prior to first meeting staff self-evaluated confidence in using the LTA standard at planning and delivery stage ➢ We identified science as an area to moderate ➢ A progression framework for science was agreed and shared. ➢ A moderation template was agreed. ➢ Teaching staff delivered lessons and collected evidence to moderate ➢ Moderation meeting was superseded by an authority science moderation event at Brae High School ➢ All teachers attended and completed moderation activity.	• Science activities pitched to learners' prior knowledge and ability through use of the progression framework. • Teacher confidence to differentiate at appropriate level improved. • Moderation event confirmed consensus of judgement, particularly at Early and First level. • Confirmation that when moderating a learner needs to demonstrate "just enough" to be awarded a level.	• Continue to work with other schools- Ollaberry and Aith JHS on moderation activities moving forward. • Build opportunities for professional dialogue around achievement of a level in a variety of subjects and organisers.

✓ Collaborative planning adds value ✓ Shared standards and consistently high-quality practice.			

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Priority 3: Review of Learning, Teaching and Assessment Standard –Continuation from 2023/24? N

Support for poverty related attainment gap- differentiation of support and challenge

Professional learning undertaken Power up Pedagogy

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?
Impact on pupils: ✓ Increased attainment ✓ Leadership of learning ***Impact on staff:*** ✓ 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	Professional learning ➢ 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 During Moderation activities During forward planning stage Evaluations	• **Clarity of learning objectives** • **Understanding success criteria** • **Feeling of progress/improvement** • **Feedback on performance** 📊 **Comparative Analysis: November 2024 to May 2025** **Group A (P567)** All areas show **positive trends** from November to May:	• Continue with explicit work with pupils- particularly focusing on clarity of learning objectives and how they are improving. • Continue to use LTA standard to support

Question	Nov 2024	May 2025	Change
Does your teacher explain what you will be learning?	2.47	2.59	**+0.11**
Do you know what you need to do in your lesson to show you are learning?	1.89	2.06	**+0.16**
Do you feel your lessons and learning is helping you to get better at things?	1.84	2.00	**+0.16**
Do you know how well you've done and what you need to improve on after tasks?	1.89	2.12	**+0.22**

✅ **Overall, Group A showed consistent improvement across all metrics.**

Group B (P345)

Results are more mixed:

Question	Nov 2024	May 2025	Change
Does your teacher explain what you will be learning?	2.86	2.81	**−0.04**
Do you know what you need to do in your lesson to show you are learning?	2.14	2.56	**+0.42**
Do you feel your lessons and learning is helping you to get better at things?	2.29	2.06	**−0.22**
Do you know how well you've done and what you need to improve on after tasks?	2.52	2.69	**+0.16**

⚠️ **Group B improved in two areas** (especially in success criteria), but slightly declined in:

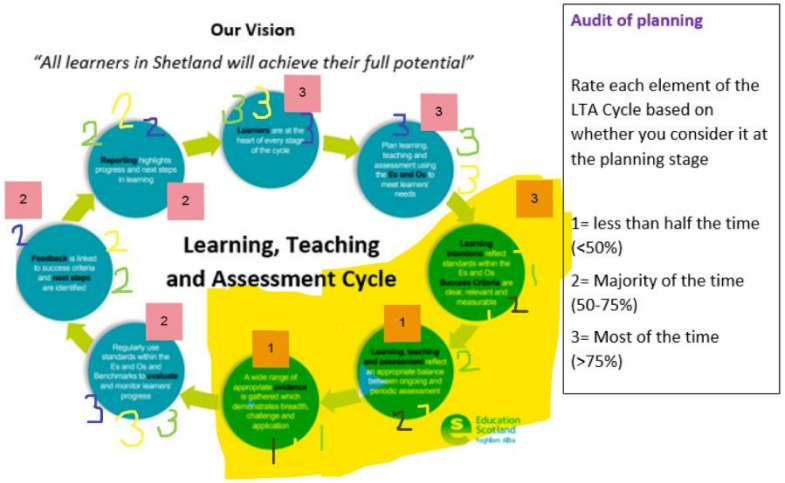
- Clarity of learning objectives (−0.04)
- Perceived improvement from lessons (−0.22)

classroom observations by HT and peer groups.

- Use of LTA at planning, during and reflection stage.
- Continuation of opportunities for peer observations with a clear focus from the LTA standard.

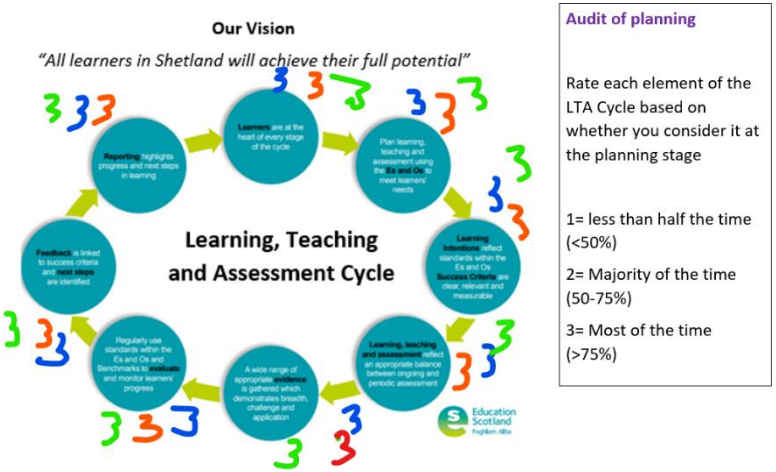
What was the impact on teaching staff?

