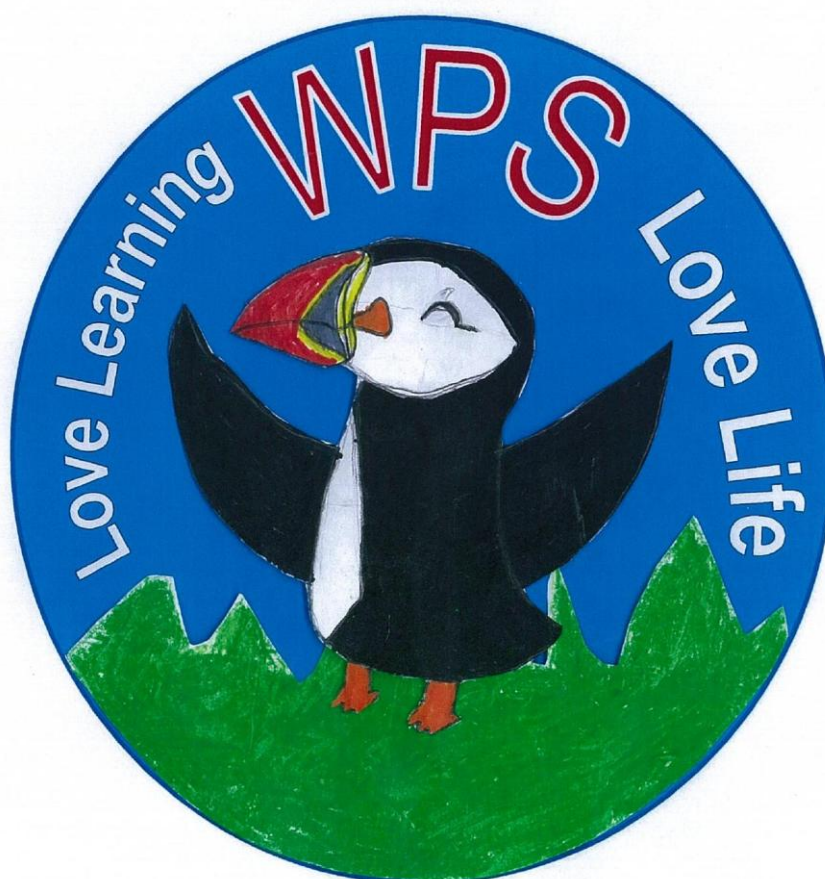


Whiteness Primary School

Standards and Quality Report 2026 & School Improvement Plan 2026-2027



This report covers the session 2025-2026. 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 2025/26. 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 three Directorate priorities for Children's Services (2026-2029) are:

1. Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs;
2. Reduce the number of children and young people affected by poverty;
3. Keep the Promise by ensuring that care-experienced children and young people receive support they can rely on.

The five national priorities within the National Improvement Framework are:

1. Placing the human rights and needs of every child and young person at the centre of education;
2. Improvement in children and young people's health and wellbeing;

3. Closing the attainment gap between the most and least disadvantaged children and young people;
4. Improvement in skills and sustained, positive school-leaver destinations for all young people;
5. Improvement in attainment, particularly in literacy and numeracy.

The seven strategic outcomes to be achieved are:

1. 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.
2. 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).
3. 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.
4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
6. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
7. 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.



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



PRIORITIES

AREAS for IMPROVEMENT



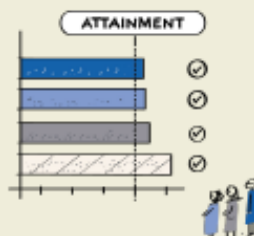
HUMAN RIGHTS



for ALL children
and young people

CLOSING the GAP

between the most and
least disadvantaged



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



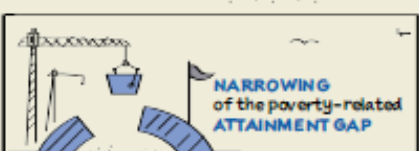
INCLUSIVE
AND RELEVANT
CURRICULUM AND
ASSESSMENT
which celebrates and
supports progression



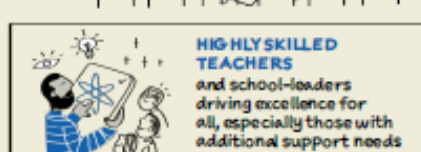
HIGH LEVELS
OF ACHIEVEMENT
across the curriculum



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 80 with a further 23 children in Early Years provision. On completing their primary education pupils move to 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 pupils' access is to the far end of the building and from here, the primary classrooms can be accessed as well as the Art / Music room, library, computer suite, Childhood 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.

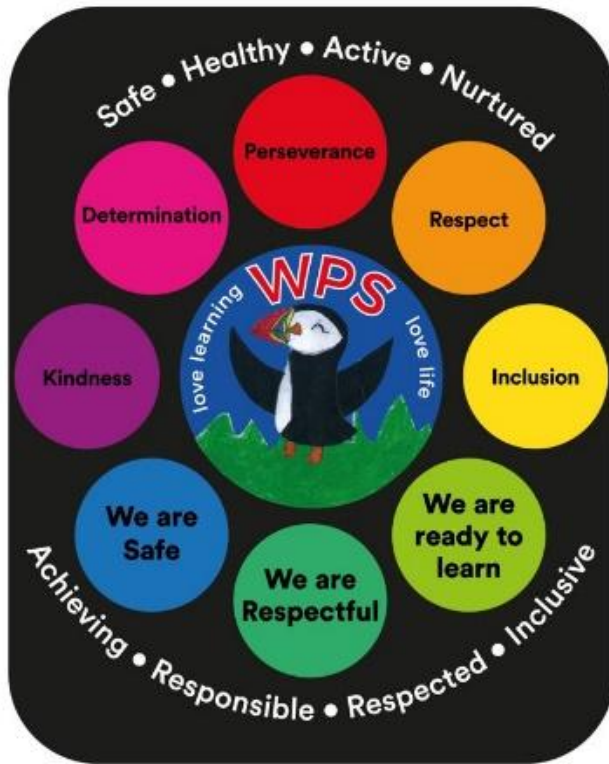
Members of the local community are mainly involved in crofting, farming, fishing, aquaculture, construction, haulage and retail. The school is close to many local businesses including two shops, a post office and petrol pumps; Shetland Jewelry; Bonhoga Gallery and many local businesses. The local Kirk 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 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. 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. We also hold a Grandparent afternoon once a year, with all feedback showing this was valued and welcomed.

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 2025- placing the school priorities in the following order of importance to them.

Whiteness Primary School Improvement Plan 2025 / 2026



Achievement	Raising Attainment	Partnerships	Management of resources
Getting the right support - Our school community will continue to build positive relationships. - Our school community will follow the school rules- we are safe, we are respectful, we are ready to learn. - Our school community will show- kindness; respect; inclusion; determination and perseverance. - Pupils will get the support they need.	Early identification of literacy difficulties - Use of Dyslexia toolkit. - Whole school literacy tracker. - Timely interventions. - Standardise print around school.	Promoting and managing school attendance: - Staff attend nurturing practice and positive relationship training inclusive practice and trauma informed practice. - Parent Council engagement with Managing Schools Attendance Policy.	Quality of teaching and engagement in learning - Audit classroom environments. - Improve environments around school based on audit results. - Continue with peer observations. - Continue to build inclusivity.
			

How can you help? Please get in touch with the school if you would like to contribute ideas / suggestions or support with our School Improvement Plans.

