



WS

Glaitness School.

Standards and Quality Report

2021-22

and

School Improvement Plan

2022-23.

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Standards and Quality Report 2021-22.

The context of the school:

Glaitness School is one of two primary schools situated in the town of Kirkwall in Orkney. We offer provision for children aged 2-12 who live in the north-west sector of the town and the adjacent rural area. We are the resourced school for children with additional support needs from across the mainland of Orkney. Pupils attend Glaitness if their needs cannot be fully met within their local primary school. During the academic session 2021-2022 192 pupils (22 in support classes) attended from P1-7 with a further 70 accessing nursery provision. This session there were 13 classes, 8 mainstream and 5 support classes. 17% of pupils are in receipt of free school meals. The on-going Covid-19 pandemic has proved challenging again in terms of staff and pupil absences in maintaining consistency for learners.

Vision:

Be All We Can Be.

We seek to promote an inclusive approach towards all aspects of the life and work of the school.

Values:

Glaitness School's core values are ambitious and reflect the high aspirations held for all pupils. These have been revisited through school assemblies, parent consultations and pupil sampling. The first two values are safe and respect. These relate directly with our relational approaches. These values will continue to be built upon as a school community. We also seek to promote the health of all pupils and staff, and continually look for ways of ensuring that learning for sustainability is a priority.

Aims:

To establish a strong sustainable community for Orkney's future, we will provide opportunities for:

- All children and young people to become happy, healthy and resilient.
- All children to develop skills to succeed in an ever-changing world and become successful learners, confident individuals, effective contributors and responsible citizens.

Curriculum Rationale:

We want the children at our school to:

- Be happy, healthy, and resilient.
- Be literate and numerate.
- Experience a broad range of learning opportunities across the curriculum.
- Experience success and achieve aspirations.
- Show respect and tolerance and care for others.
- Take an active role in the life of the school and the wider community.
- Understand Orkney's unique location, culture and history to promote a sense of belonging.

- Have an understanding and awareness of the wider world.
- Develop a variety of skills to meet the demands of learning, life and work and make positive future life choices.

How successful were our improvements - progress made with the priorities from our 2021-22 school improvement plan?

School improvement priority 1:

To develop a renewed sense of community with a focus on Health and Wellbeing across the school including physical, emotional and mental health.

Outcomes:	Actions / Interventions / Approaches:	Impact:	Next steps:
<p>All pupils feel safe, well and engaged in learning. 90% of learners assess their own wellbeing as high or very high by June 2022.</p> <p>'Pupil voice' is improved for all learners across the school.</p>	<ul style="list-style-type: none"> • Shared leadership model was introduced and increased opportunities for children to work beyond a single classroom learning environment with small groupwork and a variety of learning spaces. • We audited and planned improvements to the learning spaces following input from SALT, Ed Psych and pupil support teachers. • The Circle resource audit tool for the physical environment identified areas for improvement in learning spaces. • P1/2 staff created and refreshed learning spaces, identified quieter areas and set these up for targeted interventions and support for children who need it. Additional resources, including furniture were purchased via Pupil Equity Funding. • All P4-7 pupils completed the Glasgow Motivation and Wellbeing Profile and results added to tracking toolkit. Specific pupils were observed using the 	<ul style="list-style-type: none"> • The overall approach to shared leadership model has been successful overall, especially at second level. • Targeted children from mainstream are gaining additional opportunities e.g., Outdoor learning, cooking. Supported pupils are more effectively accessing their peer classes. • Groups of individuals have shown greater concentration and productivity in learning, in a quieter learning space with an adult facilitating. • Targeted sessions with music, art and PE specialists have made a significant impact on pupils, especially in terms of motivation and wellbeing. • GMWP scores were high for almost all pupils – target achieved. Almost all scores (>90%) were above 35. Teachers identified specific interventions/ supports for individuals who required this. 	<p>Maintenance plan:</p> <ul style="list-style-type: none"> • Continue to monitor/refine the shared leadership approach across the levels, including the balance of part-time staff to ensure greater consistency in pupil experience. • Ensure support team can be consistent but also flexible – monitor through regular evaluation using HGIOS 4 challenge questions. <p>SIP plan:</p> <ul style="list-style-type: none"> • Ensure staff and spaces are utilised to best effect. Improve shared areas to ensure learning opportunities are maximised. • Improve consistency of learning spaces to ensure rich learning environments as part of learning and teaching priority. Use Circle and Visible learning approaches to audit, implement and measure impact. • Staff to undertake additional training in relation to the Circle approach.