Audit of intentional use LTA Standard in planning stage- May 24

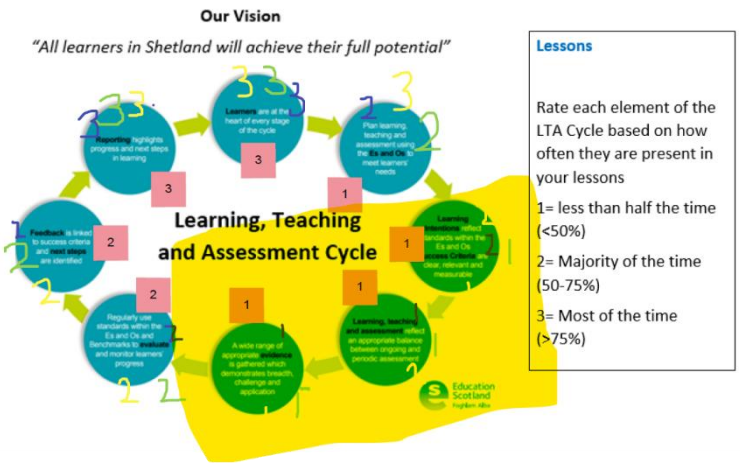


Focus area

Audit of intentional use LTA Standard in planning stage- June 25

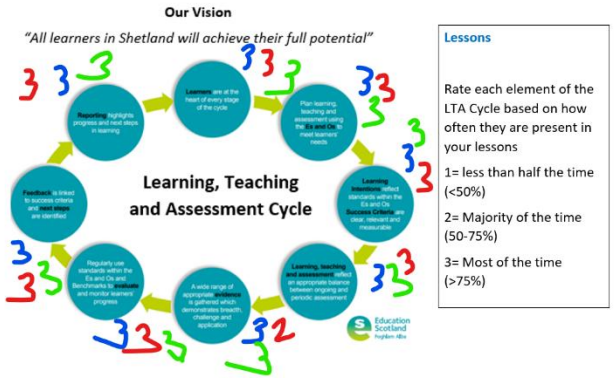


Audit of intentional use LTA Standard in lessons- May 24



Focus area

Audit of intentional use LTA Standard in lessons- June 25



The peer observations have supported professional learning.

<u>For the observer-</u> sharing of ideas and good practice. Discussion around modelling up (Drawing Club) through stages and the benefits of this. Confirming that a tool used in one class would not be suitable for an earlier stage (Clicker 8).

<u>For the observed</u> – built reflection and further embedding of the LTA at the planning / during and after stage of lesson.

Pupil Equity Fund – Planning and Reporting

Priority 4- PEF Allocation 2024/25 - £3,240	**Carry forward from 23/24: £1,536.99**

Project/intervention: Provide targeted support for pupils who meet one or more indicators on the Shetland Vulnerability Criteria.

What was your gap? The poverty related attainment gap is not affecting attainment for our learners. (50% FSM pupils also have Additional Support for Learning needs) The 50% of children who do not have an ASL need but are on FSM are on track or above for L&T, R, W and Numeracy.

What data/evidence informs this? (What is your gap?) Shetland Vulnerability Criteria, SWRT, SWST, SHANARRI wheel. ACEL writing attainment June 2024

Interventions for Equity Interventions for Equity | Self-evaluation | National Improvement Hub (education.gov.scot) *(highlight the interventions that apply)*

Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact

Planned Outcome

Impact on pupils:

- 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:

- Clear interventions to support learners
- Better outcomes realised for learners

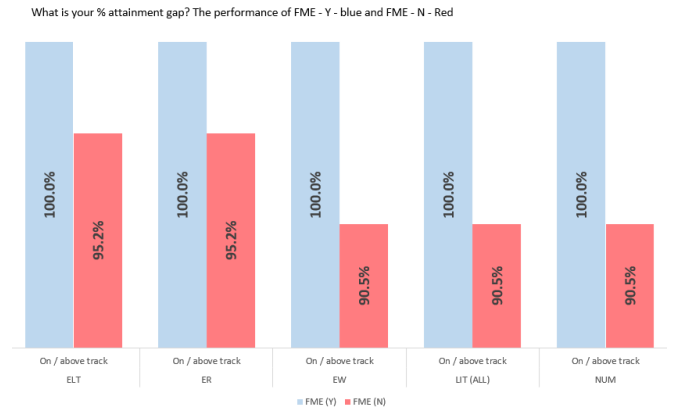
Impact on parents / carers:

- Reassurance school is meeting the needs of their child.

Teaching and Learning	✓
Leadership	✓
Family and Community	✓

Measures of impact on learners

Quantitative



Qualitative

- I don't think I need my sensory box anymore- I am ok without it and ready to learn.
- I like to have choice about my writing content.
- My iPad and clicker 8 helps me to write independently.

