



Scalloway Primary School

Standards & Quality Report 2018-19

and

School Improvement Plan 2019-20

Introduction

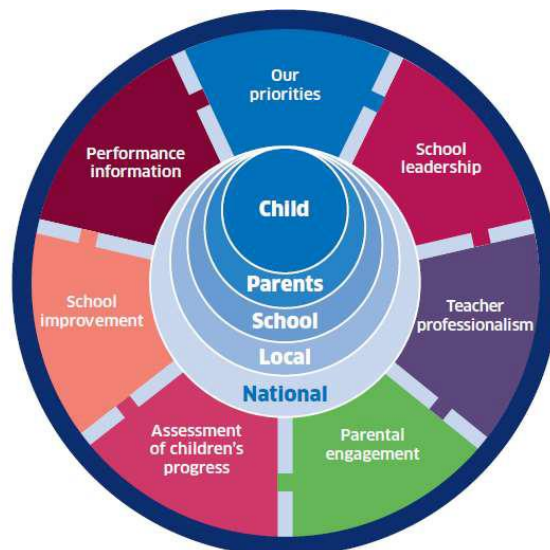
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, Getting it Right for Every Child (GIRFEC), and Developing the Young 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 2019-20. This report is based on the quality indicators in *How Good is Our School?* 4th Edition (2015) and *How Good is our Early Learning and Childcare?* (2016) and on the priorities and drivers of the National Improvement Framework.

The current National Improvement Priorities are:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people’s health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

The National Improvement Drivers are:



Context of the School

- Scalloway Primary School consists of 7 Primary classes and an AM and PM session Early Years department.
- In session, 2018-2019 Mrs Fox was granted a career break for a year and Mrs Williamson started her post on November 2018. There has been a period of adjustment due to this.
- QIO visits have all been positive and in praise of the work carried out this year through a period of adjustment.
- There were no visits from HMle or Care Inspectorate in session 2018-2019.

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

At Scalloway Primary School, we have a Pupil Voice Policy where all children are involved in decision making rather than a specific pupil council. In Session 2018-2019 the children were involved in making whole school decisions about Breakfast Club and Playground Improvements. This was done through assemblies with Mrs Williamson, Golden Time sign up sessions and class teacher input.

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

Parents have been contacted and asked to be involved through a variety of methods. A new method has been trialed to use an online link for parents to access Microsoft Forms and respond via their phones or tablets. This has been moderately successful and further use will hopefully engage a higher percentage of parents. There was a parental engagement board for parents to contribute their ideas for PEF spending for the current session at the school coffee morning on Saturday 15th June. The information displayed also shared with parents how PEF money had been spent in session 2018-19. During the coffee morning, we were able to show parents areas of development that had taken place for example the Home Room and the poly tunnel. Parental feedback on these areas was very positive.

Parent Council have had active involvement in raising funds to help support the Playground Improvements. Parents were involved in getting the poly tunnel ready for planting and donated resources for outdoor play. Parents have raised the following areas for discussion; school lunches, morning supervision, playground improvements, housing development, fundraising.

Greater use of the parent Council Facebook page has grown its following and proved a quick method of sharing information. It has not been used for assisting any decision making other than sharing meeting times.

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

Staff are engaged through monthly school improvement meetings and staff meetings where they have the option to contribute to the agenda beforehand and access to minutes after if they are unable to attend. They were asked to record their opinions about breakfast Club using Microsoft Forms survey that they all did.

A working party of 3 staff members has been established to explore numeracy progression framework and will report to the rest of the teaching staff in 2019-2020 meetings.

There is an open door policy in the school where all staff feel that they can approach the Head Teacher with ideas or suggestions on how we can make Scalloway Primary School the best it can be.

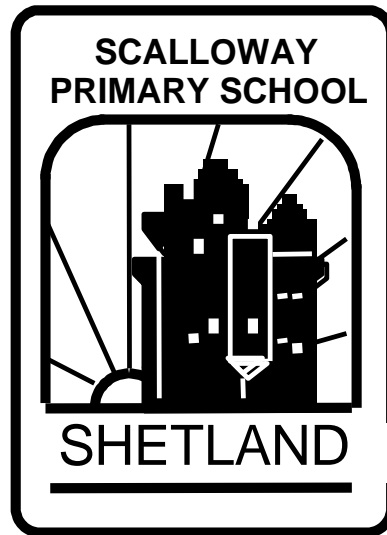
How has the school engaged community partners in decisions about improving its work?