	<p>Leuven Scale to monitor participation.</p> <ul style="list-style-type: none"> • Staff participated in trauma-informed practice training and mental health awareness. • Zones of Regulation introduced across the classes and to parents in Child's Plan meetings. • Additional resources were created purchased to support the implementation process. • Shared staff training and evaluation has ensured a consistent approach and areas for further improvement identified. • Consistent visuals have been created and are available from our resource bank. • Targeted (8 weeks) Seasons for Growth sessions were implemented for all P4 and P5 pupils. Small groups were identified within these cohorts. • Pivotal approach was embedded further across the school community, though due to several factors this is less consistent in terms of implementing recognition boards, fantastic walking, and positive notes home across the school. • Staff engaged during in-service, with Matthew Sowerby, formerly 'Hidden Giants' and Stuart McIntyre identifying priority areas. • Senior leadership team and Head Teacher individually participated in bespoke values-based 	<ul style="list-style-type: none"> • Children are now able to share a common language across the school. • Children can identify their emotions much more clearly and use strategies to support their regulation. • Pupils with their own visual strategy strips can select more effectively what will support them to understand emotions. • Pupils from P1-3 were able to draw a variety of emotions and discuss these. • Sessions allowed children a safe place to explore their emotions and most children were able to listen, reflect and contribute within small groups. • Pupil evaluations demonstrate a positive impact overall and the potential for future interventions/support for specific individuals. • All pupils clearly understand the three rules and can articulate these, referring to consistent displays. • Priority areas identified through staff consultation, more work to be undertaken before impact on pupils is fully evident as sessions were affected especially by Covid absences. • Teacher awareness of Care Experienced Children has improved, and progress is tracked 	<ul style="list-style-type: none"> • Involve partners in ensuring approach is effective for all children, especially those with specific needs e.g., hearing impaired. • Targeted staff to undertake further PECS training. • Develop a clear, shared vision of play-based learning and progression through the school and implement. <p>Maintenance Plan:</p> <ul style="list-style-type: none"> • Identified support classes to develop children's understanding of strategies to support them. • Continue to build comprehension of emotions across the school, especially in understanding others. • Re-assess wellbeing using the GMWP at start of session 22/23 - improve feedback to children and use as part of Learning Conversations. • Consider training for specific staff to be able to lead/ extend sessions for targeted groups of children across the school. <p>Maintenance plan:</p> <ul style="list-style-type: none"> • Ensure clear expectations for staff, pupils and parents at start of next session so approach is consistent and includes use of recognition boards, fantastic
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	<p>sessions. Volunteer group of staff taking ideas for change forward.</p> <ul style="list-style-type: none"> • Care Experienced Children's progress, attainment and achievement was monitored through termly tracking meetings. • All P6/7 pupils were involved in specific pupil groups organising whole school events and initiatives, such as the reverse Advent Calendar and the Sport and Wellbeing Day. • Children have been involved in organising their class environments, identifying key resources and what is useful to them. • P4 pupils ran an enterprise and had a choice of how the funds raised would be spent in school and for charity. • Specific staff have undertaken training in using Talking Mats. • Talking mats have been trialled in Child's Plan meetings and in classrooms to ensure children who have communication challenges have their voice heard. 	<p>regularly through the tracking toolkit and Individualised Education Plans where required.</p> <ul style="list-style-type: none"> • All children who are Care Experienced have a Child's Plan and for some, Team Around the Child meetings ensuring a partnership focus. • Pupils have demonstrated leadership skills through running assemblies and have raised awareness of several topics, including mental health awareness, road safety and the importance of reading. • Pupil Voice has been heard more in Child's Plan meetings via use of talking mats – this has provided key information about how children feel about school and their wider world. 	<p>walking in corridors and positive notes home.</p> <p>SIP priority – Learning and Teaching:</p> <ul style="list-style-type: none"> • Learning environments are more creative and foster greater independence and creativity for all pupils. • Care Experienced children and those in receipt of free school meals to be monitored in terms attainment and achievement. Use tracking toolkit, set targets via IEPs and PfELTs, meet 90% of targets set. • Children in receipt of free school meals improve attainment levels as presently 38% of FSM mainstream pupils are on track with their learning. Overall 44% of FSM pupils have an IEP or CSP and 31% are in our supported classes. <p>SIP priority:</p> <ul style="list-style-type: none"> • Creation of class councils and a whole school junior leadership team. • Extend use of HGIOS pupil version in focussing children on key areas for improvement as a school. • Increase children's awareness of UNCRC and active involvement in decision making at school. Whole
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			<p>school participation in Rights Respecting School Award.</p> <ul style="list-style-type: none">• Extend use of skills for life, learning and work, especially in pupil participation groups. Pupils set clear targets for themselves and become self-aware as learners.• Embed use of Taking Mats in Child's Plan meetings and in Learning Conversations. Increase level of staff training.• Ensure more consultation with children before, during and after Child's Plan meetings – monitor pupil participation and awareness of their own plans and learning targets.• Extend pupils understanding of the wellbeing indicators, through embedding in the life and work of the school.
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School improvement priority 2:

To raise attainment in numeracy and mathematics across the school and enhance engagement in STEM.

