

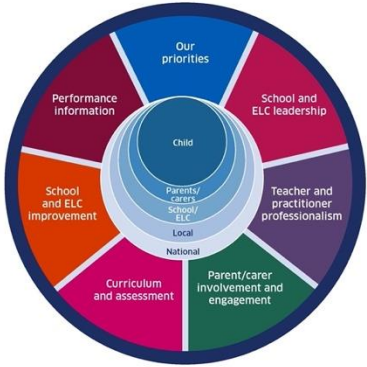


Glaitness School
Standards and Quality Report 2022-23
and
School Improvement Plan 2023-24

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National and Orkney Islands Council (OIC) Local Priorities

<p>The Scottish Government’s vision for education in Scotland:</p> <ul style="list-style-type: none"> • Excellence through raising attainment and improving outcomes. • Achieving equity. <p>Key priorities of the National Improvement Framework:</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education. • Improvement in children and young people’s health and wellbeing. • Closing the attainment gap between the most and least disadvantaged children and young people. • Improvement in skills and sustained, positive school-leaver destinations for all young people. • Improvement in attainment, particularly in literacy and numeracy. 	<p>NIF drivers of improvement in the outcomes achieved by children and young people are:</p> <ul style="list-style-type: none"> • School and ELC leadership. • Teacher and practitioner professionalism. • Parent/carer involvement and engagement. • Curriculum and assessment. • School and ELC improvement. • Performance information. 	<p>Scottish Attainment Challenge (SAC): Scottish Attainment Challenge: framework for recovery and accelerating progress. Scottish Attainment Challenge Logic Model – Tackling the Poverty-Related Attainment Gap – Our Theory of Change.</p> <p>SAC Organisers:</p> <ul style="list-style-type: none"> • Learning and teaching. • Leadership. • Families and communities.
<p>OIC National Improvement Framework Plan.</p> <p>3 main themes:</p> <ul style="list-style-type: none"> • Health and wellbeing. • Learning and teaching. • Self-evaluation. 	<p>OIC Children’s Services Plan.</p> <p>Priorities for 2021-23:</p> <ul style="list-style-type: none"> • Mental health and wellbeing. • Overcoming disadvantage. • Care and protection. • Equality and empowerment. • Options and opportunities. 	<p>OIC Community Plan</p> <p>4 priorities:</p> <ul style="list-style-type: none"> • Connectivity. • Sustainable recovery. • Community wellbeing. • Partnership workforce development and planning.

Standards and Quality Report 2022-23.

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 2022-23 the roll has risen from 194 to 201 pupils (21 in support classes) attended from P1-7 with a further 90 accessing nursery provision. This session there were 13 classes, 8 mainstream and 5 support classes. 19% of pupils are in receipt of free school meals. This session staff and pupil absences have still proved challenging in maintaining consistency for learners.

<p>Vision: Be All We Can Be.</p> <p>We seek to promote an inclusive approach towards all aspects of the life and work of the school.</p>	<p>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.</p>
<p>Aims: To establish a strong sustainable community for Orkney's future, we will provide opportunities for:</p> <ul style="list-style-type: none"> • 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. 	<p>Curriculum Rationale: We want the children at our school to:</p> <ul style="list-style-type: none"> • 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.

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| | <ul style="list-style-type: none">• 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. |
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How successful were our improvements – progress made with the priorities from our 2022-23 School Improvement Plan?

BIG SCHOOL CLUSTER IMPROVEMENT PRIORITY 1:

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

Data/evidence that informs this priority:

- 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.

Overall evaluative statement:

- Teachers have had increased opportunities to share with colleagues from across the authority and this is strengthening connections and having a positive impact which is beginning to improve practice through professional dialogue and sharing approaches to learning and teaching. It is evident that there is a strong desire for these opportunities to continue.
- There is evidence of steady increases in attainment across all areas of literacy and numeracy as evidenced by HMIE (inspection team).
- Continued investment in developing learning environments is leading to improvements in pupils' engagement in learning. Two new library spaces and a nurture room have been created allowing nurturing, quiet spaces for learning.

Next steps:

- Raising attainment through ensuring higher quality, consistent approaches to learning and teaching will be a priority in the 2023-24 School Improvement Plan as identified by the recent HMI inspection (end of May 23) of the school.