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. For 2025/2026 session pupils chose to have a Pupil Council, a STEM committee, an Eco Committee and a Whole School Walk committee.

Over the year, the **Pupil Council** has carried out several improvements across the school. In Term One the P7 Pupil Council decided to look at How Good Is OUR School and identify improvements within Theme 3- Our School and Community.

Theme 3



Our school and community

This theme is about how you feel about your school as a place of learning. This can include what your school looks like, how easy it is to move around it and whether it has the facilities and resources you need to do well. This theme also supports you to consider how well your school connects with the local community.

 This year we are going to make learning in our school even better by.....

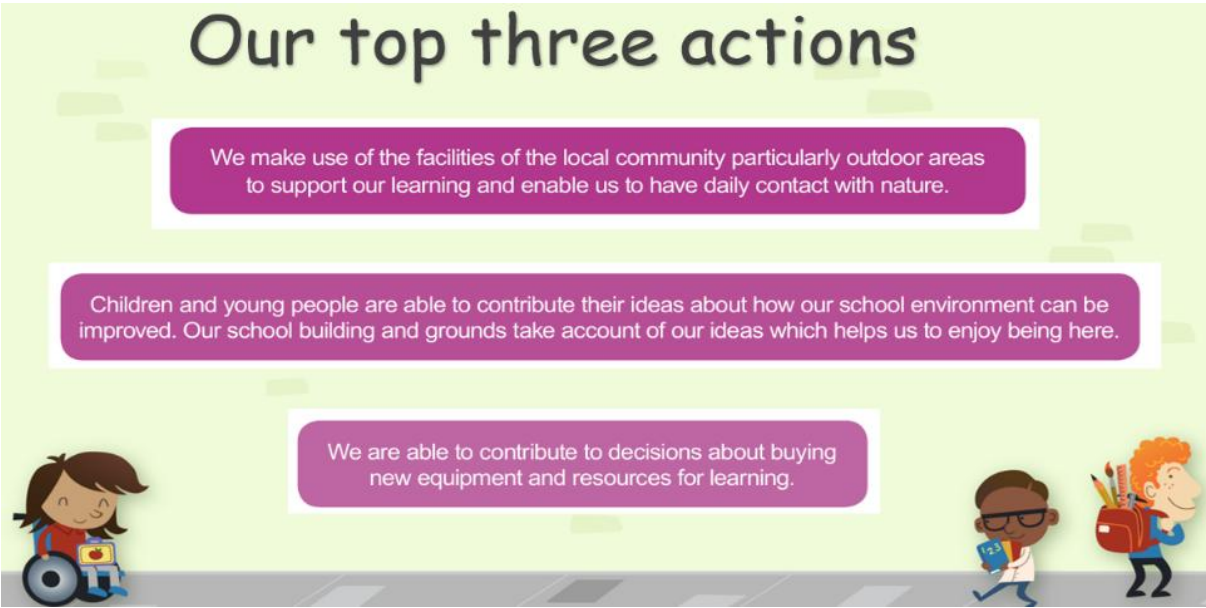


Learning, Teaching and Assessment- Learning and engagement and quality of teaching.

- Your classrooms are welcoming and full of experiences that make you curious and interested in learning.
- Teachers to share all their amazing skills with each other so that you all benefit from them.
- Continue to make our school inclusive so that everybody can do their very best.

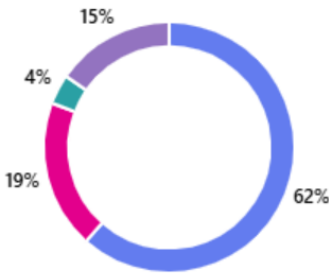


They identified the top three actions from the challenge questions and shared these in an assembly- tasking the rest of the school to vote on how we could make improvements.



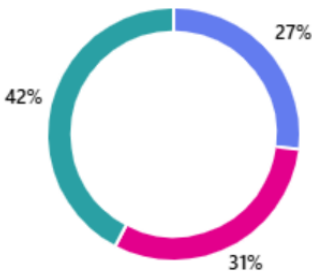
1. How do you think we could make the **wildlife garden** better for our learning? (0 point)

- | | |
|---|----|
| Clean out the pond | 16 |
| Check the bug hotels are still used and in good condition once a year. | 5 |
| Make new boards for the bugs to live under when the old ones are no longer any good | 1 |
| Make an information board about the wildlife that can be found in there. | 4 |



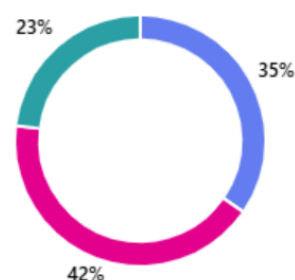
2. How do you think we could make the **growing polycrub** better for our learning? (0 point)

- | | |
|---|----|
| The whole school help to water and grow. | 7 |
| Every class is able to plant something but all the school is responsible to look after all the growing... | 8 |
| Give it a good clean and sort out- make sure we have enough watering cans and trowels etc. | 11 |



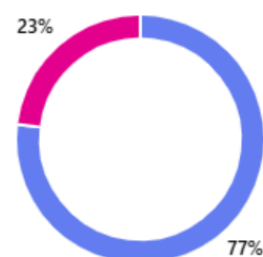
3. How do you think we could make the **learning polytunnels** better for our learning? (0 point)

- | | |
|--|----|
| ● Make sure it is clean and that all the resources are stocked up. | 9 |
| ● To follow the school rules when inside- especially when there are no adults. | 11 |
| ● Use them more for our learning. | 6 |



4. How do you think we could make the **playground markings** better for our learning? (0 point)

- | | |
|---|----|
| ● Repaint the markings we have- so we can see them | 20 |
| ● Use the black and white squares and other section with unpainted squares for games. | 6 |



In Term Three- the P3/4 Pupil Council looked at the results from the survey and made suggestions how the school could action the improvements. They decided to use our vertical groupings and have an afternoon of action. In term 4 the P5/6 and P1/2 Pupil Council set up an Afternoon of Action to improve the school grounds. P5/6 created task checklists for each zone and P1/2 created visuals to help on the day. Going forward the Pupil Council will ask the Parent Council to help us with ordering paint for the playground markings.

Zone 1- Growing polycrub

Check watering cans /how many water nozzles – spray ones are better

Clean the polycrub

- Sweep the floor
- Get rid of rubbish
- Organize resources better- E.G - put the trowels in a tray

See how many trowels there is / if there is not that many get some more

Refill the water butt



Zone 2- Pond

- Clear out pond
- Check the pond it is in good form
 - Get rid of litter
 - Clear out bug hotels
- Take the tarp and put a new tarp on
 - Bigger rocks around the pond
- Pull the long grass out around the pond



Zone 3- Learning polycrubb

1. Sweep it out.
2. Check the felt tips if they work.
3. Clean the cushions.
4. Clean the trays and organise them.
5. Get the pencil out the door.
6. Check if they have enough paper.
7. Clean the walls.
8. Stack cushions neatly in rainbow.
9. update the poster
10. Clean the table



Over the year the **Eco Committee** took on a variety of initiatives.

In Term One and Two P5/6 raised money to buy recycling bins for plastic and paper in each classroom.

In Term Three P1/2 organised for the school to plant seeds and water the polycrubb.

In Term Four the P3/4 class organised the Voar Redd Up and the P7 class organised and ran a paper free day in school.

Throughout 2025/2026, 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 paper chain challenge. Children were vertically grouped and tasked to see which group could make the longest chain from the same resources. To complete the challenge the children showed skills in self- management, including adaption, social intelligence, including communicating and collaborating and lastly innovation through critical thinking.