Outcomes:	Actions / Interventions / Approaches:	Impact:	Next steps:
<p>Pupils at P4 and P7 demonstrating an increase in attainment of a level in mathematics on previous figures by June 2022. P1 – maintain levels (91%), P4 – 15%, P7 – 7%.</p> <p>80% of pupils at P2, P3, P5 and P6 are meeting expected achievement levels. Care experienced children demonstrate improved progress and attainment.</p> <p>Pupils have more access to appropriate technology and a wider variety of learning experiences.</p>	<ul style="list-style-type: none"> All teaching staff were trained in specific approaches to maths using Numicon. Covid support teachers planned targeted interventions implemented and evaluated pupil progress collegiately in P1/2 classes, P3 and P4. Maths moderation was planned and implemented, focussing on fractions across the levels. Numicon intervention trained staff undertook focussed assessments and follow-up learning for targeted groups of children at first level. More engaging, revamped resources to support the learning and teaching in numeracy and mathematics were investigated and purchased. Principal Teacher (curriculum) in participated Northern Alliance fractions as a second level improvement project. The Senior Leadership Team undertook a Promoting Equity Northern Alliance project. A project was targeted at specific first level learners' maths achievement. Termly tracking dialogues and updates were undertaken and added to new tracking toolkit. Information 	<ul style="list-style-type: none"> Children are more engaged in their learning overall, especially those in targeted intervention groups showing increased productivity, focus and understanding. P1 pupils have not maintained the levels of the cohort last session, achieving 67%. There are several identified factors for this. P1 pupils with identified needs in the mainstream class have made very good progress towards individual targets. P4 mainstream pupils have shown an increase of 9% towards the Orkney target to 73%. Targeted interventions at this stage and P3 have made a clear impact. P7 mainstream pupils have not met the Orkney target this session, with 65% achieving the level. Pupils with identified additional support needs. P7 pupils demonstrated a significant improvement in understanding and application of fractions from the baseline to end of project assessment. 	<p>Improvement Priority (learning and teaching):</p> <ul style="list-style-type: none"> Establish consistent expectations for provision of a maths rich environment. Increase maths attainment across the school through scrutiny of tracking toolkit, professional dialogue and consistent approaches to teaching maths. Establish shared understanding of standards through moderation sessions within and beyond Glaitness. Embed new resources and develop more active approaches to maths learning post-Covid to extend application of skills across contexts. Improve approaches to the teaching of mental maths and problem solving from P3-7 embedding new resources to extend mathematical thinking. Establish a clear curriculum pathway for digital technologies. Increase opportunities for interdisciplinary learning contexts which are relevant and apply learning in real-life contexts.

	<p>and data was analysed, and interventions implemented or amended accordingly.</p> <ul style="list-style-type: none"> • A second set of iPads with charging station, Beebots, Blue Bots and MicroBits were purchased. • Specific interdisciplinary project developed in P4 linked to school build, supported by Orkney Builders and Colin Nisbet (STEM teacher). • Staff meeting sessions held led by Colin Nisbet increased awareness of STEM resources and confidence in how to use them effectively in class. Learning opportunities planned using coding resources at first and second level. • Specific staff attended additional in-service training and implemented a series of learning opportunities in class – first level and support class. 	<ul style="list-style-type: none"> • Many of the new resources purchased have not yet been embedded, including use of Leckie and Leckie materials as a core framework. • Children have access to a wider variety of consistent maths support materials in class, especially manipulatives. • Access to motivating learning contexts has increased e.g., Sumdogg as part of regular maths sessions – children are setting their own challenges, working at their level and demonstrating greater motivation at first and second level. • P4 interdisciplinary feedback very positive from staff and pupils. Clear evidence of greater engagement and motivation in learning. Extended to aspects of writing as a context. Project shared as an example of good practice. 	<ul style="list-style-type: none"> • Develop a skills-based framework and increase pupils' understanding of their own skills and learning journey.
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School improvement priority 3:

To raise attainment in literacy, especially writing across the school.

