



Scalloway Primary School and Early Years

Improvement Plan/Standards and Quality Report 2017/18

CONTENTS

Page No

Contents.....	2
1. Scalloway Primary School Aims.....	3
2. The School and its context	4
3. Audit	5
a) Consultation	5
b) Pupil Voice.....	5
c) Previous Development Priorities	6
Standards & Quality Report 2016-17.....	7-14
d) Factors Influencing the Plan.....	15
e) The School's performance	16-21

Scalloway Primary School Improvement Plan 2017-18 (attached)

1. SCALLOWAY PRIMARY SCHOOL AIMS

In Scalloway Primary School we aim to:

- Provide a nurturing and safe environment where everyone feels happy and valued and able to achieve his/her full potential.
- Place high value on all learning and achievement.
- Support pupils to become confident, tolerant citizens.

We work to achieve these aims in partnership with parents/carers and with the wider community.

We believe that the achievement of these aims depends upon a partnership between the school, parents and the wider community and that each of our young people is entitled to the best educational provision available. We would encourage all to contribute to this process in whatever way they can, to ensure these aims are realised.

2. THE SCHOOL AND ITS CONTEXT

Scalloway Primary School is the third largest primary school in Shetland and is situated in the village of Scalloway (the ancient capital of Shetland). The School's catchment area includes Trondra and the Tingwall Valley to North Setter.

The school's current roll is 142 primary pupils. There are currently 27 children registered in Early Years.

There are 7 primary classes and two Early Years classes in the school. The ASN department provides specialist support for pupils with a wide range of needs.

The school is managed by the Head Teacher and the Principal Teachers (job-share). In the primary department there are 7 class teachers, no job shares at present, one ASN teacher, a team of 6 Learning Support Workers and 2 Learning Support Assistants who provide support for pupils with additional support needs who are included in mainstream education. There are visiting specialist teachers in PE, music and art and visiting instructors in instrumental tuition.

Early Years staffing consists of one teacher (part time), one Early Years Worker, an Early Years Assistant and a Modern Apprentice ELC.

The school has one part-time clerical assistant, one full time caretaker, one part-time supervisor and one part-time classroom auxiliary.

Good links have been developed over the years between Scalloway Primary School and the other schools in the Lerwick cluster, the home visiting education service and other local agencies.

The school encourages parents to be involved in the education of their children and has an "open door" policy. New 'Reporting to parents' Procedures were adopted in September 2017. The school has an active website from where information booklets, policies and other information can be downloaded (www.scalloway.shetland.sch.uk). The school has an active and supportive Parent Council.

3. AUDIT

a) Consultation

The Improvement Plan is based on national developments in education, local authority improvement objectives and priorities identified within the school. In determining the priorities for development the school consults a range of stakeholders in order to establish their views. This includes:

- Pupils
- Teachers
- Parents
- Partner agencies
- The school's support staff
- The parent Council

b) Pupil Voice

The views of the pupils are of particular importance when decisions require to be made concerning the life and work of the school. Consultation takes place to ensure that the learners have input and help to maintain a strong pupil voice throughout the school.

An updated version of the Pupil Voice policy (2016) can be found on the school's website.

- Since updating the policy, pupils are consulted regularly on school based issues
- Learner's views are established using a variety of methods including informal discussions, assemblies, the use of questionnaires, carousel activities and class representatives
- Pupils are involved in a variety of events relating to charity and fundraising.

Pupil publications, notice boards and school events provide opportunities to communicate the views of learners

- Learner's evaluations are used by teachers when planning programmes of work and determining approaches to learning and teaching

c) Previous Development Priorities

The Standards and Quality Report 2016-17 shows our progress towards last year's targets and gives an indication of further work to be carried out in each development area.