Community links with Community Council to receive funding for benches in the playground contributing to the plan for playground improvements.

We have engaged with University of the Highlands and Islands in hosting 2 PGDE students and a modern apprentice in Early Years.

Louise Tait and Jennifer Williamson worked alongside other Cluster Schools to devise a numeracy test to help P7 transition to AHS as part of the Cluster Improvement Plan.

This has now been trailed and the group hope to meet again to develop this further in session 2019-20.



Standards & Quality Report 2018-19

Progress made with the Priorities from our 2018-19 School Improvement Plan

Priority 1: Raising attainment in Literacy and Numeracy		National Improvement Priorities: 1 and 2 National Improvement Framework Drivers: Quality Indicators (HGIOS? 4): 1.1, 2.2, 2.3, 3.2	
What did we want to achieve for learners?	How exactly did we plan to do it?	Progress made	Next steps
<p>Raise learners' attainment in Literacy and Numeracy using interventions relevant to each individual's age and stage of development and ability.</p>	<ul style="list-style-type: none"> • <i>Use relevant attainment data and moderation to inform next steps in learning and teaching</i> • <i>Engage in professional learning CPD opportunities eg SEAL workshops</i> • <i>Collaborative working with Northern Alliance initiatives eg Emerging Literacy</i> • <i>Consultation and collaboration with all stakeholders where relevant</i> • <i>Use Pupil Equity Funding (PEF) to support the outcomes in terms of additional LSW time and through the purchase of resources and subscriptions for learners (See separate PEF overview)</i> • <i>Introduce progression frameworks for Literacy and Numeracy</i> • <i>Use teacher judgement to inform next steps for individuals and groups</i> 	<ul style="list-style-type: none"> • SNSA data shared by Louise Tait with class teachers. This data shows that: 95% of our P1 children are average (band 3/4) or beyond in literacy. 78% of P4 are average (band 6/7) or beyond in reading. 77% of P4 are average (band6/7) or beyond in writing. 100% of P7 are average (band 8/9) or beyond in reading and writing. 90% of P1 are average (band 3/4) or beyond in numeracy. 67% of P4 are average (band6/7) or beyond in numeracy. 100% of P7 are average (band 8/9) or beyond in numeracy. SNSA data and teacher judgement data are the same for P7. P1 and P4 teacher judgement percentages are below the SNSA data. Data from paired reading shared with Head Teacher. Results from P2, P3, 	<ul style="list-style-type: none"> • Create an assessment calendar/policy for the whole school. • Emerging Literacy training for P1, P2, ASN and HT. LSW training to take place in school - Words Up. Emerging Literacy to be Priority 1 in SIP 2019-20. • PEF - plan for targeted support from LSW in terms 2 and 3 to support Emerging Literacy and SEAL maths approaches in P1, P2 and P3. PEF to be priority 3 in SIP 2019-20. • Numeracy progression frameworks to be a Priority 2 in SIP 2019-20.