Progress made with the Early Years priorities from our 2024/2025 Early Years Improvement Plan

NIF PRIORITIES	NIF DRIVERS			
• 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.	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

Priority 1: Review of Learning, Teaching and Assessment Standard –Continuation from 2023/24? N

Professional learning undertaken Power up Pedagogy

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?
Impact on children: • Relevance of learning experiences • Leadership of learning • Improved skills: ➢ Practical skills ➢ Confidence / independence ➢ Problem solving ➢ Sharing and compromise ➢ Kindness ➢ Motivation and willingness ➢ Social skills and manners ➢ Self-regulation ➢ Risk taking- outdoors ➢ Co-operation ***Impact on staff:*** ✓ 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.	➢ Staff undertook professional learning to build expertise when capturing significant learning. ➢ A stay and play session was held specifically to support parents to identify areas of strength and next steps for their children. ➢ Manager ELC spoke with ESO about sourcing an audit for skills development	• As staff are more confident and able to identify skills, learners are experiencing learning opportunities, experiences, spaces and interactions that meet their developmental stage. • Use of zones sheets has focussed what is working well and what needs to change in order to meet the interests and needs of learners. • Staff confidence has increased • In November 2024 staff all staff (100%) were somewhat confident when writing up observations, writing recounts, identifying skills, linking skills to E's and O's and identifying next steps. In June 2025 50% of staff were now very confident when writing up observations, writing recounts, identifying skills, linking skills to E's and O's and 25% when identifying next steps.	• All staff identified TIME as the main barrier to completing observation write ups and use of the knowledge of skills seen to influence provocations in the setting. • Next steps are to identify what can go and what needs to stay find more time for write ups.

NIF PRIORITIES	NIF DRIVERS			
• 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.	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

Priority 2: Improving rhyme production

Professional learning undertaken - Two staff trained as Bookbug leaders.

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?
Impact on pupils: • Enjoyment of Bookbug sessions • September 2025 rhyme production data yet to be collected. ***Impact on staff:*** ✓ Confidence in delivering provision to target rhyme production ✓ Professional learning opportunity ✓ Development of skills ***Impact on parents / carers:*** • Book bug sessions – family learning	➢ Two members of staff were trained as Book Bug leaders. ➢ Bookbug sessions were introduced to Early Years ➢ Staff engaged with rhyme production resources from Highland Literacy ➢ Bookbug sessions rolled out to parents in T3 and T4. ➢ Rhyme of the week introduced.	• In September 2025 the phonological awareness data for rhyme production will give a quantitative value regarding impact. • Children engaged well and were enthusiastic during Bookbug sessions. • Bookbug app shared with parents- enabling continuation at home.	• Staff were unable to adequately meet this priority- children reluctant to engage in rhyme of the week out with Bookbug session. • Work to reinforce listening skills • Helping children regulate in a busy EY setting • EY staff to work on building respectful behaviours.

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**	**ELC 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 2025/2026

Local authority factors	National factors and drivers
• 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	• 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
School factors/ shared understanding of local context • 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 • Resources	**Tacking Inequalities, Poverty Proofing and Cost of the School Day** The school provides free education and participation in all activities. The head teacher knows the community well and signposts support in a sensitive manner to families who may need help. **UNCRC** 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. We monitor the UNCRC through the Life and Ethos of the school- with various openings for children to use their voice and influence change.

PEF Allocation *2025/26*

- *We know our interventions are leading to improved outcomes for learners. We collect qualitative and quantitative data throughout the year to check progress and adapt interventions based on the learner in front of us.*
- *Data we use includes professional judgements during weekly consult. Analysis of learner performance following interventions. Screening data that is collected throughout the year. Pupil voice- sharing how the intervention is helping them and what could be done next.*
- *During times of staff pressure- all staff can pick up interventions. Our collaborative approaches, clear communication, consistent working and visual aids enable support staff to deliver the interventions required. In times where there is no staffing capacity in the system to support progress in attainment, our default position is to make sure children are safe and happy in school.*
- *Long-term sustainability to provide equitable support is achieved through robust systems of consultation, clear communication and upskilling of staff in order to meet learners needs.?*

Project/intervention: To provide targeted support to learners who meet one or more indicators on the Shetland Vulnerability Criteria. To support these learners to be ready to learn and to close the literacy / numeracy / HWB attainment gap as they arise.

What data/evidence informs this? (what is your gap?)

Our data dashboard information tells us that children in receipt of free school meals, do not perform below children who are not in receipt of free school meals. In addition, we have considered the Scottish Government's six priority family types that are at a higher risk of poverty and evidenced that children in families with two or more circumstances below also perform as expected of children who are not in receipt of free school meals.

1. Families with a child under one year old
2. Families with a mother under 25 years of age
3. Families with three or more children
4. Lone parent families
5. Minority ethnic families
6. Families with a disabled adult or child

What we do see is that children in receipt of free school meals who are not on track also have an additional support need. The additional support need is impacting attainment in areas of the curriculum where expected (for example a dyslexic learner being below track in writing). These children in receipt of free school meals, are on track in areas of the curriculum where their additional support need is not expected to have an impact (for example a dyslexic learner is on track in Listening and Talking). That is also true of children who are not in receipt of free school meals, who also have an additional support need. Over the past 3 years we have used PEF money to help children in receipt of free school meals, who need it, to be ready to learn. This has worked well, and we now have a child who does not require this intervention and a few who do. This is an intervention we will continue until the children who use it do not need it anymore. We know this intervention (soft start) impacts readiness to learn as during a time of prolonged staff absence we saw a decline in engagement and ability to regulate at the start of the school day. Ordinarily other staff would have picked up the intervention. However staffing ratios for 2024/2025 were at the minimum required to support pupils, with no capacity in the system to step in. Also, from February