Outcomes:	Actions / Interventions / Approaches:	Impact:	Next steps:
<p>Pupils at P4 and P7 demonstrating an increase in attainment of a level in on previous figures by June 2022.</p> <p>Writing – P1 meet or exceed Orkney target of 81% (85% in 2021), P4 increase by 5% to meet Orkney target of 75%, P7 increase by 11% to meet Orkney target of 75%.</p> <p>Listening and Talking – P1 maintain target, P4 increase by 5%, P7 maintain target.</p> <p>Reading – P1 maintain target, P4 increase by 7%, P7 maintain target.</p> <p>Minimum of 80% of pupils at P2, P3, P5 and P6 are meeting expected achievement levels in literacy. Focus given to care experienced children, increase on track attainment levels by 10%.</p> <p>Staff to improve consistency in standards of literacy, especially achievement of a level in writing.</p> <p>Pupils in P1, P2 and P3 will demonstrate increased phonological awareness, decoding skills and</p>	<ul style="list-style-type: none"> • Staff planned, using the benchmarks, implemented and moderated writing with a shared theme across the whole school. • P4 staff engaged in Orkney wide moderation of writing, sharing practice and working collaboratively. • Intervention support for phonics development was implemented through Covid teacher funding. • Close monitoring of the tracking toolkit and teachers' professional judgements were used to identify pupils requiring specific additional support in different aspects of writing. • Baseline assessments were implemented prior to interventions. • The Beat Dyslexia resource was used to provide focussed, targeted support for groups of children from P3 and P4. • Additional resources were purchased, via PEF funding to enhance, support and extend experiences in literacy. • Targeted interventions, such as Clicker 8 were used to support and encourage writing for specific pupils. 	<ul style="list-style-type: none"> • The present P1 cohort contains several pupils with identified support needs, combined with Covid absences means the Orkney target has not been met for writing (70%). • P4 have demonstrated an increase in attainment and have exceeded the Orkney target by 2%. • P7 have not met the Orkney target – a significant number of additional support needs and changes in pupils has resulted in this drop. • We have almost met the target of 80% (79%) of pupils at P2, P3, P5 and P6 are meeting expected achievement levels in literacy – averages are 80% reading, 82% listening and talking and 76% writing. • Care experienced learners and FSM demonstrate a significant difference in levels of attainment for all aspects of literacy – it is noted several of our CECYP and FSM pupils (31%) are within supported classes. • Learners responded very positively to the structured 	<p>SIP priority – learning and teaching:</p> <ul style="list-style-type: none"> • To further develop high -quality writing through a focus on sharing quality feedback with children. • To implement moderation of writing sessions, twice per year and increase staff shared understanding of benchmarks and consistency in standards. • To increase pupils' levels of motivation for writing using creative and motivating contexts as part of SIP. • To improve the standard of handwriting across the school through consistent taught approaches. • To increase the use of Clicker 8 across the school. • Use John Hattie's visible learning approach across all mainstream classes to enhance quality of the learners' experiences. <p>SIP priority – listening and talking:</p> <ul style="list-style-type: none"> • To further develop the use of PECS and Talking Mats as means of communication. Continue to work with our wider