	<ul style="list-style-type: none"> • <i>Provide increased opportunities for learners to lead their own learning</i> 	<p>P4, P5 and P6 show improvement in almost all children from taking part in the programme.</p> <p>Data shared by class teachers (P4, P5, P6) in relation to Nessy, Sumdog and Dynamo, (PEF funded online programmes), with Head Teacher showing almost all children have made improvements at their individual achievements compared to their prior ability.</p> <p>P1, P4 and P7 levels recorded in Progress and Achievement on SEEMiS.</p> <ul style="list-style-type: none"> • Emerging Literacy implemented in Primary 1. Data shows improvement in all areas for almost all children. Due to staffing changes, further training required to fully embed practice. Authority and Cluster level training attended by class teacher and head teacher. Emerging Literacy parental engagement session was held to deliver background information and how we were going to work the programme in P1. • PEF - Data previously mentioned shows improvement for all children in the online support programmes for which PEF has paid subscriptions - see data in PEF folder. 	<ul style="list-style-type: none"> • All year group's attainment information to be entered into SEEMiS Progress and Achievement. Staff training on Wednesday 2nd October 2019. • Learning and teaching meetings between class teacher and head teacher to discuss and monitor attainment to happen twice throughout the year.
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		<p>Use of PEF to complete Home Room and start breakfast club there has had a positive impact on our learners. The evidence of attendance data shows how popular it is, along with pupil and parent volunteers adds to the nurturing ethos of the school.</p> <p>A large portion of PEF last session was spent on having additional ASN teacher time for half a day a week. This allowed nurture groups and circle of friends groups to operate consistently as well as supporting individual children in Early Years. The ASN resources purchased have been used during these sessions to great effect. Using Caroline Leask for her Fun and Feelings sessions also added to the Nurture aspect of our PEF spend. The 10 children that had access to that felt the benefits.</p> <p>The I-pads are being put to great use in classes and children have the opportunity to use them to enhance their learning experiences as and when required. It has proven problematic to get apps onto them but Rachel Jamieson took the lead on overcoming this issue.</p>	
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		<ul style="list-style-type: none">• Numeracy progression frameworks were highlighted as the greater area for need by Mrs Williamson from looking at evidence on teachers planning. They have been discussed during SIP meeting time, (meeting minutes available). A working party has been established to investigate which model works best for Scalloway taking into account tackling bureaucracy.• Children have been given more choice, responsibility for learning through Pupil voice questions, P6 and P7 homework choices and older children supporting younger children with paired reading.	
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<p>Priority 2: Through a Nurture School Approach, improve the outcomes for all learners in terms of successes and achievements.</p>		<p>National Improvement Priorities: 1, 2, 3, 4 National Improvement Framework Drivers: Quality Indicators (HGIOS? 4): 2.4, 2.5, 3.1, 3.2</p>	
<p>What did we want to achieve for learners?</p> <p>To create a Nurture School in Scalloway that supports pupils' social, emotional and educational needs</p> <p>Our aim is for children to feel nurtured and safe in school therefore more likely to attend, do well academically and build meaningful friendships.</p>	<p>How exactly did we plan to do it?</p> <ul style="list-style-type: none"> • <i>Develop/create a nurturing programme and implementation plan that focusses on emotional needs and development as well as academic learning in a whole school environment</i> • <i>Provide appropriate in-house and external training for ALL school staff.</i> • <i>Base actions on the six principles of nurture</i> <ol style="list-style-type: none"> 1. <i>Children's learning is understood developmentally</i> 2. <i>The classroom offers a safe base</i> 3. <i>The importance of nurture for the development of wellbeing</i> 4. <i>Language is a vital means of communication</i> 5. <i>All behaviour is communication</i> 6. <i>The importance of transition in children's lives</i> • <i>Build on existing knowledge, nurture groups and approaches to reach and include all of our pupils.</i> • <i>Provide opportunities for pupils that will build on their social and emotional skills, develop resilience and their capacity to deal more confidently with what life throws at them.</i> • <i>Consider how best to fully involve parents, families and other agencies.</i> • <i>Ask cluster schools for examples of good</i> 	<p>Progress made</p> <p>Nurture Schools approach has not been adopted this year. Mindfulness programme has been completed with staff and pupils in its place.</p> <ul style="list-style-type: none"> • Do BeMindful programme has been undertaken by all staff and then introduced to all children through an 8-week programme. Almost all staff feel benefit of starting this process and data will hopefully confirm positive impact. School improvement meeting time was devoted for staff to complete the training and in service time given to auxiliary staff so everyone had the opportunity to be involved. • Daily Mile continues as often as possible in P1-7. Parents have given the school very positive feedback from when they have spoken to their child about it. • Breakfast Club was launched in term 3 and has had a very positive impact. Very high attendance levels from the whole school. P1 - 3, average attendance of 25 children per day and 4 out of 7 PEF 	<p>Next steps</p> <ul style="list-style-type: none"> • Programme of how to maintain the Do BeMindful work within the school to be devised. • Analyse data from company to see impact. • Continue with Breakfast club and plan to attract higher percentage of PEF children on a regular basis as part of SIP priority 3 for session 2019-2020.