Scalloway Primary School and Early Years

Standards & Quality Report

2016/17

Standards and Quality Report 2016/17**Improvement Priority: Re-focus CfE**

Target/Quality Indicators	Evaluation	Level 1-6	Evidence
1. Re-focus CfE in terms of planning learning, teaching and assessment using Es and Os and Benchmarks	<ul style="list-style-type: none">• Introduction of more formal HT monitoring of P1, 4 and 7• Benchmarks introduced to some planning• Planning and teacher assessments are accessible on the 'teachers' pool.• Teachers are competent at awarding levels.• Continue moderation activities at school and cluster level.• Shetland Strategy for Tracking, Monitoring and Moderation – published 1/5/17. A time frame for action has been published and this will need to be looked at.• Online 'learning journal' currently being trialled in EY.	4	<ul style="list-style-type: none">• Tracking evidence• Literacy, numeracy and interdisciplinary plans• HMI report (Sept 17)

Action Points

1. Further develop monitoring programme in 17/18.
2. Provide further opportunities for colleague dialogue and moderation.
3. Revisit the Shetland Strategy for Tracking, Monitoring and Moderation in 17/18.

Standards and Quality Report 2016/17

Development Priority: Reporting on Progress

Target/Quality Indicators	Evaluation	Level 1-6	Evidence
<p>Review annual reporting on progress. Devise an updated system in-line with the Re-focus in CfE ready for implementation in 17/18</p>	<ul style="list-style-type: none"> • National and local guidance published late in 16/17. • Bell's Brae and Sound Primaries implemented a change in 16/17. Scalloway Staff have considered their progress and pulled together a procedure for our school based on the guidance and good practice examples available locally. • HT consulted with Parent Council and shared procedures with the wider parent forum and pupils. • The first 'Learning Journal' was warmly received. • P5 and P6 using GLOW blogs. PLPs abolished. Termly overviews remain 	5	<p>Guidance documents</p> <p>New procedures for school 17/18.</p> <p>New ASN report (June 17)</p> <p>New interim report (Nov/Dec 17)</p> <p>New Reporting Procedures for Scalloway.</p>

Action Points

1. Review the new reporting procedures in May 2018 in terms of it delivering satisfactory information to parents and in terms of the Working Time Agreement for teachers.

Standards and Quality Report 2016/17
Development Priority: Literacy Strategy Framework

Target/Quality Indicators	Evaluation	Level 1-6	Evidence
<p>With reference to the Schools' Literacy Strategy Framework document, reflect on school policy, progress and impact.</p>	<ul style="list-style-type: none"> • Due to time pressures, this has not been done. • Early Years and P1 are instead considering the Highland Literacy Project. 	0	

Action Points
<ol style="list-style-type: none"> 1. Rolled over to 17/18. 2. Further consider the Highland Literacy Project in Early Years and P1/2.

Standards and Quality Report 2016/17**Development Priority: Scottish Attainment Challenge**

Target/Quality Indicators	Evaluation	Level 1-6	Evidence
Scottish Attainment Challenge - Primary 1 Pilot	<ul style="list-style-type: none">• P1 Pilot complete (thank you to the efforts of Rachel Jamieson).• A comprehensive report, complete with examples is available on request from MF.• Scalloway reported back to the group and Suzanne Hargreaves, Education Scotland Attainment Advisor.	6	Folder of examples and evidence compiled by Rachel Jamieson Scalloway P1 report Awaiting overall report from Suzanne Hargreaves.

Action Points

None

Standards and Quality Report 2016/17

Development Priority: TLC – Co-operative Learning

Target/Quality Indicators	Evaluation	Level 1-6	Evidence
<p>Teaching Learning Communities - Co-operative Learning</p>	<ul style="list-style-type: none"> • Almost all class teachers have completed the first year of the TLC • Class teachers report this as a useful time to share good practice and develop new approaches in classroom management. • Tricky to find cover for two teachers for the facilitators training. 	5	<p>Attendance at training</p> <p>Cascading information and sessions to colleagues.</p> <p>Staff attendance</p> <p>Strategies used in class</p>