<p>understanding from baseline measures to end of interventions.</p>	<ul style="list-style-type: none"> • A higher level of visual communication support was developed to benefit learners across the school with a specific focus on pupils with identified ASN (Additional Support Needs) in communication. • New reading resources were purchased at key stages across the school on. • P6 launched the DEAR initiative to increase motivation and engagement in reading across the school community. • The P1/2 staff used the phonological awareness screener as a baseline assessment and repeated this twice during the year – term 3 and 4. • A funded music/phonic project with all P1 and P2 pupils led by members of the itinerant staff team was implemented. 	<p>approach and demonstrated an improvement in their phonic awareness and ability to sound out and spell words.</p> <ul style="list-style-type: none"> • A wider range of reading books and games is increasing engagement/interest in reading. • Pupil engagement in the writing process has increased through using a variety of resources, especially Clicker8. • More children are using PECS to communicate and are therefore able to make requests. Also, clear steps forward are identified for them. • Children have experienced a greater variety of texts appropriate to their level of development. • A leadership group from P6/7 shared information across the school through assemblies and class visits. The benefits of reading were highlighted. Engagement in reading a wider variety of texts was observed. • Assessment allowed for planning targeted learning for children at their level and identified where children required challenge or support. • All P1/2 children demonstrated a high level of engagement in this focussed project. They showed increased confidence in learning through singing phonic related 	<p>partners to ensure staff development in communication support, though specific training and observation in classes.</p> <ul style="list-style-type: none"> • To increase attainment across the school, especially at second level through using the benchmarks regularly and a focus on learning and teaching approaches. • Participation in moderation activities with other schools across Orkney to ensure shared standards and expectations. • Monitor and support attainment of CECYP and FSM learners across all aspects of literacy, setting measurable targets. • Develop more creative approaches to literacy, using motivating contexts at all levels.
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		<p>songs, clapping rhythms, repeating patterns and enjoying phonics in a different context.</p> <ul style="list-style-type: none">• Listening and Talking – Across the school the Orkney targets have not been met, P1 -70%, P4 – 82%, P7 – 76%.• Reading – Across the school P1 maintain target, P4 increase by 7%, P7 maintain target. the Orkney targets have been – P1 – 74%, P4 – 82% and P7 – 59%. P4 have exceeded the target.	
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<p>Learning and Teaching: To raise attainment in literacy, especially writing across the school.</p>	<p>Writing – P1 meet or exceed Orkney target of 81% (85% in 2021), P4 increase by 15% to meet Orkney target of 85%, P7 increase by 12% to meet Orkney target of 76%.</p> <p>Listening and talking – P1 maintain target, P4 increase by 5%, P7 maintain target.</p> <p>Reading – P1 maintain target, P4 increase by 7%, P7 maintain target.</p> <p>Minimum of 80% of pupils at P2, P3, P5 and P6 are meeting expected achievement levels in literacy. Focus given to care experienced children, increase on track attainment levels by 10%.</p> <p>Staff to improve consistency in standards of literacy, especially achievement of a level in writing.</p> <p>Pupils in P1, P2 and P3 will demonstrate increased phonological awareness, decoding skills and understanding from baseline measures to end of interventions.</p>	<ul style="list-style-type: none"> • We purchased the online Nesy screener and programme (up to P5) and GL assessment screener (upper stages)- £350.00. • Staff training for 1x members – online 13-hour PECS course. £330.00. • Dandelion Readers were purchased and trialled. • Additional resources were purchased, via PEF funding to enhance, support and extend experiences in literacy. 	<ul style="list-style-type: none"> • The Nesy screener gave less detailed results which were not matched by what we were seeing in class. We retested some pupils using the GL assessment which gave more detailed information and matched the evidence from class teachers. • Successful implementation of PECS training into learning environment for children with very complex communication needs leading to improved opportunities for pupil communication and independence. • Teachers report positive engagement with Dandelion readers and increased access to support early reading through a phonics approach. • Some resources are still to be fully implemented due to delays in deliveries. 	<ul style="list-style-type: none"> • GL assessment will be used from P3 and above and Nesy only as an initial alert to gather evidence in P1 and 2. • Extend PECS training to a wider cohort of teachers to support implementation across all support classes where appropriate. • Continue to implement Dandelion readers more widely and expand the resource. • Fully implement and monitor impact of language resources.
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School & Early Learning and Childcare Improvement Plan 2022-23.

Summary of key improvement priorities for 2022-23:

Priority 1:	To raise attainment through developing consistent practice in high-quality learning and teaching.
Priority 2:	To improve attainment in listening and talking in the Broad General Education.
Priority 3:	To improve the connectedness of our school community with a focus on health and wellbeing.

How will we know if we are achieving our key improvement priorities?

We will measure and evaluate the progress we are making to achieve the key outcomes identified in this plan. We do this using quality assurance activities that include:

- Review and progress discussed at staff meetings.
- Surveys (learners and parent/carer).
- Focus groups of learners, parents, partners and staff.
- Learning and teaching observations.
- Data analysis (using the BGE toolkit and securing children's progress tracking tool).
- Self-evaluation using How Good is Our School 4, How Good is Our School (pupil version)

Big Schools Cluster Priority/ School improvement priority 1:

To raise attainment through developing consistent practice and understanding in high-quality learning and teaching.

Data/evidence that informs this priority:

(linked to barriers/gaps identified through analysis of data and illustrated in contextual analysis and self-evaluation).