2025 to June 2025 there was a prolonged period of staff absence due to illness and convalescence. We also see a child in receipt of free school meals working above track in numeracy and will continue to extend and challenge this learner.				
Planned Outcomes 1. Support learners in P6 to be ready to learn through bespoke soft start provision. (baseline 50%) 2. 100% of learners in this group to be able to self-regulate and be ready to learn by 0930 each morning when receiving the intervention. 3. Support learner in P5 to access numeracy at the end of second level (baseline 100%) *4.* 100% of learners in this group to continue to be accessing relevant challenge and experience matched to curriculum level.		**Details of project/intervention:** • Soft start project will take place every morning from 0900-0930 throughout the year. • Data will continue to be collected to monitor readiness to learn • Pupil voice will play a major part in assessing impact. • Where staffing capacity impacts intervention- qualitative data will inform of its ongoing effectiveness. • Numeracy project will take place every day during numeracy lessons throughout the year. • Staff will begin to liaise with AHS maths department for support and to develop a range of stage appropriate resources to support learning and teaching.	**Resources and Lead Person** **Appointment of LSW to support intervention- 4 hours per week- direct contact and time to prepare resources.** <u>ASN T, CT and LSW</u> a. Weekly consult b. Preparation of resources <u>CT</u> a. Collaboration with P7 teacher b. Regular M&T of progress for learner c. Preparation of resources	**Measures of impact on learners** • Readiness to learn data- qualitative and quantitative • M&T data of attainment in areas not affected by ASN- continue to remain on track. • M&T data- to inform of progress • Teacher observations • Assessment data
Teaching and Learning	**x**			
Leadership	**x**			
Family and Community				

School Improvement Priorities for *2025-26*

NIF PRIORITIES	NIF DRIVERS			
• 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. *(highlight as appropriate)*	• School and ELC leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement • Curriculum and assessment • School and ELC 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

Priority 1: Improvement in Attainment - Working in partnership with Educational Psychology Service and Education Support Officer to identify early indicators of literacy difficulties and dyslexia followed by timely interventions, when appropriate, which are informed by assessment and regularly reviewed.

Continuation from *2024/25*? N

Data/evidence that informs this priority:	Planned Outcome	Measures	Resources and Lead Person
Literacy attainment data – despite high attainment, challenges remain. • *Literacy for whole school 83%* • *ACEL Literacy P1/4/7 – 92%* *There is not a whole school approach to tracking, monitoring and reviewing literacy difficulties. Currently dyslexia identification takes a lot of ASN teacher time in the upper stages of primary leading to pressures for pupils.* • Self-evaluation-feedback form ASN T during consult. Observation of workload for ASN T at points of dyslexia identification. Impact on QA work during weeks of dyslexia workload. *While suspected dyslexia is picked up early on, formalising this begins around P5/P6 onwards. At this point, collecting and collating evidence is a large part of*	***Impact on pupils and staff:*** By the end of May 2026, an agreed literacy tracker for our school will be tested. If successful, this will: • Ensure the component parts of literacy skills are recorded and tracked from the end of Primary 1 to Primary 7 for every child. • Where literacy difficulties are identified, appropriate and personalised interventions will be carried out. These will be recorded, monitored and reviewed. • When appropriate, information from the tracker can be used to support the identification of dyslexia. • Staff will increase their skills, knowledge and confidence in	• 100% of children will be on the tracker by November 2025. • What percentage of children on or above track in literacy – attainment data. • Reduction in standardised assessment. • Re-audit print environment at end of year 25/26. • What percentage of teachers have increased confidence in	**School based** • Head teacher • ASN Teacher • Class teacher **Partners** • Educational Psychology • Education Support Officer- Literacy **Resources** • Staff meeting- familiarisation 22/9/25

work with information not always available from early primary e.g. a chronology from Primary 1. • ASN T follows Dyslexia Toolkit Pathway to gather information, to inform an identification of dyslexia – usually done in upper stages of the school. • Standardised assessments are carried out at this time to help provide a complete picture – SWST, SWRT, YARC, Dyslexia Profile Assessments. • Interventions are put in place to provide any additional support/differentiation throughout their schooling to ensure their needs are met and barriers to learning removed – an identification of dyslexia does not change support it offers a description of their needs to ensure their needs continue to be met in the future. • Additional interventions are planned by CT/ASNT and often recorded by CT. • Often collaboration with Educational Psychology to discuss assessments and information gathered to help make a decision in a dyslexia identification. *Inconsistencies in environment and print format used across school,* • Causing difficulty for dyslexic learners – 1 child stated they didn't know what was in the trays because of the label with no visual. • Audit completed by head teacher and ASN teacher highlighted discrepancies in print *While work on inclusion has been a strong focus for school there's still the need to embed and maintain sustainability of inclusive practice for all with different cohorts of children and staff.* • Qualitative data suggests low-self-esteem for some learners	understanding and supporting literacy difficulties including dyslexia. • Following dyslexia identification, support individual learners understanding of dyslexia. • Increase awareness of dyslexia and inclusive practice across the school community. • Finalise HWB progression for different ages and stages. Carry out a longitudinal study by monitoring the impact of the tracking system and attainment, specifically focusing on one cohort from Primary 3 to Primary 7.	understanding literacy difficulties including dyslexia • What percentage of teachers have increased confident in supporting literacy difficulties including dyslexia. • What percentage of pupil feel included and achieving in the classroom. • Follow one cohort from P3 to P7.	• Education Support Officer to secure twelve additional teacher days through SEF to release staff to populate Literacy tracker. • Staff meeting- evaluation- 14/1/26 • Literacy tracker • Boardmaker • Widgit • Addressing Dyslexia Toolkit | Dyslexia Scotland - Dyslexia Scotland • Mission Superheroes Professional Learning Guide | Addressing Dyslexia