In Term Three the P5/6 class organised a STEM challenge- making hoop gliders and the P7 class used IA generated new species and stop motion to bring them to life. In Term Four the P3/4 class organised an active afternoon- exploring the science of fitness.



Whole School Walk Committee, across the school organised an “All Together Daily Mile” and an end of term whole school walk and picnic to the local beach.

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.

During a visit from Education Scotland- Deep Dive into Attendance, we asked:

What do you love about school?

P1/2 maths games, drawing, playing with friends, music, learning different things, exercise, play and seeing staff

P3/4 fun, PE, seeing friends, learning new things, lunch, maths

P5/6 fun, see friends, everyone is nice, maths, play, writing, lunch and breaks

P7 see friends and make new friends, learn new things and get a choice about what we want to learn, it's interesting, a happy and fun place, it's safe, everyone is encouraging, develop lots of skills, we are respected and we get help when we need it.

We also regularly check, in assembly, that children are equipped to meet the school rules.



About how we are safe

Pupils in P6/7 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 \(glowscotland.org.uk\)](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.

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.*

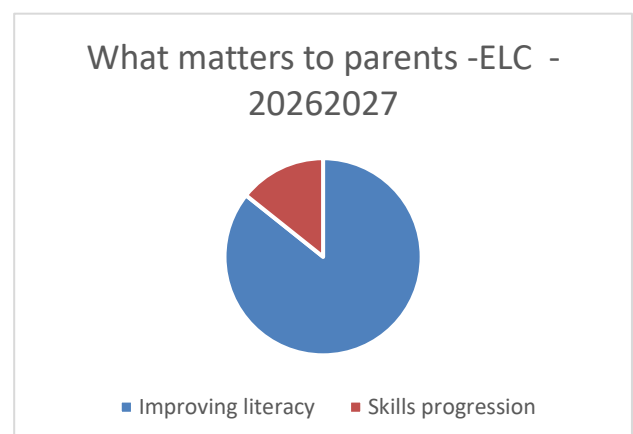
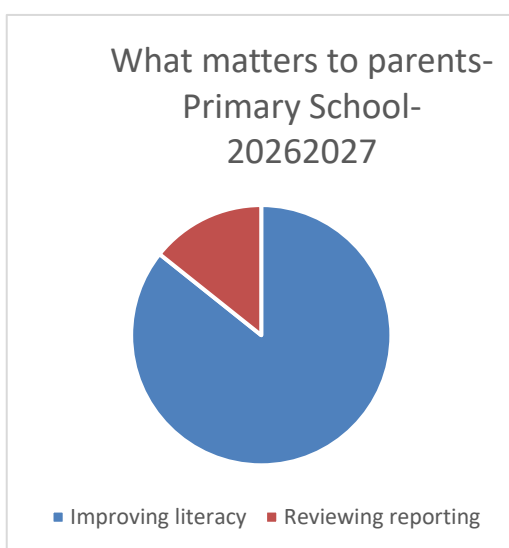
Learning through play develops creative, engaging and motivating interest in the world around us. Play is natural and when unhurried, it gives us the space and right pace in which to learn. As we play, we watch and learn, we copy and repeat, we practice and experience, we extend our imagination and begin 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 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); when 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.

Parents help to shape continuous school improvement. We ask, each May, their views on proposed school improvement priorities going forward, including the importance, to them, of each. We welcome suggestions and comments to shape the final direction.

Parents prioritised **Improving Literacy-Reading** as the focus in 2026/2027 school improvement planning and Early Years Improvement Planning.



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.



Overall Experience

The day was described as **fun, fantastic, and enjoyable**.

School Environment

The school is seen as **lovely, nurturing, and welcoming**, with staff described as **amazing**.
Visitors appreciate the **diverse learning opportunities** offered.

Interaction & Community

Strong appreciation for how **all age groups interact and learn together**.
Families enjoy seeing how their children and grandchildren are getting on at school.

Learning & Activities

There is praise for:

The **variety of resources and activities** available.
Play-based and outdoor learning, including the **polycrub**, which children love.
Opportunities that encourage **imagination, skill-building, and new strategies**.
Learning about **other countries and cultures**.

Support & Care

The school's **care, nurturing approach, and support for individual learners** is highly valued.
One comment highlighted the **exemplary assistance** provided to a specific pupil.

Parent and carer views on the ethos of Whiteness School and Early Years

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



How 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 2025 the direction of improvement for the session 2025/2026 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.

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 2025/2026, the Parent Council have continued to support our “School Snack Day” once a term in collaboration with Tesco.

Every Day Counts Policy
Attendance matters because at school we can:

- meet and make new friends,
- explore and experience new things with adults who know and care about us,
- learn about ourselves, and the world around us, in a place that is safe and supportive.

If your child is ill, or you have a special event- wedding, sporting competition- this is an authorised absence.

What does 90% attendance look like?

- 1/2 day absent every week
- 19 days absent per year
- 247 days absent over 13 academic years
- Over 1 year of education lost by S3

Attendance is everyone's' responsibility- this means:

Learners	Parents and Carers	Staff
• come to school every day • go to and stay in class • join in learning activities	• get your child to school • keep in touch with the school about absence • share any concerns you have	• are welcoming, caring and supportive • help to make school safe, interesting and enjoyable

Unauthorised absence means lost opportunity to see friends and to learn: **Parental holidays in term time is an unauthorised absence.**
Because we care we are concerned when learners miss any days of school but we get more concerned the more days missed.

At school everyday Up to 9 days absence in a year More than 9 absence in a year

No concerns Concerned Very concerned

After a late arrival or an absence, we will always:

- Contact a parent or carer to find out what's up. We do this because we care.
- Ask if we can help and if we can't we'll ask what would be helpful.
- If the absence is unavoidable, we will offer learning that can be done at home so that the learner doesn't fall behind or miss out.

Learners, parents and staff worked together to create this policy

We will review and update this policy every two years. The next review will be March 2028.
This policy supports, and is supported by, our other policies:
Whiteness Primary School: Better Relationships-Behaviours-Learning Policy
SfC: Framing and Managing School Attendance Policy and Operational Guidance
Education Scotland: Included, Engaged and Involved Part 1: a positive approach to the promotion and management of attendance in Scottish Schools.

Academic session 2023/2025 (to March 2026) overall attendance is 94.69% with 3.69% authorised and 16.5% unauthorised

They have worked closely with the school on Priority Three of the School Improvement Plan- Promoting and Managing School Attendance. Where a bespoke Everyday Counts poster has been added to the Leave of Absence form- to raise awareness of the impact of lost learning through unauthorised parental leave.

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://parentcouncilmeetingminutes.whitenessprimaryschool.org.uk).