	<p><i>practice eg Tingwall.</i></p> <ul style="list-style-type: none"> • <i>Incorporate the 'Daily Mile' into everyday routine.</i> • <i>Organise a focus on 'Children's Mental Health Week' (4-10 February 2019)</i> 	<p>children regularly attending in term 3. P4-7, average attendance of 32 children per day and 4 out of 10 PEF children regularly attending in term 3. A LSW was employed through PEF to run it alongside staff and parent volunteers. It has given purpose to the new Home room and created a very nurturing environment for the children on three mornings a week.</p> <ul style="list-style-type: none"> • Parents and staff were sent a questionnaire to measure their engagement and opinions in relation to Breakfast Club with moderate level of responses from parents. All that did respond were positive and keen to provide support in a variety of ways. (PEF folder - questionnaire results) • Circle of Friends was run in P4 and had a positive impact on the two pupils involved, both in the class and in the group. • Nurture groups in P4 and P1 had a positive impact for the children involved. • In working with partner agencies, Carina Newell from Early Intervention, involved a parent in her "Theraplay" work with one pupil. • Golden Books in P5 were used successfully for pupils to share their feelings in a positive, yet private way. • Joy Duncan did 6 weeks of African Drumming with P1-5. This brought joy 	
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		<p>and inclusion to many pupils.</p> <ul style="list-style-type: none">• Caroline Leask ran “Fun and Feelings” group with 10 pupils from P1-4. They gained much enjoyment from the sessions. Questionnaire results from before and show positive impact for all those children.• Paired Reading between P3 and P5 made many pupils grow in confidence and feel responsible working alongside other children. Reading assessments given at the beginning and end of programme show improvement in almost all children.• Nurture approaches were used effectively within the P1 class by removing academic pressures and stress from a pupil with ASN.• A group of P7 pupils were trained in helping P1/2 with tooth brushing twice a week. This gave P7 a leadership responsibility with in the school.	
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Priority 3: To consider and action advice from the Summary Inspection Findings (SIF) from HMI, published in September 2017.		National Improvement Priorities: 1, 2, 3, 4 National Improvement Framework Drivers: Quality Indicators (HGIOS? 4): 1.3, 2.2, 2.3, 3.1, 3.2	
What did we want to achieve for learners?	How exactly did we plan to do it?	Progress made	Next steps
<p>Further improvements made in relation to classroom learning and teaching.</p> <p>Raise attainment and achievement in Literacy, Numeracy and Health & Wellbeing</p> <p>Establish a manageable tracking and monitoring framework that records learning and progression</p>	<ul style="list-style-type: none"> • <i>As a staff, revisit the SIF, identifying next steps for 2018/19</i> • <i>Agree an action plan and timescale</i> • <i>Review the school vision and values statement</i> • <i>Continue to provide opportunities for moderation at all levels</i> • <i>Introduce progression frameworks for Literacy and Numeracy (Northern Alliance)</i> • <i>Improve tracking in H&WB</i> • <i>Encourage skills that will promote learning, life and work</i> • <i>Extend leadership opportunities for all</i> • <i>Provide increased learning opportunities that are pupil led, sufficiently challenging and relevant to learners.</i> • <i>Be clearer in how to identify gaps in learning and put in strategies to address this and measure success.</i> • <i>Revisit Shetland's Strategy for Tracking, Monitoring and Moderation</i> 	<ul style="list-style-type: none"> • Development meetings to discuss Numeracy progression frameworks taken place – see minutes. • Working party set up to develop Numeracy Progression framework that suits the majority of staff and tackles bureaucracy. This also demonstrates leadership opportunities for staff to take a lead in developments. • Leadership opportunities offered are: P7's leading P1/2 tooth brushing twice a week, P6 Play Leaders in P1/2 playground, JRSO's, opportunities for all to contribute to school life through Pupil Voice, P6 and P7 helpers at tuck shop, paired reading, Circle of Friends. • Examples of skills for life are: P7 Careers project, having people in from workplaces for example Laurence Little, STEM in P5 and P6, Generation science workshops with P5, Road Safety day for whole school and EY providers, Financial Education week activities for example P3 Breakfast Bars. 	<ul style="list-style-type: none"> • Introduction of Learning and Teaching meetings with teaching staff and Head Teacher at three periods throughout the year to track learner's progress. • Developing Numeracy progression framework as a priority in 2019 - 2020 SIP.