Monitoring priority progress over time: impact on learners:

- ✓ Self-evaluation / improvement meetings throughout year as per WTA.
- ✓ Termly update to staff
- ✓ Termly update to parents
- ✓ Progress review at Parent Council meetings- September, November, February and May.
- ✓ Updates to RAG rating on S.I.P on School and Early Years website.
- ✓ Monitoring progress against priority with partners- once a term.
- ✓ Effective use of literacy tracker to identify dyslexic difficulties.
- ✓ SHANARRI monitoring twice a year
- ✓ Evaluations of IEP
- ✓ CIRCLE framework

What will success look like?

By the end of November, we expect to see	By the end of February, we expect to see	By the end of May, we expect to see
• Initial work with partners to familiarise ourselves with the purpose the literacy tracker. • Staff familiarisation with Addressing Dyslexia toolkit and local guidance. • 100% of children will be on the literacy tracker.	• Interventions will be in place to support children with literacy difficulties, highlighted by the tracker. • Interventions in place will be recorded, monitored and reviewed. • Use Board maker and Widget tool to standardise print (tray labels, display and visual timetables) across whole school. • Percentage increase in teachers' confidence in understanding and supporting literacy difficulties including dyslexia.	• Head teacher and ASN teacher to re-audit print environment. The expectation is that there will be consistency in print. • 100% of dyslexic children will know their strengths in literacy and what supports help them. • 100% of teachers will have increased skills, knowledge and confidence in understanding and supporting literacy difficulties including dyslexia. • An increased awareness of dyslexia and inclusive practice across the school community. • Projected attainment data for R, W, L&T
What happened? What did we see? Provide updates on progress in the short term based on data and evidence	**What happened? What did we see?** Provide updates on progress made in the medium term based on data and evidence	**What happened? What did we see?** Provide updates on progress made in the long term based on data and evidence

What are our next steps?	What are our next steps?	What are our next steps?
Insert next steps which reflect progress made during this period of time. These next steps may change what you would expect to see in the medium term and long term	Insert next steps which reflect progress made during this period of time. These next steps may change what you would expect to see in the long term	Insert next steps which reflect progress made during this period of time. These next steps can inform your next period of improvement activity

End of Session Summary of Progress and Impact

NIF PRIORITIES	NIF DRIVERS			
• 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. *(highlight as appropriate)*	• School and ELC leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement • Curriculum and assessment • School and ELC 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

Priority 2: Management of resources- Work together to create a high-quality learning environment which further supports 'learning and engagement' and 'quality of teaching'

Continuation from *2024/25*? N

Data/evidence that informs this priority:	Planned Outcome	Measures	Resources and Lead Person
Positive feedback from teachers following peer observations • Learning from each other *Increase in school roll* • Spaces in school are not now fit for purpose. *Out of date resources* • Staff are overwhelmed with quantity of out-of-date resources in school. *New Library system* • Subscription to Reading Cloud is too expensive.	Outcome in line with Shetland LTA Standard: 'Learning and Engagement, - 'climate for learning' and Quality of Teaching – 'high quality learning environments' ***Impact on pupils and staff*** • 100% of pupils score 3 or 4 on the Classroom Inclusive Circle Scale (CICS) *Physical Environment)* in relation to how their learning environment helps them to learn. • 90% of staff report the learning environment supports their quality of teaching. • 100% of staff find the peer observations help to improve confidence / expertise • Continuing to build inclusivity across all school users by referring to the CIRCLE framework.	**Pupil scoring CICS- Physical environment** • Accessibility of space • Adequacy of space • Sensory space • Visual Supports • Availability of objects. • CIRCLE Classroom Inclusive Scale (Physical Environment) completed at the start and end of year 25/26.	Headteacher Teachers ASN Teacher • Staff meeting- 3/9/25 • Staff meeting- evaluation- 14/1/26 • CIRCLE Framework

Monitoring priority progress over time: impact on learners:

- ✓ Self-evaluation / improvement meetings throughout year as per WTA.
- ✓ Termly update to staff
- ✓ Termly update to parents
- ✓ Progress review at Parent Council meetings- September, November, February and May.
- ✓ Updates to RAG rating on S.I.P on School and Early Years website.
- ✓ Monitoring progress against priority with pupils- Pupil Council meetings and assemblies.