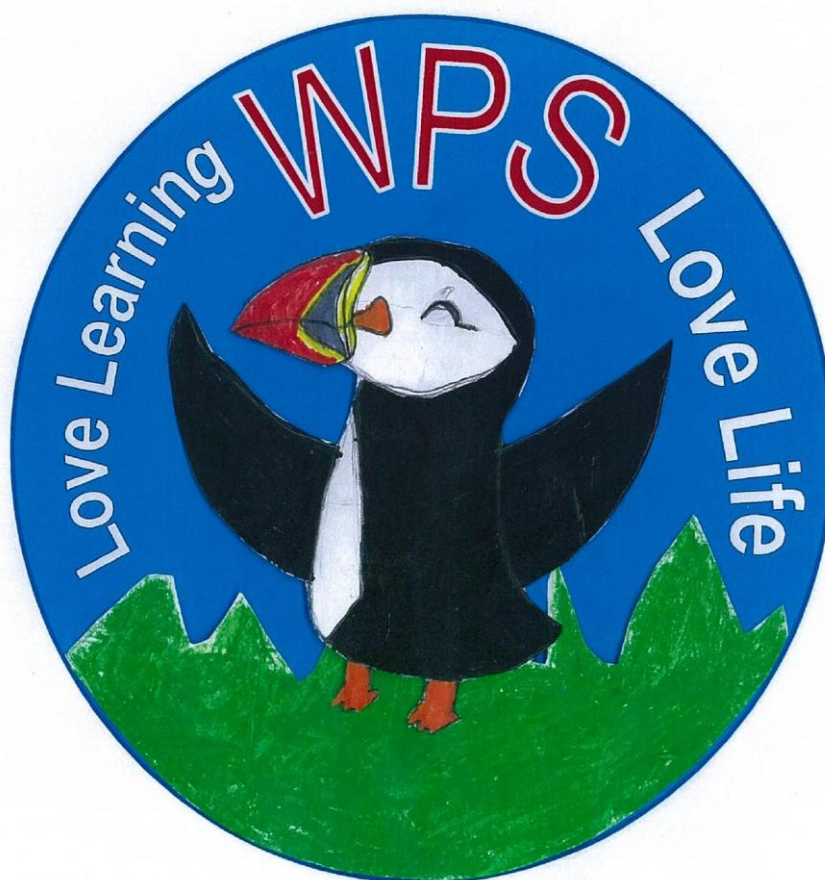
The school works closely with partners to support children's progress. Over the session partners have worked in some capacity with the school- either through Education Outreach, Active Schools, Catering and Cleaning, Mind Your Head, School nursing, NHS dental, Education Psychology and Shetland Community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

2026



Progress made with the School priorities from our 2025/2026 School Improvement Plan

NIF 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.	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: 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**

Support for poverty related attainment gap- using SEF to support research projects and data analysis.

Professional learning undertaken – Partnership collaboration- Literacy difficulties and Dyslexia

What were our outcomes? <i>Impact on pupils and staff:</i>	What did we do? <i>Staff completed training 15 September 2025-</i> <i>What is dyslexia</i> <i>Factors influencing dyslexia</i> <i>Current guidance</i> <i>Assessing Dyslexia</i>	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required?
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We wanted to have all children from P2 to P7 entered onto a Literacy 4 All tacker by May 2026.

Where literacy difficulties were identified, appropriate and personalised interventions were carried out. These were recorded, monitored and reviewed.

When appropriate, information from the tracker was used to support the identification of dyslexia.

Staff increased their skills, knowledge and confidence in understanding and supporting literacy difficulties including dyslexia.

Following dyslexia identification, the school supports individual learners understanding of dyslexia.

Increased awareness of dyslexia and inclusive practice across the school community.

Work to finalise HWB progression for different ages and stages has begun.

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.

- *Dyslexia Identification Pathway- Step 1,2,3*
- *The aims of the intervention- Literacy 4 All*
- *Intended outcomes for Literacy 4 All*

Progress of all children inputted onto the Literacy 4 All tracker- 7 November 2025

Staff completed training 4 February 2026-

- *Evaluation/Themes from Tracker*
- *Understanding the definitions and limitations of working memory and cognitive load*
- *Recognising the impact of working memory on academic success*
- *Identifying pupils struggling with memory overload*
- *Applying concrete strategies in the classroom*

Teachers' confidence in supporting dyslexic difficulties continues to grow.

Print has been standardised across most of the school – work continues to complete this.

96% of our children know they are achieving and 95% of our children feel included.




LITERACY 4 ALL

WHITENESS PRIMARY SCHOOL 25/26

Candida Jardim, EP - Lauren Smith, ESO Literacy



Shetland Islands Council

WHAT IS LITERACY?

Literacy refers to the skills required for processing written language, including the ability to:

- decode words
- read fluently
- read for meaning
- spell words
- write
- other associated processes such as developing oral language skills and vocabulary knowledge.

5 PILLARS OF LITERACY



OUR AIM:

- For ALL children to access high quality learning, teaching and assessment in literacy.
- For ALL children to have their individual needs identified and met.
- For information gathered to be used to inform Dyslexia assessments.

WHAT WE DID:

- Placed 100% of children on a Tracker from P2 to P7.
- Analysed data from the Tracker to inform interventions
- Upskilled staff through training sessions and coaching
- Implemented interventions and teaching approaches through Practitioners Enquiries

TRACKER

- A Tracker to track and monitor children's strengths and difficulties was developed based on the work previously done by our colleagues in Highlands. Information from the Addressing Dyslexia Toolkit was also used.
- The Tracker has several sections on the different aspects of literacy, including reading, writing and spelling and sections on numeracy, working memory and motor skills.
- The Tracker was completed twice. Once in November 2025 to inform support and again in June 2026 to monitor progress.
- Data from the Tracker informed Practitioners Enquiries in every class.
- 80% of teachers told us the Tacker was Very Easy to complete.
- 60% of teachers wouldn't change anything in the Tracker but there was an overall feeling that it was time consuming.

"After the first time doing the tracker it was straightforward" - Teacher

PRACTITIONERS ENQUIRY

All class teachers planned and carried out a Practitioner Enquiry between March and June 2026 informed by data from the Tracker. The goal for the different classes was as follows:

- **Primary 2** - To use syllables and rhyme as strategies to spell more consistently and accurately.
- **Primary 3/4** - To improve the accuracy and consistency of letter formation in P3/4.
- **Primary 5/6** - To improve spelling by 25% in extended writing in the primary 5/6 class.
- **Primary 7** - To strengthen pupils' independence in spelling and editing, supporting their readiness for transition to secondary school.

Results from all Practitioners Enquiries were overall very positive. The Primary 7 data showed a reduction in spelling errors from an average of 6 errors per pupil (baseline) to 2.5 errors per pupil (post intervention).

Over time, pupils became increasingly responsible and accountable for their spelling. Spelling was embedded as a success criterion in every lesson. Pupils made more effective use of available supports, including high-frequency word lists and commonly misspelled word sheets. - P7 Teacher

LESSONS LEARNED

When we follow children over time, starting in early primary, we can build a clearer picture of how their difficulties evolve and what interventions have been effective or ineffective for them, this information can not only help tailor the support provided but also inform Dyslexia assessments for those with persistent literacy difficulties.

Completing the Tracker can be time-consuming; however, all teachers reported that it is helpful and worthwhile in supporting their practice. It also becomes quicker and easier to complete once staff are familiar with the process, particularly when using it for the second time.

"The tracker provides a chronology of any difficulties and interventions tried which will make dyslexia identifications less assessment heavy and specific needs will be clearer. Also, we think it will lessen the chance of children with mild dyslexia going through school un-noticed." - Head Teacher/ASN Teacher

"Learners with Dyslexia will benefit from early identification, appropriate intervention and targeted effective teaching, enabling them to become successful learners, confident individuals, effective contributors and responsible citizens." - Making Sense report

PUPIL FEEDBACK:

"It was fun doing the jumping in hoops with the cards." - P2 pupil
 "I am trying to remember to use better handwriting in all of my work, not just during handwriting time." - P3/4 pupil
 "I feel confident about my spelling now." - P5/6 pupil
 "I have learned lots of things to help me with my spelling and I want to keep using them and have access to them in S1." - P7 pupil

NEXT STEPS:

- Whiteness Primary School will continue to use the Tracker to track and monitor children's needs and to inform support.
- The Literacy 4 All project will be tested again in another Primary School for 26/27 session.