- Attainment levels are not meeting Orkney targets in all areas in many of our classes across the school, although progress has been made
- There is an impact on the structures, routines and learner experiences in our learning environments stemming from how teaching had to happen during Covid-19 restrictions
- Improvements to the physical learning environments, including purchase of new resources/furniture in P1/2 classes have led to a marked increase in children's engagement in learning and flexibility of approaches used through play-based learning. This needs to be extended across the school progressively
- Classroom observations, informal visits and staff feedback highlight the need for more consistency across all learning environments
- There have been fewer occasions for teachers to meet to share best practice, leading to variance in understanding of the core teaching progression pathways
- Many learners have become more passive participants in learning, impacted by Covid-19. There is a need to ensure they are all active in the learning process, have their voices heard and experience appropriate pace and challenge

NIF Key Drivers: 2 - Teacher and practitioner professionalism, 3 - Parent/carer involvement and engagement, 4 - Curriculum and assessment, 5 - School improvement, 6 - Performance information.

HGIOS4 QIs: 2.2, 2.3, 3.2 (curriculum, learning teaching and assessment and raising attainment).

Outcomes for learners:	Actions / Approaches / Interventions:	PEF:	Measures:	Impact:
<p>By participating in or leading professional learning staff will develop a stronger sense of collective efficacy enabling improved practice and higher learner engagement.</p> <p>All pupils will experience consistent high-quality learning and teaching in key curriculum areas, and this will raise attainment and engagement. See tables below for the targets in core curriculum areas.</p> <p>Reading (mainstream):</p>	<ul style="list-style-type: none"> • In-service Day Launch – Aug 2022, setting the scene, all staff watch “Why teachers matter” clip and reflect on this. • Staff to complete baseline “Visible Learning” task by 25th Aug and meet across schools to discuss and plan next steps, create action plans. • Planned school cluster sessions as detailed starting on 30/08/22. • 03/11/22(Thur) Evaluate work to date, set next reading and create action plans. 	<ul style="list-style-type: none"> • Visible learning books – PEF funded 18 @ £23.99 = £431.82. <p>Create: Circle Useful information: Inclusive Learning and Collaborative Working: Ideas in Practice - Primary School Resource (open.edu).</p>	<ul style="list-style-type: none"> • Inspired and Passionate Teachers (John Hattie) - use of scales / visual – children, staff and teachers. • Baseline assessment looking at features of high-quality learning in Aug / Sep and revisited in April 2023. • Teachers will have a direct focus on improvement steps relating to high quality learning and teaching in their classrooms and an opportunity to reflect with 	

21/22 Levels		22/23 Target		Increase
		P1	88%	
P1	74%	P2	80%	6%
P2	73%	P3	80%	7%
P3	70%	P4	80%	10%
P4	82%	P5	82%	0%
P5	86%	P6	86%	0%
P6	67%	P7	83%	16%
P7	59%			

Writing:

21/22 Levels		22/23 Target		Increase
		P1	86%	
P1	70%	P2	76%	6%
P2	67%	P3	75%	8%
P3	56%	P4	70%	14%
P4	77%	P5	77%	0%

- 24/01/23(Tues), 07/03/22 (Tues) Continue to evaluate progress and set next steps.
- 18/05/23 Evaluation and creation/presentation of academic poster detailing action research and impact of this.
- *Optional Cluster Professional Learning on 14/09/22, 16/11/22, 22/02/23, 03/05/23 (all Weds).*
- *Play pedagogy led by A. McCracken.*
- *Creative learning and teaching (National Galleries project) led by E. Marcus.*
- *Sounds-Write led by D. Peace.*
- *Mental Health First Aid led by I. Gibson and T. Ross.*
- *Outdoor learning environments led by G. Duffus.*
- *Learning environments (Circle framework) led by M. Johnson.*
- Throughout session staff and pupils will engage with the Circle Approach, focussing on four key areas – the physical or social environment, routines and structures, motivation and skills.
- Staff to work in small action research groups to identify key elements of effective learning and teaching, setting targets for improvement.
- Group of staff to work with Stuart MacIntyre / Matthew Sowerby in

- colleagues on their progress and next steps.
- Most staff to complete the 'Circle Resource' online training.
- All staff engaging with the 'Circle Resource'.
- Class observations by the SLT and peer observation show consistent high quality learning environments and lessons reflecting Visible Learning Scale and the CIRCLE Inclusive Classroom Scale (CICS).
- Teachers' planning will take account and reflect pupils' interests, views and opinions.
- BGE toolkit.
- SOFA assessment.
- SNSA assessment.
- Parallel Spelling Test.