Action Points

1. Begin year two of TLC in 17/18.

Standards and Quality Report 2016/17

Development Priority: Emotional and Mental Health

Target/Quality Indicators	Evaluation	Level 1-6	Evidence
<p>Emotional and Mental Health - Audit resources, develop a programme including nurture, attachment and play therapy for example</p>	<ul style="list-style-type: none"> • Excellent SHANARRI PAM cycle and subsequent displays • PEF funding – will contribute to the development of a new room available to use by all staff and pupils eg family learning room, nurture room etc. Details to be decided. • Pupils, staff and Parent Council consulted on its use. • Staff welfare considered eg visit by Wendy Borrill 	<p>4</p>	<p>Pupil feedback HMI feedback – report Sept 17 PEF funding £8,000 Room development Pupil, staff and parent council feedback.</p>

Action Points

1. Further consideration required in 17/18.
2. Refurbishment of the new room should shortly be underway.
3. Further consultation of the use of the room is required in 17/18.

Standards and Quality Report 2016/17**Development Priority: SEEMiS**

Target/Quality Indicators	Evaluation	Level 1-6	Evidence
Introduce staff to SEEMiS modules eg Latest Pastoral Notes and/or monitoring and tracking	<ul style="list-style-type: none">• Using Pastoral notes has been introduced to teaching staff. Almost all are attempting to use it regularly.• SEEMiS is not being used for monitoring and tracking.	3	Regular use of pastoral notes as a means of recording pupil events.

Action Points

1. Further embedding required before expanding use of SEEMiS if necessary.

d) Factors Influencing the Improvement Plan

SCHOOL

Parents are given the opportunity to comment on the previous School Improvement Plan and forward suggestions for the 2017-18 plan. Parents' views were gathered most recently via a questionnaire.

Pupils have informal opportunities to comment on the Improvement Plan targets as well as during events such as assembly through Pupil Voice.

All teaching staff have taken part in Professional Review and Development meetings (PRD) and all non-teaching staff have had their annual Employee Review and Development Meeting (ERD). This allowed staff to speak about their successes over the year and areas in which they wish to develop further.

Teaching staff meet regularly and are fully involved in discussions leading to the targets set in the Improvement Plan

Information and feedback on events, visits and other school-based activities are communicated through diaries, emails, newsletters to parents, the school website and evaluations by pupils, staff and parents.

The Parent Council are asked to comment on school life and new initiatives and developments throughout the school year.

STRENGTHS

- Ethos - welcoming, friendly and approachable
- A caring and nurturing environment
- Learners that are well behaved, motivated and respectful
- Staff committed to self-evaluation and their own professional development
- High quality learning and teaching
- Staff commitment to the removal of barriers to learning for some pupils
- High quality learning opportunities that allow learners to regularly engage with the wider community
- Leadership and teamwork at all levels

AREAS FOR DEVELOPMENT

See Improvement Plan 2017-18

LOCAL AUTHORITY

Circular 018/2017/I, received from Children's Services in April 2017, details areas that the Schools should consider for inclusion into their Improvement plans.

Two Quality Assurance visits by the Quality Improvement Officer (QIO - Jerry Edwards) contribute to the focus and direction of improvement within the school.

NATIONAL FACTORS

Re-focus of the Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3-18, firmly focused on the needs of the child and young person and designed to enable them to develop the four capacities.

Full implementation of the new curriculum began in August 2012. Work will continue in improving and embedding the delivery of the new curriculum.

The Wood Commission Report 'Developing Scotland's Young Workforce', published June 2014 details recommendations which should be considered by all schools.

e) The School's performance

How well do children and young people learn and achieve? (HIGIOS 4 - 3.1, 3.2, 3.3)

We have maintained our good standards of attainment for learners and have high expectations that they will continue to improve.

Our learners have contributed to the life of the school and the wider community through a range of events and activities. Opportunities are in place to give learners every chance to contribute and succeed within their capabilities.

The priorities in our school improvement plan have had an impact on improving the achievements, attainment and well-being of our learners, and the work of our school. Learners are aware of their strengths and needs as learners and are satisfied that their views are taken into account.

Strengths

We continue to promote an ethos of high expectation. Learners have made progress on their prior learning. This has been evidenced through support and class plans, IEPs, class work, review meetings, both formative and summative assessments and teacher's professional judgements. Through classroom visits and examples of pupil work, it is evident that in most classes, learners are provided with challenging tasks, activities and experiences and there is breadth of learning opportunities for pupils. We have evidence that pupils are progressing through the levels of Curriculum for Excellence.