NIF 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. (highlight as appropriate)	NIF DRIVERS - 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
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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**

Support for poverty related attainment gap-

Professional learning undertaken -

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?
Outcome in line with Shetland LTA Standard: 'Learning and Engagement, - 'climate for learning' and Quality of Teaching – 'high quality learning environments' 89% of pupils score 3 or 4 on the Classroom Inclusive Circle Scale (CICS) <i>Physical Environment</i>) in relation to availability of objects in the classroom. 99% of pupils score 3 or 4 on the Classroom Inclusive Circle Scale (CICS) <i>Physical Environment</i>) in	<i>P56 classroom set up – new windows, blinds and flooring installed.</i> <i>Art room repurposed to accommodate Music – organised and labelled. Musical instruments re housed in main GP cupboard- access for Music teacher.</i> <i>Library system switched over to paper records.</i> <i>100% of teachers have completed the CICS at the start of the year identifying improvements to be made which were:</i> <i>P1/2- open classroom access, mark designated floor sitting space, consider individual space for learning and regulation, refresh sensory resources to meet</i>	Classrooms they can move around easily. Availability of quiet spaces to work if needed- meeting the needs of all learners. Classrooms that are well organised and tidy. Clear view of the interactive board and learning visuals. Lighting conducive to learning in the room. Mitigating noisy classrooms- class charter, school value of respect. Access to resources to enable learners to be ready to learn- e.g. break out spaces, fidget toys. Availability of a sensory room in school for those that require it. Learners are able to independently access resources in each room- through consistent labelling including words and pictures.	Complete Library recording methods from August 2026- December 2026. Replace flooring in P6/7 and P3/4 classrooms addressing the squeaky floor- summer break 2026. Continue with peer observations moving away from formal lesson

relation to visual supports in the classroom. 91% of pupils score 3 or 4 on the Classroom Inclusive Circle Scale (CICS) <i>Physical Environment</i>) in relation to sensory space in the classroom. 100% of pupils score 3 or 4 on the Classroom Inclusive Circle Scale (CICS) <i>Physical Environment</i>) in relation to adequacy of classroom space. 100% of pupils score 3 or 4 on the Classroom Inclusive Circle Scale (CICS) <i>Physical Environment</i>) in relation to accessibility of classroom space. 100% of staff find the peer observations help to improve confidence / expertise and have made suggestions how this can be improved. Continuing to build inclusivity across all school users by referring to the CIRCLE framework.	<i>individual needs, consideration to noise levels and lighting, continue to use visual supports.</i> <i>P3/4- further decluttering of classroom area, adaption to Lightening Learners area, label Lightening learner areas using wigit. Address squeaky floor with building management.</i> <i>P5/6- consider placement of workstations, consideration of lighting- bright- awaiting blinds, continue labelling of cupboards, add to resources available in classroom- (new classroom this year)</i> <i>P7- Floor is squeaky- flickering lights that are bright, replace some blinds.</i> <i>All class teachers have completed the CICS at the end of the year with 100% reporting improvements in high quality learning environments.</i> <i>Surveyed pupils on their physical environment and made changes based on what they told us.</i> <i>Think about how class teachers will take on recording library books loans from August 2026.- Scheduled during staff meeting 9/6/2026.</i> <i>Class teachers will complete implementation of improvements following CICS through 2026/2027.</i>	Learners know what is expected through the school day- use of visual timetable in each room. Access and knowledge of resources to support literacy and maths learning. Access to ICT to support learning- immersive reader, speech to text, Seeing AI etc.	observations to <i>Learning Walks</i>- to get a flavour of the learning happening in school. Opportunity for staff to look outwards- using Floating Headteacher days in 2026/2027.
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NIF 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. (highlight as appropriate)	NIF DRIVERS - 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
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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**

Support for poverty related attainment gap- Pupils with lower attendance and or / late arrivals supported to close gap.

Professional learning undertaken- Inclusive practises and PACE guidance

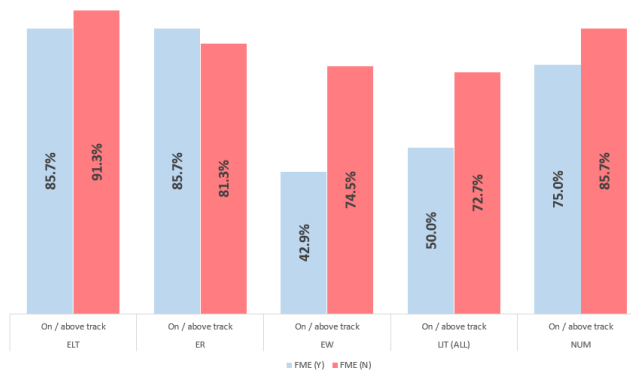
What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required?
Impact on pupils Good attendance reduces isolation. Good attendance promotes better health and wellbeing. 100% of children who attend school >90% of the time are on track in Listening and Talking, Reading and Numeracy. In writing 50% of children are on track, who attend school >90%. Impact on staff 100% staff confidently use attendance data to highlight pupils at potential risk of underperforming.	<i>All staff attended training in October regarding inclusive practice- staff able to identify good practice already happening in school and make personal commitments to act on new opportunities identified- these have included</i> <i>Verbal de-escalation techniques</i> <i>Participation in Scottish Government – Behaviour in Scottish School 2026 questionnaires.</i> <i>P.A.C.E awareness</i> <i>Attendance data scrutinised- with actions agreed</i> <i>HT informed teachers if a pupils' attendance fell below 85% (during monitoring and tracking meeting 3x year) - enabling any gaps in learning due to non-attendance to be identified- and agreement with parents to support extra input at home to close gaps if appropriate.</i>	Pupils with lower-than-expected attendance monitored against attainment. Interventions identified- for example- opportunity to catch up with extra support in school, working in partnership with home to close gap. Parents aware of the impact of lost learning over time due to absences for family holidays- giving parents informed decisions to make.	Monitoring of attendance is now embedded during monitoring meetings.

<i>Impact on parents</i> 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.	<i>100% staff were “somewhat confident” when using attendance data to support learning (10/9/25).</i> <i>100% staff were “confident” when using attendance data to support learning (May 2026).</i> <i>A draft of Everyday Counts Policy was shared with Parent Council 10/11/25. Suggestions were made and draft was further worked on and shared until final copy was agreed on 4/5/26. This is now placed on the Leave of Absence form and can be viewed here: <u>Guidance and Forms Whiteness Primary School and Early Years</u></i>		
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Pupil Equity Fund – Planning and Reporting