P5	64%	P6	70%	6%	developing conditions for change and innovative approaches to learning. Practice to be shared with colleagues and actioned. <ul style="list-style-type: none"> • From P3-P7 develop planning, better progression and approaches to mental maths and problem solving. • Create a clear progression pathway for digital technologies. 			
P6	58%	P7	71%	13%				
P7	47%							
Maths								
21/22 Levels		22/23 Target		Increase				
		P1	89%					
P1	67%	P2	81%	14%				
P2	80%	P3	83%	3%				
P3	56%	P4	75%	19%				
P4	73%	P5	76%	3%				
P5	77%	P6	80%	3%				
P6	67%	P7	77%	10%				
P7	65%							
<i>*Maintain or increase levels across all stages, target interventions for amber learners.</i>								

Local Authority Priority/School improvement priority 2:

To improve attainment in listening and talking in the Broad General Education.

Data/evidence that informs this priority: In December 2019, the published ACEL data showed that Orkney was the lowest attaining authority in Scotland. The underlying cause of this is based in teacher professional judgements and the assessment and moderation process. The current evidence for listening and talking across the authority shows that there is still a lack planned assessment within learning and teaching and therefore evidence to determine the levels that learners achieve in the BGE.

2019 LA targets: P1 – 89%; P4 - 87%; P7 – 88%; P1,4,7 combined 88% and S3 – 3rd 93% and 4th 59%

2021 LA results: P1 – 85%; P4 – 81%; P7 – 87%; P1,4,7 combined 84% and S3 – no data, 2021 number of schools reaching LA targets: P1 – 53%; P4 – 47%; P7 – 63%; S3 – no data.

In Gaitness the attainment levels are below the Orkney targets, though good progress has been made in improving standards. P4-6 demonstrate better alignment in terms of the targets and should work to maintain or even increase the levels they demonstrate presently. (see table below). We have worked hard to scrutinise the benchmarks and develop teacher understanding of the levels further. Work needs to commence on developing more active, creative and focussed approaches to engage the children and increase attainment. Pupils with communication challenges have had some success in using Talking Mats to express their views – this needs to be extended.

NIF Key Drivers: 2,4,5 and 6 (Teacher and practitioner professionalism, Parent/carer involvement and engagement, Curriculum and assessment, School and ELC improvement, Performance information).

HGIOS4 QIs: 2.2, 2.3, 3.2 (curriculum, learning, teaching and assessment, raising attainment).

Outcomes for learners:	Actions / Approaches / Interventions:	PEF:	Measures:	Impact:																									
<p>Attainment in listening and talking will improve for learners.</p> <p>Targets detailed in grid below.</p> <p>Listening and Talking (mainstream):</p> <table border="1"> <thead> <tr> <th colspan="2">21/22 Levels</th> <th colspan="2">22/23 Target</th> <th>Increase</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>P1</td> <td>89%</td> <td></td> </tr> <tr> <td>P1</td> <td>70%</td> <td>P2</td> <td>88%</td> <td>18%</td> </tr> <tr> <td>P2</td> <td>83%</td> <td>P3</td> <td>90%</td> <td>7%</td> </tr> <tr> <td>P3</td> <td>56%</td> <td>P4</td> <td>80%</td> <td>24%</td> </tr> </tbody> </table>	21/22 Levels		22/23 Target		Increase			P1	89%		P1	70%	P2	88%	18%	P2	83%	P3	90%	7%	P3	56%	P4	80%	24%	<ul style="list-style-type: none"> Participate in authority-wide programme for improving the learning, teaching and assessment of listening and talking. Staff to attend October in-service training (one day) and work in learning trios. Staff to meet in trio groups formed in October. Education Scotland's National Improvement Framework officer, Education officer for literacy and Attainment Advisor to provide input. <p>October – December 6/12/22 Twilight 3.45 – 5pm or 7/12/22, 3.45 – 5pm.</p>	<p>6 Staff to undertake online training - £195.00 per person, £1170.</p> <p>2 staff to undertake online training modules - £660.00.</p>	<ul style="list-style-type: none"> P&A data in SEEMiS. SNSAs. SOFAs. Practitioner confidence levels increase – baseline evaluation and follow up. Pupil voice - baseline on their own evaluation of their strengths and their next steps. Termly assessment and moderation activities. Anecdotal evidence from practitioners. Feedback from QAMSOs. 	
21/22 Levels		22/23 Target		Increase																									
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P4	82 %	P5	86%	4%
P5	86 %	P6	91%	5%
P6	79 %	P7	90%	11%
P7	76 %			

Minimum of **two** trio meetings required, plus twilight:

- Trios work together to plan L&T activities.
- Practitioners carry out the learning activity with their learners and upload evidence to the Team's site.
- Trios moderate the evidence of learning.
- Twilight – Moderation of L&T.

January – March

18/1/23 Twilight, 3.45-5pm.