The overall quality of learners' experiences is very good and in some cases excellent. Our learners are motivated and eager participants in their learning. Almost all learners are actively engaged in their learning. Learning experiences are planned with a focus on skill development as well as the acquisition of knowledge. Teachers assess pupils' learning to inform planning and next steps.

IEPs (Individual Educational Plans) are in place for pupils as appropriate and these identify achievable targets involving pupils and parents in the process.

Through the process of Personal Learning Planning and 'Assessment is for Learning' strategies, our pupils continue to be involved in planning their own learning and personal development and are showing increasing skills as learners. High quality feedback makes them aware of their progress and strengths as learners and what they need to do to improve. Learners are treated with equality, fairness and respect. Staff share learning intentions and success criteria with learners.

Our learners' views are valued and they have a clear vision for the school. Pupils place a lot of value on relationships and developing life skills. Pupils regularly reflect on their own learning and what steps they can take to make improvements. Our pupils' views are sought through Pupil Voice, JRSO and Play Leaders. These groups receive training and meet regularly to carry out improvements and related duties within the school. Pupils are asked to what areas of their education they have enjoyed and made progress in, so that they can make comment on their own end of year progress report.

Pupils in P5-7 use e-portfolios in GLOW to blog about their learning and achievements and share these with their parents/carers.

Throughout the year, individual children have taken part in outside accreditation such as music examinations, bikeability and sporting events. Pupils' achievements are celebrated in the school, through the media, on e-portfolios and on the 'Scalloway Stars' achievement board. Pupil work is displayed in classrooms, and shared with others in open areas, through assemblies and in the community.

Behaviour in the school is excellent and commented upon by visitors to the school.

Opportunities for wider experiences have been built into the curriculum with pupils able to participate in a wide range of school trips including alternate year trips to Edinburgh.

**How well is the school helping children and young people to develop and learn?
(HIGIOS 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7)**

The school continues to develop learning and teaching in line with Curriculum for Excellence. Our curriculum has a clear rationale based on the 4 capacities. All children and young people are encouraged and supported to achieve their potential through the provision of a carefully planned curriculum which endeavours to meet the very specific individual need of the child.

Strengths

The curriculum follows national and local guidelines and shows clear evidence of breadth and balance. It continues to be revised in line with the recommendations contained in "A Curriculum for Excellence" and "Assessment is for Learning".

Increasing use is being made of formative assessment strategies and this will continue to be developed. The effective use made of Information and Communication Technology (ICT) is having a positive impact on pupils' learning experiences.

The school's arrangements for pupils' care and welfare are very good. The school successfully promotes healthy lifestyle choices through the curriculum and by providing healthy lunches and a tuck-shop.

Whilst the quality of learning and teaching is of a high standard at Scalloway Primary, the school continues to strive to bring about improvements to the learning experiences of pupils. There is a purposeful learning environment at all stages and pupils are encouraged to exercise initiative and take responsibility for their learning.

There is a wide range of experience and expertise among the teaching staff that make use of a variety of teaching methods and differentiated approaches. Within Early Years, play is used fully to motivate the children and enhance their development. On a daily basis, pupils have a choice of activities using a wide variety of different resources. All staff encourages active learning.

Teachers plan their lessons thoroughly and provide a good range of learning activities. Staff regularly work collegiately and during our PAM (Planning, Assessment and Moderation) cycles to ensure learners are provided with motivating and challenging learning experiences and assessment tasks which demonstrate breadth and depth of learning.

The use of praise underpins learning and teaching. Work has continued throughout the session to ensure that standards of pupils' behaviour and discipline remain high.

The quality of pastoral care for pupils and their personal and social development are very high. Staff work collectively to maintain a climate of mutual trust, respect and confidence. Staff are alert to the emotional, physical and social needs of individual pupils and effective arrangements are in place throughout the school for the care and welfare of the pupils. Feedback from pupils, parents and staff confirm that the school environment achieves high standards of care and welfare.