Priority 4- PEF Allocation 2025/26 - £3,240		Carry forward from 24/25: £364.31																															
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 was your gap? Readiness to Learn- Children presenting at school and requiring bespoke soft start provision to enable them to be ready to learn. Loss of learning through additional support needs- allowing time to complete tasks, practise skills and embed understanding in literacy, numeracy and health and wellbeing.																																	
Planned Outcome To improve outcomes in Literacy- spelling and presentation of work. To improve outcomes in Numeracy – timetables and presentation of work. To improve outcomes in HWB – readiness to learn each morning, attendance, confidence when meeting new people. To provide challenge and extension to able learner in Numeracy		Measures of impact on learners																															
		Quantitative	Qualitative																														
		Times table recall <table><thead><tr><th>Times table</th><th>Pupil A and B Oct-25 (%)</th><th>Pupil A and B Jun-26 (%)</th></tr></thead><tbody><tr><td>2x</td><td>~85</td><td>100</td></tr><tr><td>3x</td><td>~80</td><td>100</td></tr><tr><td>4x</td><td>~80</td><td>100</td></tr><tr><td>5x</td><td>~80</td><td>100</td></tr><tr><td>6x</td><td>~80</td><td>100</td></tr><tr><td>7x</td><td>~80</td><td>100</td></tr><tr><td>8x</td><td>~80</td><td>100</td></tr><tr><td>9x</td><td>~80</td><td>100</td></tr><tr><td>10x</td><td>~80</td><td>100</td></tr></tbody></table>	Times table	Pupil A and B Oct-25 (%)	Pupil A and B Jun-26 (%)	2x	~85	100	3x	~80	100	4x	~80	100	5x	~80	100	6x	~80	100	7x	~80	100	8x	~80	100	9x	~80	100	10x	~80	100	Literacy Pupil A and B- Improved letter formation, size and position on the line. Standard can be maintained for a short piece of writing. Numeracy Pupil A now uses a jotter with larger squares; organisation, layout and size of answers has improved. Pupil B – Improved from being unable to set out sums on a page to keeping numerals with squares and organising answers independently. Health and Wellbeing Pupil A- slight improvement in confidence when meeting new people and knowing what to say. Pupil B – slight dip in confidence- to be picked up again in P7 “Soft start gives us time to wake up and be ready to go to class. It helps us get ready for maths and spelling because we practice the times tables and maths, we find hard and we do our spelling. It is an easier way to start school.”
Times table	Pupil A and B Oct-25 (%)	Pupil A and B Jun-26 (%)																															
2x	~85	100																															
3x	~80	100																															
4x	~80	100																															
5x	~80	100																															
6x	~80	100																															
7x	~80	100																															
8x	~80	100																															
9x	~80	100																															
10x	~80	100																															
Teaching and Learning	✓																																
Leadership	✓																																
Family and Community	✓																																

What is your % attainment gap? The performance of FME - Y - blue and FME - N - Red



- “I like going to the Morning Group because it is a bit quieter. We brush our teeth - that helps us keep them clean.”*

Progress made with the Early Years priorities from our 2025/2026 Early Years Improvement Plan

NIF 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. <i>(highlight as appropriate)</i>	NIF DRIVERS - 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
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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

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 By the end of May 2026, skill development is regularly referenced in Learning Stories. A system for measuring this is still being developed. Impact on staff By the end of May 2026, 100% percent of ELC staff report increased confidence in identifying skill progression- systems are still being developed to record this more accurately, with consideration of including the skills progression (and development overviews) onto the back of the inside / outside planning sheets- for ease of recording. Staff are still not consistently using the Meta skills language.	<i>At a staff meeting (29/9/25) we completed a Skills Audit sourced from Skills Development Scotland - this has enabled staff to self-evaluate their skills approach against illustrative statements highlighting good practice.</i> <i>Visuals were identified from Skills Development Scotland; Progression framework - Skills Development Scotland. Staff decided to use the language from this visual when detailing skills seen during observations (Learning Stories).</i> <i>Staff are actively thinking about skills development and setting out provocations to support this.</i>	Staff are developing their knowledge and expertise in identifying skills and skill progression. As a result, learners are receiving scaffolding around their child led learning as well as provocations to improve skill development.	Evaluate the use of the skills progression developed and roll out across all N5 children in 26/27.

	<i>Staff discussing skills seen during Learning Stories write ups- checking 40% plus pupils are making progress.</i> <i>Poster have been put up in staff room and around Early Years setting showing the language we have agreed to use.</i> <i>Staff then began to formalise how how we record skills development in learners.</i> <i>A concise progression through Early Level has been developed with suggested observations for 3-yr-olds / 4-yr-olds and 5-yr-olds. This is being used on a focus group of learners and will be reviewed.</i>		
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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

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 Clear understanding of expectations. Able to follow Early Years rules- we are safe, we are respectful we are ready to learn. Most children understand how to be respectful- consistently using please and thank you and being kind. Most children understand how to be safe indoors and the majority of children understand how to be safe outdoors- a few are still developing awareness during risky play. Most children show improved resilience and self-regulation (May 2026). Impact on staff	<i>In June 2025 practitioners reported that less than 50% of children in the setting were listening respectfully and following reminders to be safe; we introduced knitted characters to the setting</i> - Safe Snail - Respectful Rabbit - Ready to Learn Lion 	Introducing Safe Snail and Respectful Rabbit has had a very positive impact in children's understanding of the concept of safe and respectful. Children are showing increased levels of self-regulation- seeking quiet time or moving to the reading area of the setting when they need to. Children can tell staff when the setting is too noisy. Practitioners report that all children are aware of Safe Snail and Respectful Rabbit. Practitioners report that all staff are using the same language and so consistent approaches are benefitting children. Children will refer themselves to Safe Snail and Respectful Rabbit- for example- Respectful Rabbit's	Introduce Ready to Learn Lion through 26/27.

Consistent approaches to behaviour supporting children, including narrating and modelling and giving prompts when playing, e.g. What is around you, above you, below you? Able to cope with demands of the job daily. Reassurance that opportunities for Early Learning are realised.		ears are twitching because it is too loud in here...shhhhhh. Children know to use safe hands and safe feet to be respectful. Resilience is improving. A few children are unsettled at drop off- but once they have waved at the window to mam- they then get on with their morning and day. Most children 75-90% children can regulate, or able to get back to the green zone, with support or distraction, relatively quickly. For the few children who do not follow the rules of we are safe and we are respectful, the Senior created team building opportunities. This group have responsibility to be leaders of the Safety Team. A 360-mind map was completed of what it is to be safe – a Safe Smail mind map. This continues to be embedded outdoors.	
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Self-Evaluation Against Key Quality Indicators- School; Self-Evaluation against ELC headings- please see separate document.

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

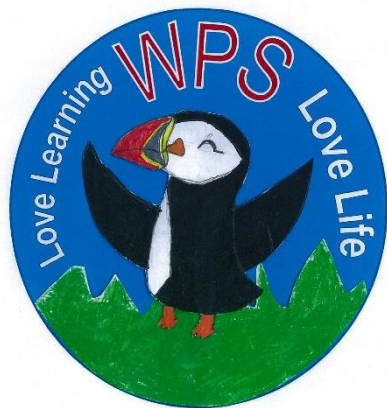
1: unsatisfactory 2: weak 3: satisfactory 4: good 5: very good 6: excellent

HGIOS 4	School Self-Evaluation	ELC Quality Improvement Framework	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	5	3.1 Ensuring well-being, equality and inclusion	5
3.2 Raising attainment and achievement	5	3.2 Securing children's progress	5

Whiteness Primary School

School Improvement Plan

2026/2027



Local authority factors • Children's Services Directorate Plan ➤ Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; ➤ Reduce the number of children and young people affected by poverty; ➤ Keep the promise by ensuring that care-experienced children and young people receive support they can rely on. • The Ambition- Excellence and Equity for Shetlands' learners 2022-2026 • Support for Learning review • Devolved School Management • Digital Learning and Teaching Strategy	National factors and drivers • Education Reform including Curriculum Improvement • National Improvement Framework • The Scottish Attainment Challenge (PEF / SEF / CECYP fund) • Getting It Right For Every Child • Developing Young Workforce • Reduced Class Contact Time
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 • <i>Learners' views- National Discussion. UNCRC. Learner Participation in Educational Settings</i> • 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 2026/2027

- *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 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, 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 perform below 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 (in all cases except one child who is below track in writing) 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 works well - we know this intervention (soft start) impacts readiness to learn as during times of prolonged staff absence May/June 2026-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 increased needs in school April – June 2026 has meant staffing ratios have been stretched, with no extra capacity.