Minimum of **three** trio meetings required, plus twilight:

- Twilight - L&T professional learning.
- Trios work together to plan L&T activities.
- Practitioners carry out the learning activity with their learners and upload evidence to the Team's site.
- Trios moderate the evidence of learning.

Term 4

26/4/23, 3.45-5pm.

- Twilight led by AT and QAMSOs.
- Trios moderate the pieces they have uploaded.
- Evaluation of the project.
- Staff training in use of Talking mats undertaken and implemented with pupils more consistently. Support from Barbara Balcombe.
- Register for a communication-friendly school award.
- Staff online PECS training undertaken and implemented in three support classes.

- Use of Talking Mats and PECS increases and pupils with communication challenges have greater opportunities to be included and have their voice heard and express views.

School improvement priority 3:

To improve the connectedness of our school community with a focus on health and wellbeing.

Data/evidence that informs this priority:

Following another exceptional year for all pupils and staff due to Covid-19 self-evaluation has highlighted the need to increase the connectedness of the school community. We are seeking ways to ensure that everyone feels included and their views are heard. There has been an ongoing impact of Covid in terms of learner engagement. The views of our whole school community need to be actively encouraged and means of involving the wider community sought to enrich the experiences for our youngsters.

Health and wellbeing needs are the main priority for the whole school community. The introduction of Zones of Regulation across the school has improved consistency and pupils understanding of their own emotions. This needs to be extended. We have actively sought support for pupils who need it, but see an increasing need for emotional, support and trauma informed approaches to be used. Analysis of data has shown the need to continue to monitor and target specific classes and groups of pupils, sensitively assess pupils' progress and to engage fully with the life and work of the school and especially their own learning. There is also a need to continue to support the staff team with wellbeing needs.

NIF Key Drivers: 1 - School and ELC leadership, 3 - Parent/carer involvement and engagement, 5 – School improvement.

HGIOS4 QIs: 3.1 Ensuring Wellbeing, Equality and Inclusion, 2.1 Safeguarding and Child Protection.

Outcomes for learners:	Actions / Approaches / Interventions:	PEF:	Measures:	Impact:
<p>All children will be able to use the language of the United Nations Rights of the child, understanding their right to have a voice Article 12.</p> <p>Pupil voice and participation in decision making is increased across the school.</p> <p>Pupils feel safe and nurtured, identify who can support them and show an understanding of health and wellbeing.</p>	<ul style="list-style-type: none"> School to register as a 'Rights Respecting School'. June 2022. Group of staff to lead development and create a plan of action – Aug – Oct 2022. Increase children's awareness of UNCRC and active involvement in decision making at school. Whole school participation in Rights Respecting School Award. Creation of class councils and a whole school junior leadership team. Extend use of HGIOS pupil version in focussing children on key areas for improvement as a school. Extend use of skills for life, learning and work, especially in pupil participation groups. Pupils set clear 	<p>Talking Mats – Training and materials as per L&T priority.</p> <p>PEF funded – Wellbeing kits introduced to all classes – £500.00.</p> <p>MindUp materials purchased – £90.00.</p> <p>Wellbeing resources including a wider range</p>	<p>Achievement of Rights Respecting School Award.</p> <p>HGIOURS document to evaluate progress and set challenge questions</p> <p>Use of Talking Mats.</p> <p>Shared understanding of expectations and implementation of Pivotal approaches.</p> <p>GMWP at start of session for all P4-7 pupils, adapted version for P1-3 and support classes.</p> <p>Zones of Regulation materials</p> <p>Wellbeing indicators, including spider diagram.</p>	

	<p>targets for themselves and become self-aware as learners.</p> <ul style="list-style-type: none"> • Embed use of Taking Mats in Child's Plan meetings and in Learning Conversations. Increase level of staff training. • Ensure clear expectations for staff, pupils and parents at start of next session so approach is consistent and includes use of recognition boards, fantastic walking in corridors and positive notes home. • Daily check-ins with using Zones of Regulation for pupils and increase. • parental awareness through sharing sessions relating to Zones of Regulation and the Wellbeing Indicators. • Head Teacher to complete training as a mental health leader, set priority targets supported by an identified team of staff, pupils, parents and partners. • Ensure more consultation with children before, during and after Child's Plan meetings – monitor pupil participation and awareness of their own plans and learning targets. • Extend pupils understanding of the wellbeing indicators, through embedding in the life and work of the school. • Introduce wellbeing kits in each class and review/refresh curricular resources and approaches. 	<p>of children's books – £1000.00.</p>	<p>Use of School leaders mental health survey and target setting (Place2 Be).</p>	
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