		<ul style="list-style-type: none">• Examples of pupil led opportunities: P6 and P7 using homework grids with options, P3's homework tasks linked to topic work, individual children's targets in P3, P4 and P7. These are pupil led within boundaries. Responding to children's interests such as Tobias the Tortoise visiting P3, P4 being given the overall topic but having choices within to the direction of the learning.• Using SNSA to support teacher's judgements in identifying attainment gaps in P1, P4 and P7. Data already stated in Priority 1 evaluation.• Entering levels of achievement into SEEMiS for P1, P4 and P7. Rest of the classes to be added in September 2019.• All teaching staff engaged in the Cluster in service at AHS based on providing quality feedback.	
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School self-evaluation and priorities for further improvement

Leadership of Change (QI 1.3)

How well are you doing? What is working well for your learners?

Through this period of change this year, we have progressed well with smooth transition from one Head Teacher to another. Mrs Williamson has implemented the already planned Improvement Plan that had many areas of improvement to be addressed so we have focused what we felt, as a staff were most important to us at this time. The pace of change has been what staff and pupils expected and lead to positive outcomes particularly with mindfulness.

Mindfulness and Breakfast Club have been the main changes that we as a school community devoted a lot of time to last session. These changes resulted from parental engagement during a Learning Journey event in September 2018. Parents voted for a PEF focus on Mental Health. The impact on the learners has been to create a positive ethos within the school of children who are happy and motivated to take part in mindful activities as part of their daily routine. They were engaged to create the Mindfulness Tree with a PEF funded LSW and value its presence in the main foyer to be shared with the whole school community. The children have spoken to staff about the impact on their learning and feeling ready to learn. Almost all staff committed to taking part in the Mindfulness programme and have discussed the personal benefits together; this positivity has influenced the learners experience of the staff feeling fully informed and equipped to deliver the programme to the children successfully. As a school we devoted SIP meeting time for the teaching staff and in service time to auxiliary staff to complete the staff part of the programme. This amount of time devoted has given it a major focus in our SIP for 2018-2019 without increasing the staff workload.

The review of ASN model at Scalloway resulted in consideration of all staff members roles and their workload to create a timetable that ensured all staff received entitled breaks and provide consistency for all staff and pupils. We evaluated how the ASN spaces we have at Scalloway can be best utilised to meet the needs of our children resulting in change of 2 rooms to accommodate these.

Through Pupil Voice assemblies and Golden Time children have had the opportunity to be part of the ongoing playground improvements. They have submitted designs and been part of groups to choose playground markings. Lots of valuable discussion has taken place in assemblies and in class regarding this area of improvement, which is ongoing. Pupil voice is a regular feature of weekly assemblies giving the children many opportunities to engage with areas for improvement and further suggest areas they feel significant.

How do you know? What evidence do you have of positive impact on learners?

There is a positive and happy atmosphere in the school with all children coming to school and engaging in education at their own level. The children and staff take pride in the school and want to make it the best learning environment possible for our learners.

Our attendance data shows that we have an attendance rate of 96% for last session and only an unauthorised absence rate of 0.6%.

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

Consider our vision, values and aims as a school and include all stakeholders in the creation of these for our school community.

Continue our mindfulness programme into year two, embedding practice into our everyday routine.

Continue Breakfast Club on two mornings a week funding staff from PEF.

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

Learning, teaching and assessment (QI 2.3)

How well are you doing? What is working well for your learners?

The Mindfulness programme has helped create an environment where some of our children feel better able to access the curriculum and this will influence our attainment results in future years. Embedding the Daily Mile into everyday practice, when possible, is also creating opportunities for the children to feel energised in the classroom.

We have used PEF to pay for subscriptions to various programmes online to support children of need. Nessy has proved particularly popular in supporting children with dyslexic tendencies. Teachers feel supported by these resources being available. PEF also funded LSW time (15 weeks of 15 hours) to spend supporting teachers in P1, P2 and P3 working with children to support Literacy and Numeracy. Emerging literacy approaches were used to support P1 children and the benefit of this is evident in their results at the end of the year.

Being involved in the Emerging Literacy programme, with James Cook leading, has been beneficial this year. Unfortunately, due to staffing changes the impact will only be truly seen at the end of next session. Staff that were present all engaged willingly with the developments and aimed to provide a consistent approach as far as possible.

How do you know? What evidence do you have of positive impact on learners?