Planned Outcomes	Details of project/intervention:	Resources and Lead Person	Measures of impact on learners
1. Support learners in P7 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 P6 to access numeracy at the start of third level (baseline 100%) 4. 100% of learners in this group to continue to be accessing relevant challenge and experience matched to curriculum level.	• 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.	Appointment of LSW to support intervention- 2.5 hours per week- direct contact.	• 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 Yes		<u>ASN T, CT and LSW</u> a. Weekly consult b. Preparation of resources	
Leadership Yes		<u>CT</u> a. Regular M&T of progress for learners b. Preparation of resources	
Family and Community Yes			

School Improvement Priorities for 2026-27

NIF 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. <i>(highlight as appropriate)</i>	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: Improvement in Attainment – To build a reading culture in school – reading for pleasure; leading to improved outcomes for learners within Literacy- Reading and an appetite to become a life- long reader.

Continuation from 2025/26? N

Data/evidence that informs this priority:	Planned Outcome	Measures	Resources and Lead Person
Attainment data tells us that almost all (92%) children are on track to achieve expected CfE levels at end of P1, P4, P7, except for a few children (8%) who have an additional support need or have experienced interrupted learning. Self-evaluation and qualitative data tells us that pupil's general appetite for reading varies across the school and impacts motivation and engagement with reading in class. Research (OECD 2002) tells us that reading for pleasure is the single most important indicator of a child's future success: Reading for pleasure in all children may support the best possible chance for good cognitive development and mental health (Sun Y-J, Sahakian BJ, Langley C, et al., 2024).	To build a reading culture across school and Early Years impacting attainment. Increased motivation to read a range of genres impacting engagement and application of skills and knowledge. Using the CIRCLE resource plan accessibility for all- using technology to support reading- audio versions, digital copies, providing word mats, clicker 8 versions. 90-100% children to take part in World Book Day – school to ensure barriers to do this are removed; impacting atmosphere around eagerness to read and appetite to extend reading genres. School and Early Years to attain bronze level accreditation with Scottish Book Trust-	Join The Scottish Book Trust- Reading Schools Accreditation. Whole staff introduction to Reading Schools initiative- August in-service- awareness building Staff to complete self-evaluation quiz- August in-service- quantitative data. Pupils to complete an attitude to reading study in Term 1- quantitative data. Write and begin to implement an action plan- Term 2	Scottish Book Trust resource Reading For Pleasure - Accreditation Programme - Reading Schools Whole staff Pupils HT and CT

• Reading for pleasure has been shown to have benefits on reading skills, spelling, general knowledge and school achievement (Mol and Bus, 2011). Children also report numerous social benefits including helping them relax, escape reality and develop empathy for others (McGeown et al, 2020). • Reading for pleasure is strongly influenced by relationships between teachers and children and children and families (Cremin et al, 2009). Enthusiasm of children taking part in World Book Day- by dressing up and sharing books is at around 50-74%. Frequency of borrowing of books to read for pleasure varies across age and stage. Our selection of novels used as reading sets are outdated and aesthetically negative for our learners, and fall within a narrow genre range. We have limited dyslexia friendly texts and novels- that have content relevant to the chronological age of the reader.	Reading Schools; impacting direction of future travel- aspiring to silver and gold levels. Suggested novels to compliment IDL projects. Sets of class readers. Library revamp- improving the environment	90+% children actively involved in WBD in Term 3- March 2027	
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. ✓ 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
- Interrogation of research by teaching staff-supporting a reading culture in school. - School and Early Years will have joined the Scottish Book Trust- Reading Schools accredited scheme. - All staff will have completed the self-evaluation quiz. - All pupils will have completed an attitude survey. - An action plan will have been written.	- Renewed appetite for reading across school. - Targets identified in the action plan being implemented.	90+% children actively taking part in world book day - ACEL data- expected attainment in reading- impact on all literacy organisers evaluated. - School and Early Years to achieve bronze level accreditation with Scottish Book Trust-Reading Schools.
What happened? What did we see? Provide updates on progress made in the long 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 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 can inform your next period of improvement activity	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	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 - 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)	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: Partnerships- reporting to parents

Continuation from 2025/26? N

Data/evidence that informs this priority:	Planned Outcome	Measures	Resources and Lead Person
Currently 72.5 hours per year are spent writing reports, prepping for parents' meetings and meeting with parents to inform them of their child's progress. 44% of our parents feel the reporting calendar is too much, 53% just right and 3% too little. Staff feel overwhelmed by the amount of reporting and time spent. Self-evaluation has told us that our report writing is not telling the parents anything they do not already know through the GIRFEC process or sharing of planning and feedback during visits to the school. As a result, 50% of teaching staff feel able to meet the needs of almost all learners most of the time. 25% of teaching staff feel able to meet the needs of most learners for the majority of the time and 25% of teaching staff feel able to meet the needs of the majority of learners the majority of the time. Early indications from a recent parent survey on homework shows- 67% report homework is either	Reduce time spent reporting to parents- make our feedback SMARTER. Revise our reporting calendar: - Invite parents into school once a term only; - Review how we formally report to parents with the intension to replace the lengthy end of year report, with an interim progress report; - Re-establish a child led learner event in Term 4- as a summary of the year; - Time our parents' evening more meaningfully; - Review homework provision placing emphasis on reading for pleasure-linking to SIP 26/27 Priority 1 and play based learning.	Compare reporting calendar with other schools. See a reduction in reporting to parent hours on WTA through a revised reporting calendar. Time created in WTA for school improvement. Compare benchmark data from June 2026 with reviewed data in May 2027- how do parents feel about the amount of time they are asked into school. Collect pupil voice: - Reporting to parents- how and when - Reports	HT CT Parent Council HT HT HT / parents Pupils

a negative or neutral experience. 33% report homework is a positive experience. Staff report that the time it takes to prepare homework and ask children to organise this into jotters to take home is greater than the time to deliver the learning intentions as a lesson in class. Staff question equity of homework- completion varies across school for a variety of reasons.		Homework Collect in August / Sept 2026 and again in May 2027.	
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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
Evidence from other schools where reporting has been reviewed. Revised reporting calendar; share with Parent Council for feedback. A touch base parents' evening held in Term 1. Examples of interim reports shared with parents for feedback.	Interim report shared with parents in Term 3. Progress Parents' Evening held. Planning shared with parents for Term 3.	Planning shared with parents for Term 4. Child led progress event- Love Learning Love Life afternoon in May 2027.