What will success look like?		
By the end of November, we expect to see	**By the end of February, we expect to see**	**By the end of May, we expect to see**
• Organisation of a new P56 classroom and repurposing Art room into a dual use room- Art and Music. • Trialling new library paper system in school while current subscription runs its course. • 100% of teachers will have completed the CIRCLE Inclusive Classroom Scale (baseline data) and will have a plan in place to develop their inclusive practice. • 50% of pupils score 3 or 4 on the CICS- Physical environment. • 100% of staff have carried out a peer observation.	• Resources pulled from cupboards to house musical instruments- sorted and either re positioned in classrooms or removed. • Implementing new library paper system. • 75% of pupils score 3 or 4 on the CICS- Physical environment. • Action taken from the CIRCLE Inclusive Classroom Scale plan.	• Cataloguing of resources in school aligned to progression frameworks. • Evaluating new library paper system. • 100% of teachers will have re-done the CIRCLE Inclusive Classroom Scale. The expectation is that the scoring will be higher. • 100% of pupils score 3 or 4 on the CICS- Physical environment.
What happened? What did we see? Provide updates on progress in the short term based on data and evidence	**What happened? What did we see?** Provide updates on progress made in the medium term based on data and evidence	**What happened? What did we see?** Provide updates on progress made in the long term based on data and evidence

What are our next steps?	What are our next steps?	What are our next steps?
Insert next steps which reflect progress made during this period of time. These next steps may change what you would expect to see in the medium term and long term	Insert next steps which reflect progress made during this period of time. These next steps may change what you would expect to see in the long term	Insert next steps which reflect progress made during this period of time. These next steps can inform your next period of improvement activity

End of Session Summary of Progress and Impact

NIF PRIORITIES	NIF DRIVERS			
• 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. *(highlight as appropriate)*	• School and ELC leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement • Curriculum and assessment • School and ELC 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

Priority 3: Partnerships- Further develop our use of data to improve outcomes for learners through 'Promoting and Managing School Attendance'.

Continuation from *2024/25*? N

Data/evidence that informs this priority:	Planned Outcome	Measures	Resources and Lead Person
Unauthorised absences • Currently 0.89% of all absences are unauthorised e.g. parental holiday. Compared to 1.7% for Shetland and 3.5% nationally (source SG Educational Analytical Services last fortnightly collection 19.5.25 to 30.5.25) *Understand the nuances of school data through the lens of attendance – drilling down to data in relation to individual learners.* • Our data tells us that 100% children are achieving expected level across all literacy and numeracy with 85-90% attendance in comparison to 87.42% on average achieving expected level across all literacy and numeracy with 90%+ attendance. Why is this? *Support parents to understand the impact of non-attendance to school on attainment.* • Presently, Whiteness Primary School does not have a bespoke policy on attendance.	***Impact on pupils*** Good attendance reduces isolation. Good attendance promotes better health and wellbeing. 90% of children who attend school >90% of the time will achieve expected level. ***Impact on staff*** 100% staff confidently use attendance data to highlight pupils at potential risk of underperforming. ***Impact on parents*** Positive influence in child's life and learning. Giving potential for best possible outcomes. Ensuring their child is included, engaged and involved in school life.	• Percentage of children who attend >90% of the time showing improvement in achieving expected level of attainment. • Percentage of staff report increased confidence in effective use of data. • Bespoke Attendance Policy- Every day Counts.	Headteacher Clerical staff Parent Council Parents • Staff meeting- 10/9/25 • Staff meeting- evaluation- 14/1/26

Monitoring priority progress over time: impact on learners:

- ✓ Self-evaluation / improvement meetings throughout year as per WTA.
- ✓ Termly update to staff
- ✓ Termly update to parents
- ✓ Progress review at Parent Council meetings- September, November, February and May.
- ✓ Updates to RAG rating on S.I.P on School and Early Years website.
- ✓ Monthly attendance data- scrutinised regarding achievement of a level and % of attendance.
- ✓ Impact of non-attendance on achievement of a level / on track- during monitoring and tracking meetings- November / February / June

What will success look like?		
By the end of November, we expect to see	**By the end of February, we expect to see**	**By the end of May, we expect to see**
• Staff attended mandatory in-service training- Nurturing Practice and Promoting Positive Behaviour- ✓ Inclusive practice (August 2025) ✓ Trauma Informed Practice (October 2025) • Self-evaluation following training of current attendance supports and challenges to identify areas for action. • Improvement intentions shared at Parent Council meeting in November 2025. • 50% staff report increased confidence in effective use of data.	• Raising awareness for parents about the impact of unauthorised absence from school on children's attainment. • Improvement progress shared at Parent Council meeting in February 2026. • 75% staff report increased confidence in effective use of data.	• School working with Parent Council - School attendance policy and procedures are created in alignment with national and authority level guidance. • Timeline created for implementation of the policy. • Date for review agreed. • 100% staff report increased confidence in effective use of data.
What happened? What did we see? Provide updates on progress in the short term based on data and evidence	**What happened? What did we see?** Provide updates on progress made in the medium term based on data and evidence	**What happened? What did we see?** Provide updates on progress made in the long term based on data and evidence

What are our next steps?	What are our next steps?	What are our next steps?
Insert next steps which reflect progress made during this period of time. These next steps may change what you would expect to see in the medium term and long term	Insert next steps which reflect progress made during this period of time. These next steps may change what you would expect to see in the long term	Insert next steps which reflect progress made during this period of time. These next steps can inform your next period of improvement activity