Evidence from Nessy shows that all children have made improvement at their own level. Children are keen to engage with the site and motivated to visit all the islands. From the P1 Emerging Literacy results all of the children made progress in their phonological awareness and fine motor skills.

SNSA data generally confirmed teacher judgement.

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

Move into year 2 of Emerging Literacy programme and ensure that there is training for all members of staff involved. See Priority 1 in 2019 - 2020 SIP.

As a staff, we are looking at Numeracy Progression framework and finding a suitable one that suits the majority of staff at Scalloway taking into consideration tackling bureaucracy. See Priority 2 in 2019 - 2020 SIP.

Improvements and further discussion need to take place around assessments throughout the school and to have an assessment calendar for each child throughout their time with us. Consistency of approach to allow data gathering needs to be considered.

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

Ensuring wellbeing, equity and inclusion (QI 3.1)

How well are you doing? What is working well for your learners?

This has been a large area of focus since Mrs Williamson took up post with an ASN plan implemented in term 3 to review practices and spaces used. The impact of this has been to ensure the wellbeing of all staff and pupils. Implementation of a weekly timetable to allow Teachers and LSWs to know their routine quickly helped staff to feel more comfortable and teachers to plan effectively for the support they were receiving.

The Daily Mile and Mindfulness practices have created an environment for children to feel ready to access the curriculum. A SHANARRI Wellbeing Web was done at the beginning of the session to assess how the children felt and where support was required.

Although we are not a recognised nurture school, a nurturing environment is evident. Things that evidence this are Breakfast Club, P7's supporting P1 and P2's with tooth brushing, Paired reading activities, use of LSA to spend time with individuals or small groups of children to support their wellbeing. We also employed Caroline Leask to work with 10 children through her Fun and Feelings workshops. This was funded through PEF and the children involved in small groups with her benefitted from this time spent with an adult to express their feelings in a safe environment.

How do you know? What evidence do you have of positive impact on learners?

In general, over the year, staff absence levels have been reduced in comparison to previous years and this has had a positive impact of the learners allowing consistency for them.

96% attendance rate for the year shows that children are attending regularly, 1% increase from 2017-18.

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

Gather data from this session Wellbeing Web results to compare with next year's cohort.

Analyse the data from the Do BeMindful surveys to see the impact on staff and pupils. Increasing the role of the School House reward system to include House Captains, greater range of way to achieve house points in addition to secret student and increased awareness of the house of which they are proud to be part.

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

Raising attainment and achievement (QI 3.2)

How well are you doing? What is working well for your learners?

In Primary 1 comparing the SNSA data for 2017 -18 and 2018-19 it shows that there is an increase of 22% of children achieving high-level attainment (band 5 and higher) in Numeracy.

Primary 7 continues to have all children achieving medium to high levels of attainment across all 3 areas assessed.

In Primary 4 SNSA data shows lower levels of achievement than in the previous year but teacher judgement shows improved progress from their prior levels of attainment. The main aim for P4 was to get the children to be ready to access the curriculum and support the majority of the classes' Social, Emotional and Behavioural needs. These have improved greatly over the course of this year, largely due to the hard work and effort from Mrs Manson and Mrs Mainland.

How do you know? What evidence do you have of positive impact on learners?

SNSA data generally confirms teacher judgement for attainment with P1, P4 and P7 learners.

Primary 1 and Primary 4 levels of attainment are not an area of concern as they have been predicted and as much support as possible has been implemented.

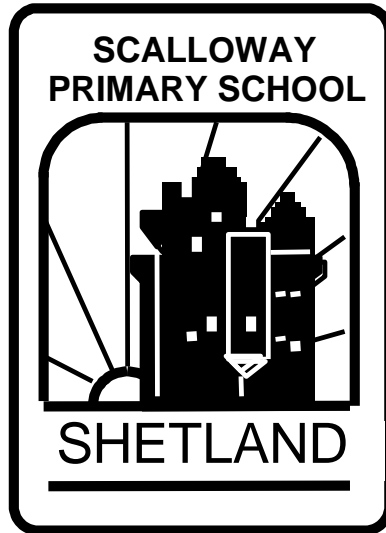
What are you going to do now? What are your improvement priorities in this area?