Replace traditional homework with options to read for enjoyment and pursue family learning through play. Planning shared with parents for Term 1 and Term 3.		
What happened? What did we see? Provide updates on progress made in the long 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 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 can inform your next period of improvement activity	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	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 Primary School
35 Hour Week - Working Time Agreement 2026/2027

Working Time agreement for: Whiteness Primary School 2026/2027		
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	0.5 hours per pupil (25 pupils). Updating Progress and Achievement T4.	13
Parent Meetings	2 formal evening over 2 nights (8 hours) plus prep (0.5 hours per child @25 pupils).	20.5
Professional Review and Development	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	4 x 1.5 hour T1,T2,T3,T4	6
School based moderation	T1/2 T3 T4	3
Self evaluation	2 x 1.5 hour meetings. Ongoing reflective/challenge questions at each staff meeting throughout year.	3
Training	Additional training time in school (trauma informed, PACE, 3 R's)	5
Updating Literacy 4 All excel sheet	November and May	4
Assessment leading to Achievement of a Level	Collating assessments / professional judgements / updating folios (9 hours T1/2, T3 and T4)- reviewing pupils and making judgements prior to termly monitoring meeting with HT.	27
Monitoring meeting with HT	1 hour in T2, T3 and T4	3
Christmas concert planning meeting + concert	Term 2- break time / Evening event - December	10
GIRFEC Review meetings	As and when required	15
Collaborative planning	4x1.5 hour meetings T1, T2, T3, T4	6
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	156
Collegiate time remaining for development tasks		
S.I.P 1 - Improving attainment	Meetings/ professional reading	17.5
S.I.P 2- Reporting	Meeting Term 1(1.5 hours) - Resources. Term 3- check in and self-evaluation (0.5hours)	16
Evaluations of 2026/2027 SIP	2 hour meeting	3.5
Forward School Improvement Planning / WTA	2 hour meeting	2
Total	Time allocated to development tasks	39
Total	Total collegiate time allocated	195

Early Years Improvement Priorities for 2026-27

NIF 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. (highlight as appropriate)	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: Improvement in Attainment – To build a reading culture in school – reading for pleasure; leading to improved outcomes for learners within Literacy- Reading and an appetite to become a life- long reader.

Continuation from 2025/26? N

Data/evidence that informs this priority:	Planned Outcome	Measures	Resources and Lead Person
Qualitative data tells us that pupil's general appetite for reading varies across the school. Research (OECD 2002) tells us that reading for pleasure is the single most important indicator of a child's future success: - Reading for pleasure in all children may support the best possible chance for good cognitive development and mental health (Sun Y-J, Sahakian BJ, Langley C, et al., 2024). - Reading for pleasure has been shown to have benefits on reading skills, spelling, general knowledge and school achievement (Mol and Bus, 2011). Children also report numerous social benefits including helping them relax,	To build a reading culture across school and Early Years. Early Years staff to join Learning to Read in the Early Years professional learning offering. Increased motivation to read a range of genres. 90-100% children to take part in World Book Day – school to ensure barriers to do this are removed. School and Early Years to attain bronze level accreditation with Scottish Book Trust- Reading Schools.	Join The Scottish Book Trust- Reading Schools Accreditation. Whole staff introduction to Reading Schools initiative- August in-service Staff to complete self-evaluation quiz- August in-service Pupils to complete an attitude to reading study in Term 1.	Scottish Book Trust resource Reading For Pleasure - Accreditation Programme - Reading Schools Whole staff Whole staff Pupils

escape reality and develop empathy for others (McGeown et al, 2020). Reading for pleasure is strongly influenced by relationships between teachers and children and children and families (Cremin et al, 2009). Enthusiasm of children taking part in World Book Day- by dressing up and sharing books is at around 50-74%. Frequency of borrowing of books to read for pleasure varies across age and stage.		Write and begin to implement an action plan- Term 2 90+% children actively involved in WBD in Term 3- March 2027	HT and CT
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. ✓ 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	
- School and Early Years will have joined the Scottish Book Trust- Reading Schools accredited scheme. - All staff will have completed the self-evaluation quiz. - All pupils will have completed an attitude survey. - An action plan will have been written.	- Renewed appetite for reading across school. - Target identified in the action plan being implemented.	90+% children actively taking part in world book day - School and Early Years to achieve bronze level accreditation with Scottish Book Trust-Reading Schools.	

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End of Session Summary of Progress and Impact		

NIF 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. <i>(highlight as appropriate)</i>	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: Outdoor Provision – increase daily outdoor learning opportunities across the setting; develop practitioners' confidence and skills in outdoor pedagogy; enhance the outdoor environment; embed learning for sustainability through outdoor experiences; strengthen children's physical development and wellbeing; increase family engagement in outdoor learning; introduce regular local community and nature visits.

Continuation from 2025/26? N

Data/evidence that informs this priority:	Planned Outcome	Measures	Resources and Lead Person
National guidance highlights that outdoor play supports physical, cognitive, social and emotional development and should be an everyday experience.	Children access outdoor learning everyday regardless of weather.	T1-4 Learning walks, Leuven wellbeing and involvement scale, children's voice, surveys, observations.	Waterproof clothing, wellies, outdoor storage, staff planning time.
Realising the Ambition emphasises practitioner confidence is key to meaningful outdoor experiences.	Staff plan and facilitate rich outdoor experiences linked to children's interests and CfE outcomes.	T1-2 Staff self-evaluation audits, CPD, records, peer observations, planning scrutiny.	Professional learning- cluster networking, mentoring.
High-quality outdoor spaces encourage exploration, imagination, problem solving and resilience. And using outdoor spaces improves health, wellbeing and gross motor development.	Children independently access open ended resources and engage in sustained play. Improved balance, co-ordination, confidence and risk awareness.	T2-3 Tracking of outdoor engagement, photo evidence. SHANARRI, attendance data.	Loose parts- mud kitchen- natural materials- den building / gardening resources. Climbing equipment, balance resources, obstacles.

Scottish guidance promotes caring for outdoor spaces and developing children's connection with nature. Positive home / setting partnerships support children's learning outdoors beyond the setting. Outdoor learning should include access to diverse green spaces and natural environments.	Children develop understanding of nature, seasons, biodiversity and environmental responsibility. Families understand the benefits of outdoor learning and participate in outdoor events. Children develop confidence exploring their local environment and community	T2-4 Floor books, learning stories, child's voice and participation. T3-4 Parent questionnaires, attendance at outdoor Stay and Play sessions. T1-4 Visit records; risk / benefit assessments, reflections.	Raised beds-seeds-compost bins-nature identification resources. Family workshops, information leaflets, outdoor stay and play sessions. Transport- if required, risk assessments.
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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
50% of children will participate in outdoor learning experiences daily. 25-50% of children will demonstrate high levels of wellbeing and involvement outdoors. 50-75% of staff report improved confidence in outdoor pedagogy. 50-75% families will report increased understanding of the benefits of outdoor learning. 50-75% children will demonstrate improved physical development, resilience, independence and environmental awareness.	75% of children will participate in outdoor learning experiences daily. 50-75% children will demonstrate high levels of wellbeing and involvement outdoors. 75%+ staff report improved confidence in outdoor pedagogy. 75%+ families will report increased understanding of the benefits of outdoor learning. 75%+ children will demonstrate improved physical development, resilience, independence and environmental awareness.	100% of children will participate in outdoor learning experiences daily. 75%+ children will demonstrate high levels of wellbeing and involvement outdoors. 90%+ staff report improved confidence in outdoor pedagogy. 90%+ families will report increased understanding of the benefits of outdoor learning. 90%+ children will demonstrate improved physical development, resilience, independence and environmental awareness.

What happened? What did we see? Provide updates on progress made in the long 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 happened? What did we see? Provide updates on progress made in the long term based on data and evidence
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End of Session Summary of Progress and Impact		

Whiteness Early Years

35 Hour Week - 40.5 weeks per year- Working Time Agreement 2026/2027

Working Time agreement for: Whiteness Early Years 2026/2027		
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