End of Session Summary of Progress and Impact

Whiteness Primary School

35 Hour Week - Working Time Agreement 2025/2026

Working Time agreement for:	Whiteness Primary School 2025/2026	
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 3 hrs per term)	12
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
Staff business meetings	3 x 1.5 hour T1/T2,T3,T4	4.5
School based moderation	model reviewed through SIP 24/25- continuation in 25/26	4
Self evaluation	2 x 1.5 hour meetings. Ongoing reflective/challenge questions at each staff meeting throughout year.	3
Assessment leading to Achievement of a Level	Collating assessments / professional judgements (6 hours T1/2, T3 and T4)- reviewing pupils and making judgements prior to termly monitoring 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 event - December	4
GIRFEC Review meetings	As and when required	8.5
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	185
Collegiate time remaining for development tasks		
S.I.P 1- Identifying literacy difficulties	Meeting - Term 1 (1.5hours) - Familiarisation with literacy tracker. Term 3- check in and self-evaluation (0.5hours)	2
S.I.P 2- LTA standard	Meeting Term 1 (1.5 hours) - Resources. Term 3- check in and self-evaluation (0.5hours)	2
S.I.P 3- Attendance	Meeting Term 1 (1.5 hours) - Attendance data. Term 3- check in and self-evaluation (0.5hours)	2
Evaluations of 2025/2026 SIP	2 hour meeting	2
Forward School Improvement Planning / WTA	2 hour meeting	2
Total	Time allocated to developement tasks	10
Total	Total collegiate time allocated	195

Early Years Improvement Priorities for *2025-26*

NIF PRIORITIES	NIF DRIVERS			
• 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. *(highlight as appropriate)*	• School and ELC leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement • Curriculum and assessment • School and ELC 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

Priority 1: Developing creativity and skills for lifelong learning- Further develop approaches to tracking and monitoring skills progression in ELC

Continuation from *2024/25*? N

Data/evidence that informs this priority:	Planned Outcome	Measures	Resources and Lead Person
Practitioner enquiry • Appetite of staff to understand the range of skills expected to be seen at Early Level. *Continuous provision* • Are all possible skill development opportunities being met?	***Impact on pupils*** By the end of May 2026, 60 percent of ELC children will be making developmentally appropriate progress within their skills development ***Impact on staff*** By the end of May 2026, 50% percent of ELC staff will report increased confidence in ELC skills progression	• Skills audit. • Monitoring implementation of purposeful provocations. • Evaluating impact on skill development. • Percentage of ELC children making developmentally appropriate progress within their skills development. (Audit) • Percentage of staff reporting increased confidence in ELC skills progression (Audit)	Headteacher Early Years staff

Monitoring priority progress over time: impact on learners:

- ✓ Self-evaluation / improvement meetings throughout year as per WTA.
- ✓ Termly update to staff
- ✓ Termly update to parents
- ✓ Progress review at Parent Council meetings- September, November, February and May.
- ✓ Updates to RAG rating on S.I.P on School and Early Years website.
- ✓ Monitoring and tracking meetings.

What will success look like?

By the end of November, **we expect to see**	**By the end of** February, **we expect to see**	**By the end of May**, **we expect to see**
• Early Years staff have completed a skills audit- provided by Education Support Officer Ann Marie Flaws. • 20 percent of ELC children will be making developmentally appropriate progress within their skills development	• Implementation of new provocations to meet gaps in skills development. • 40 percent of ELC children will be making developmentally appropriate progress within their skills development	• Evaluation of range of skills development opportunities provided through core continuous provision and intentional provocations. • 60 percent of ELC children will be making developmentally appropriate progress within their skills development.
What happened? What did we see? Provide updates on progress in the short term based on data and evidence	**What happened? What did we see?** Provide updates on progress made in the medium term based on data and evidence	**What happened? What did we see?** Provide updates on progress made in the long term based on data and evidence
What are our next steps? Insert next steps which reflect progress made during this period of time. These next steps may change what you would expect to see in the medium term and long term	**What are our next steps?** Insert next steps which reflect progress made during this period of time. These next steps may change what you would expect to see in the long term	**What are our next steps?** Insert next steps which reflect progress made during this period of time. These next steps can inform your next period of improvement activity

End of Session Summary of Progress and Impact

NIF PRIORITIES	NIF DRIVERS			
• 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. *(highlight as appropriate)*	• School and ELC leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement • Curriculum and assessment • School and ELC 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

Priority 2: Ensuring wellbeing, equity and inclusion- Learning through play – helping our children to become resilient and self-regulating learners

Continuation from *2024/25*? N

Data/evidence that informs this priority:	Planned Outcome	Measures	Resources and Lead Person
Practitioner observations • Children reluctant to follow instructions / requests by staff. • Children struggling to self-regulate emotions. • Children need support to appropriately respect resources and environment. • Children are not clear about behaviour expectations. *Practitioner concerns* • Spending more time in childcare mode (due to longer hours of attendance and numbers in setting) as opposed to early learning mode. • Concerns quality and quantity of learning opportunities is decreasing due to workload (intimate care, emotional regulation, tiredness)	***Impact on pupils*** Clear understanding of expectations. Able to follow Early Years rules- we are safe, we are respectful we are ready to learn. Develop and implement an agreed approach to support ELC children to develop resilience and self-regulation by the end of May 2026. 80% of children show improved resilience and self-regulation by end of May 2026. ***Impact on staff*** Consistent approaches to behaviour supporting children. Able to cope with demands of the job daily. Reassurance that opportunities for Early Learning are realised.	• Progress towards agreed approach to support resilience and implementation. • Percentage of children showing improved resilience and self-regulation. (benchmark September 2025, Check May 2026)	Headteacher Early Years staff

Monitoring priority progress over time: impact on learners:

✓ Self-evaluation / improvement meetings throughout year as per WTA.