Improved tracking at monitoring of attainment with two Learning and Teaching meetings, between class teacher and head teacher, throughout the year and as part of our Quality assurance calendar.

Time from LSW or LSA to work with class teachers to support P2 and P5 children to raise attainment in literacy.

Use of PEF money to purchase a phonics reading scheme to support our less able readers and give them success in reading.

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



School Improvement Plan 2019-20

Factors Influencing the Improvement Plan

School factors

- Jennifer Williamson continuing as Acting Head teacher until November 2020 due to Morag Fox requesting an extension to her career break.
- ELC expansion due to take place in August 2020.

Local factors

- Cluster Improvement Plan to be reviewed at first Cluster meeting in September 2019.
- Tracking, Monitoring and Moderation will continue to be a focus for Cluster plan 2019-2020.

Local authority factors

- Shetland Islands Council NIF Plan
- Schools and Quality Improvement Service Plan
- SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting
- SIC Strategy for Parental Involvement 2018

National factors

- National Improvement Framework
- “Learning Together”: Scotland’s national action plan for parental involvement etc. 2018-2021

Improvement Priorities for 2019-20

Priority 1: Developing Emerging Literacy in Year 2		National Improvement Priorities: 1 - improvement in attainment, 2 - Closing the attainment gap National Improvement Framework Drivers: School Improvement Quality Indicators (HGIOS? 4): 2.2 - Curriculum, 2.3 - Learning, teaching and assessment, 3.2 - Raising attainment and achievement			
What do we want to achieve for learners? Embed the Emerging Literacy methods and tools into everyday practice within Primary 1. Extend the practice into Primary 2 to support learners in literacy.	How exactly are we going to do it? Engage with Emerging Literacy training offered by authority and online for teachers and Head Teacher, as it is new to us all. ASN teacher to be involved as well when appointed. Review new Highland Literacy progression for first, second and third level and see if it would be suitable for a whole school progression framework. As a staff, plan implementing Emerging Literacy as a whole school approach and an implementation plan for this over the next 2/3 years. Create a bank of resources to implement the methodology to assist if any further staff changes take place.	Personnel Kirsten Sim, Mandy Anderson, Jennifer Williamson and ASN teacher.	Time Scale By Oct 2019 March 2020 March 2020 - July 2020 Develop over session 2019 - 2020	Resources Support from Meg Laurenson and other Emerging Literacy Trainers. Highland Literacy online support. Gathering resources from variety of sources	Monitoring and evidence Attainment data from Highland Literacy alongside teacher judgement on CfE levels. Feedback from learners. Consultation and information sharing with staff, parents and pupils over the plan for implementation. Monitor expenditure of resourcing.

<p>Priority 2:</p> <p>Establishing a manageable progression framework in Numeracy and Mathematics</p>	<p>National Improvement Priorities: 1 - Improvement in attainment National Improvement Framework Drivers: School Improvement, Teacher professionalism Quality Indicators (HGIOS? 4): 2.2 - Curriculum, 2.3 - learning, teaching and assessment,</p>				
<p>What do we want to achieve for learners?</p> <p>A clear, consistent and manageable progression framework in Numeracy and Mathematics that will support teachers to plan appropriately.</p>	<p>How exactly are we going to do it?</p> <p>Working party to investigate frameworks that have been suggested from previous development discussions:</p> <ul style="list-style-type: none"> • Stranraer • Northern Alliance • Argyll and Bute <p>Emphasis on keeping the workload manageable, making the paperwork purposeful and tackling bureaucracy.</p> <p>Discuss with Cluster schools what framework they are using and implications/benefits for staff and pupils.</p> <p>Trial with a couple of volunteer classes for Term 3 and evaluate in Term 4.</p> <p>Implement desired framework in August 2020.</p>	<p>Personnel</p> <p>Rachel Jamieson, Joanna Manson, Mandy Anderson</p> <p>Additional support from Elizabeth Garrick and Andy Thomson.</p>	<p>Time Scale</p> <p>Feedback by Nov 2019</p> <p>Jan - July 2020</p> <p>August 2020</p>	<p>Resources</p> <p>Time for working party to meet and look at frameworks. JW and KS to cover in Term 1.</p>	<p>Monitoring and evidence</p> <p>SIP meetings as whole teaching staff to discuss and evaluate.</p> <p>Review of trial period - feedback from teachers.</p> <p>Identifying next steps for 2020-2021.</p>