Inclusion and support for learning is a key strength of the school. The needs of pupils who require additional support are reviewed regularly. There are individual learning programmes in place for pupils with the greatest needs. Individual learning plans have been developed to ensure that all targets planned are SMART (Specific, Measurable, Attainable, Realistic and Timely). The range of activities and the pace of work are tailored to meet the needs of all pupils.

Staff are committed to *Getting it Right For Every Child*. GIRFEC principles and paperwork is now embedded in practice to ensure that needs are identified, addressed and supported.

Support has also been provided from the home-link teachers, psychological services, speech and language therapy, occupational therapy, physiotherapy and the sensory service. Positive attitudes and tolerance are promoted through Personal and Social Development, Religious and Moral Education and Circle Time.

Parents are encouraged to participate in their child's learning. We have effective mechanisms for communicating and consulting parents making good use of face-to-face contact, diaries, newsletters, e-mail, website, surveys and telephone calls. Our school is a welcoming school. An annual review of the school helps feed into the Improvement Plan. At the end of each session, parents receive comprehensive reports about the progress of their child (see 'Reporting to Parents' Procedures 2017). The Early Years staff has contact with parents most days and this ensures the needs of the pupils are being discussed regularly.

Very good links exist with the Parent Council and other outside agencies.

Pupils maintain a good level of attendance. However, there continues to be a number of unauthorised absences due to holidays being taken during term time. Parents/carers are also reminded of the importance that pupils attend school punctually so that valuable learning is not missed and disruption to classes is minimised.

The school stages a range of events, which the community can attend; we continue to strengthen links with the local business community and the NAFC to support the school's development of enterprise education.

Over the year, we have had a number of visits from outside agencies. The feedback from these agencies has always been extremely positive. These agencies always compliment us on our happy, enthusiastic and well-behaved pupils.

How well is the school improving the quality of its work? (HIGIOS 1.1, 1.2, 1.3, 1.4, 1.5)

All staff are strongly committed to improving the experiences of learners through on-going reflective practice and professional dialogue.

Triangulated evidence shows that the school is making very good progress with improving the quality of its work. We are engaging in moderation, self-evaluation and development activities to ensure that all staff are continuously increasing their skills and knowledge.

Strengths

Self-evaluation procedures continue to be developed to ensure that the focus is on learning and teaching. Staff engage in self-evaluation on aspects of school life as well as on their own learning and teaching.

Our Quality Assurance Policy has an emphasis on self-evaluation and continuous improvement.

We ensure that learning is the central focus of our improvement plan and always consider the impact developments will have on the pupils. We are committed to planning and implementing strategies for improvement. Developments in our school take account of our capacity for improvement and staff have time to consider and embed changes.

We have a very positive school ethos, which is built on trust, teamwork and genuine concerns for staff and pupils. We reinforce an atmosphere of collective responsibility and mutual support. Staff are given opportunities to take on leadership roles, access to further training, deliver information sessions for colleagues and present to the wider community if relevant. Working groups play an important part in taking this forward.

We have strong links with our cluster schools/settings to ensure that pupils are well supported during the transition process. Transition and enhanced transition arrangements are well established in all sectors of the school and are reviewed annually. These arrangements are effective and highlight the school's approaches to inclusion, particularly the teamwork with partner agencies.

We are fortunate to have support from an Active Schools Co-ordinator. Our co-ordinator helps run activities such as Bikeability, transition events, Chatterbox (involving the W & J Gray Eventide home) and various sporting competitions, opportunities and leagues.

Parents/carers are receiving more information about the work of the school and the learning experiences of their children. We continue to inform parents on a termly basis of their child's learning and targets in curricular areas. Parents are very supportive of the school and

participate well in relevant meetings and school events. Attendance at parents' evening is very good.

Our school calendar of staff development time is linked directly to the SIP with additional opportunities for staff training made.

There exists a strong sense of team and collegiality amongst all staff. We share good practice and all staff evaluate their own class work as reflective practitioners on a regular basis and make improvements. Staff are valued and consulted. Their views are taken on board to influence improvements.