- ✓ Termly update to staff
- ✓ Termly update to parents
- ✓ Progress review at Parent Council meetings- September, November, February and May.
- ✓ Updates to RAG rating on S.I.P on School and Early Years website.
- ✓ Monitoring and tracking meetings.

What will success look like?

By the end of November, **we expect to see**	**By the end of** February, **we expect to see**	**By the end of May**, **we expect to see**
• New ways to promote the Early Years rules- introduction of character- soft toys ✓ Safe snail ✓ Respectful rabbit ✓ Ready to learn lion • Base line data collected. • Practitioner agreement of consistent approaches to support resilience, respect and opportunities. • 40% of children evidence improved resilience and self-regulation by end of November 2025	• Monitoring of children's understanding of the Early Years rules. • Embedding the use of soft toy characters. • Monitoring of approaches agreed in November and use- is this having an impact? • 60% of children evidence improved resilience and self-regulation by end of February 2026	• Evaluative data collected and analysed • Staff audit of • Consistent approaches to support resilience, respect and opportunities • Impact of the soft toy characters • Staff assessment- are they happy with the balance of Early Learning Versus Child Care? • 80% of children evidence improved resilience and self-regulation by end of May 2026
What happened? What did we see? Provide updates on progress in the short term based on data and evidence	**What happened? What did we see?** Provide updates on progress made in the medium term based on data and evidence	**What happened? What did we see?** Provide updates on progress made in the long term based on data and evidence
What are our next steps? Insert next steps which reflect progress made during this period of time. These next steps may change what you would expect to see in the medium term and long term	**What are our next steps?** Insert next steps which reflect progress made during this period of time. These next steps may change what you would expect to see in the long term	**What are our next steps?** Insert next steps which reflect progress made during this period of time. These next steps can inform your next period of improvement activity

End of Session Summary of Progress and Impact

NIF PRIORITIES	NIF DRIVERS			
• 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. *(highlight as appropriate)*	• School and ELC leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement • Curriculum and assessment • School and ELC 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

Priority 3: Family Learning-Focussed Stay and Play sessions supporting parents to identify areas of strength and next steps for their children.

Continuation from *2024/25*? Y

Data/evidence that informs this priority:	Planned Outcome	Measures	Resources and Lead Person
Parents' confidence to identify strengths and next steps • During a stay and play session in 2024/2025 parents voiced their lack of confidence in identifying strengths and next steps in their child's learning.	***Impact on pupils*** Child's progress understood and developmentally appropriate opportunities in place. 80% of parents engaging in Stay and Play sessions report that they – • Have a better understanding of their child's developmental progress • Can support next steps in their child's developmental progress ***Impact on staff*** Aligning observations with next steps for each child. Professional learning- PEEP training. ***Impact on parents*** Increase confidence to know where their child is and what their child needs to do next to make progress.	• Percentage of parents reporting increased understanding of their child's developmental progress • Percentage of parents reporting that they can support next steps in their child's developmental progress	Headteacher Early Years staff

Monitoring priority progress over time: impact on learners:

- ✓ Self-evaluation / improvement meetings throughout year as per WTA.
- ✓ Termly update to staff
- ✓ Termly update to parents
- ✓ Progress review at Parent Council meetings- September, November, February and May.
- ✓ Updates to RAG rating on S.I.P on School and Early Years website.

What will success look like?

By the end of November, **we expect to see**	**By the end of** February, **we expect to see**	**By the end of May**, **we expect to see**
• One member of staff to have completed PEEP training. • 40% of parents engaging in Stay and Play sessions report that they – ✓ Have a better understanding of their child's developmental progress ✓ Can support next steps in their child's developmental progress	• Activities to support parents understanding of their child's progress and next steps. • 60% of parents engaging in Stay and Play sessions report that they – ✓ Have a better understanding of their child's developmental progress ✓ Can support next steps in their child's developmental progress	• Stay and Play session where 60% of parents were confident to make suggestions about next steps for their child. • 80% of parents engaging in Stay and Play sessions report that they – ✓ Have a better understanding of their child's developmental progress ✓ Can support next steps in their child's developmental progress
What happened? What did we see? Provide updates on progress in the short term based on data and evidence	**What happened? What did we see?** Provide updates on progress made in the medium term based on data and evidence	**What happened? What did we see?** Provide updates on progress made in the long term based on data and evidence
What are our next steps? Insert next steps which reflect progress made during this period of time. These next steps may change what you would expect to see in the medium term and long term	**What are our next steps?** Insert next steps which reflect progress made during this period of time. These next steps may change what you would expect to see in the long term	**What are our next steps?** Insert next steps which reflect progress made during this period of time. These next steps can inform your next period of improvement activity

End of Session Summary of Progress and Impact

Whiteness Early Years

35 Hour Week - 40.5 weeks per year- Working Time Agreement 2025/2026

Working Time agreement for:	Whiteness Early Years 2025/2026	
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**