Priority 3:		National Improvement Priorities: 2 - closing the gap, 3 - improvement in children's health and wellbeing			
PEF plan		National Improvement Framework Drivers: School Improvement			
		Quality Indicators (HGIOS? 4):			
What do we want to achieve for learners?	How exactly are we going to do it?	Personnel	Time Scale	Resources	Monitoring and evidence
Continue the Mindfulness programme within the school to promote positive mental wellbeing to all pupils and staff.	Devise a plan for how to continue with Do BeMindful in year two of implementation. New staff to have access to the programme and some classes to complete Mindful Journey from last session.	All TF to organise	By October 2019	TF to find out costs involved. (£1595 to be paid for last year's programme)	Analysis of data from 2018-19 to see impact of the Do BeMindful programme.
Improve digital technologies within each class and continue with subscriptions to enhance and extend learning.	Purchase a new I-pad for each classroom and ASN to enhance use of digital technologies within the class.	JW, JA	By October 2019	Approx. £2240	Online assessment results from subscriptions to show improvement.
Introduce phonic reading scheme to support less able pupils and close the gap in reading attainment.	Continue to pay subscriptions for: Nessy Sumdog Maths and Spelling for P5 and P6 Dynamo Maths Ten Town URBrainy Skoolbo	JA, TF, DW	Various times throughout the year	Approx. £1200	Monitor expenditure.
Continue Breakfast Club twice a week to support	Introduce phonic reading scheme, Dandelion readers, to support less able children	KS, MA All			Attendance data from Breakfast Club.
		EN, JW	By October	Dandelion readers and	

pupils' physical and mental wellbeing.	struggling with ORT. Accompanying resources also on order. Share with staff at meeting. ASN teacher to target specific pupils and support teachers/LSW's in using scheme. Gather baseline data prior to beginning new reading scheme to measure improvement.		2019	resources (Approx. £2500)	
	Breakfast Club to happen 2 mornings a week. Jane Cockayne to work 7 hours per week. After Breakfast Club is finished then she is to support P1 and P2 children with Emerging Literacy.	JW, MA	August 2019	LSW costs: £4231.50 approx. for year.	
	LSW to support Emerging Literacy and maths support in P1, 2 and 3 to raise attainment. 15 hours per week for 15 weeks.	JW	Terms 2 and 3	LSW cost: Approx. £3500	

Priority 4: Early Year 1140 Hours expansion and developing a positive pedagogy model		National Improvement Priorities: 3 - Improvement in children's health and wellbeing National Improvement Framework Drivers: School Improvement, Parental Engagement Quality Indicators (HGIOS? 4): 1.1 Self-evaluation for self-improvement, 1.3 - Leadership of change, 2.7 Partnerships			
What do we want to achieve for learners? Provide flexibility and choice for families seeking ELC in the Scalloway Community and beyond. A nurturing, positive, purposeful play environment for our Early Years children.	How exactly are we going to do it? <ul style="list-style-type: none"> • Work with QIO EY and Support Officers to carefully set out steps to enable implementation. • Consult with relevant stakeholders including HFH and Pre-School • Consider required staffing levels and recruit as necessary in consultation with QIO for EY. • Consider potential impact on whole school • Consider providing lunches for the EY children and routines required around this. • Ongoing reviews of the process and progress • Evaluate current practice and celebrate the good. Create action plan to address weaker areas and access training as required. • Attend Authority Cluster events to gain 	Personnel JW, SF, ML, CK and MGM EY staff and JW	Time Scale All year By Dec 2019 By March 2020 May 2020 Throughout the year, Fortnightly meetings	Resources Centrally Funded HIGIOELC Deirdre Grogans's Pedagogy in Early Years,	Monitoring and evidence <ul style="list-style-type: none"> • Communication with and feedback from stakeholders • % uptake of the additional hours • Careful monitoring of planned timescale (HT) • Ongoing communication and consultation with stakeholders. • Reviewing ongoing practice and re-evaluating methodology.

	insight from Education Support Officers on good practice.	ESO's and MGM/JW		Professional Check points	
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To follow once EIS meeting been held on Wednesday 11th September at 3.30pm in Staffroom.