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 Curriculum; 2.3 learning teaching and assessment; 3.2 raising attainment.
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Outcomes for learners:	Actions/Approaches/Interventions:	Measures:	Impact:
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<p>By participating in or leading professional learning staff will develop a stronger sense of collective efficacy enabling improved practice and higher learner engagement. All pupils will experience consistent high-quality learning and teaching in key curriculum areas, and this will raise attainment and engagement.</p>	<ul style="list-style-type: none"> • Peer and SLT observations of writing undertaken resulting in raised awareness of different approaches across the school and ensuring more consistency. • Pupil focus groups were held to discuss writing process and scrutinise evidence of learning demonstrating almost all children were enthusiastic about their learning. Also, there was clear evidence of learning intentions and success criteria being used alongside self, peer and teacher led assessment and feedback. • Teachers met with colleagues from the big schools' cluster as planned each term with a focus on visible learning. Action research was undertaken by staff mainly focussed on learning intentions and success criteria. There was a final session to bring evidence of approaches used for assessment including floor books and photos. • Teaching staff attended a February in-service focussed on learning and teaching and contributed to developing an Orkney wide policy on key learning and teaching principles. 		<ul style="list-style-type: none"> • Attainment in Literacy and English and Mathematics and Numeracy is showing steady increases overall across the school. Pupils in support classes are making good progress towards their own targets. • Attainment in reading has improved across the school overall. Across classes school targets have been met. There is a slight decrease at P5 and P6 due changes in the pupil cohort. • A next step is to continue to create inviting reading areas for each classroom and to continue to monitor the use of new resources purchased to support reading. • Cohort attainment data shows a significant increase in attainment for almost all classes. • Greater use of technology to support learners' achievements has had a positive impact on attainment in writing.
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	<ul style="list-style-type: none">• The identified maths and technologies targets were not progressed this session as planned due to changes in focus during the year.		<ul style="list-style-type: none">• Moderation activities have increased consistency and confidence in teachers' judgements in writing.• Tracking meetings have challenged perceived barriers to learning e.g., dyslexia. Evidence for such learners is sought creatively and interventions have supported progress.• Next steps would be to continue to develop robust assessment and moderation processes at key points throughout the year. Also, to further develop the use of technology to support learners in their writing as well as improving the quality, consistency of handwriting.• Further focus is also required on providing quality feedback for learners to involve them more fully in evaluating their progress and setting next steps.• Floor books will be developed across all stages as a way of involving children in the planning of learning to
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			<p>a greater extent and to capture learning more effectively and consistently across the school, based on good practice at specific stages.</p> <ul style="list-style-type: none">• Attainment in maths across the school has improved overall.• Specific interventions at the P4 stage have resulted in a significant increase in attainment for this cohort.• New resources have begun to make an impact as children have a greater access to materials supporting their mathematical learning.• Next steps include ensuring creativity and consistency whilst taking individual and strengths into account, through planned peer observations and moderation processes.• Another step is to further develop application of skills in real- life contexts.
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Reading (Mainstream only).

2021-22 Levels	2022-23 Targets (actual achieved in italics)	Increase Projected (actual in italics)
	P1 – 88% / <i>86%</i>	
P1 – 74%	P2 – 80% / <i>83%</i>	6% / <i>9%</i>
P2 – 73%	P3 – 80% / <i>87%</i>	7% / <i>14%</i>
P3 – 70%	P4 – 80% / <i>81%</i>	10% / <i>11%</i>
P4 – 82%	P5 – 82% / <i>81%</i>	0% / <i>-1%</i>
P5 – 86%	P6 – 86% / <i>83%</i>	0% / <i>-3%</i>
P6 – 67%	P7 – 83% / <i>85%</i>	16% / <i>18%</i>
P7 – 59%		

Writing (Mainstream only)

2021-22 Levels	2022-23 Targets (actual achieved in italics)	Increase Projected (actual in italics)
	P1 – 86% / <i>86%</i>	
P1 – 70%	P2 – 76% / <i>83%</i>	6% / <i>13%</i>
P2 – 67%	P3 – 75% / <i>84%</i>	8% / <i>17%</i>
P3 – 56%	P4 – 70% / <i>65%</i>	14% / <i>9%</i>
P4 – 77%	P5 – 77% / <i>76%</i>	0% / <i>-1%</i>
P5 – 64%	P6 – 70% / <i>75%</i>	6% / <i>11%</i>
P6 – 58%	P7 – 71% / <i>73%</i>	13% / <i>15%</i>
P7 – 47%		

Numeracy and Mathematics (Mainstream only)

2021-22 Levels	2022-23 Targets (actual achieved in italics)	Increase Projected (actual in italics)
	P1 – 89% / <i>79%</i>	
P1 – 67%	P2 – 81% / <i>96%</i>	14% / <i>29%</i>
P2 – 80%	P3 – 83% / <i>84%</i>	3% / <i>4%</i>
P3 – 56%	P4 – 75% / <i>81%</i>	19% / <i>25%</i>
P4 – 73%	P5 – 76% / <i>71%</i>	3% / <i>-2%</i>
P5 – 77%	P6 – 80% / <i>79%</i>	3% / <i>2%</i>

P6 – 67%	P7 – 77% / 81%	10% / 14%
P7 – 65%		

LOCAL AUTHORITY / 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 Glaitness 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. 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.

Overall evaluative statement:

Overall, attainment in Listening and Talking has improved and evidence leading to this is more robust and of a shared standard. There is greater teacher confidence of attainment in Listening and Talking and increased awareness of the need to plan specific opportunities to teach and develop specific skills.

Next steps:

- To maintain the focus on raising attainment in Listening and Talking by undertaking moderation sessions, maintaining professional dialogue, and sharing of standards (ScIP).
- To involve learners in target setting and self and peer assessment to enable them to become more aware of their own learning and progress (ScIP).
- Teachers will plan for high quality learning and assessment opportunities, ensuring greater consistency and progression (ScIP).

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 Teacher and practitioner professionalism; 4 Parent/carer involvement and engagement; 5 Curriculum and assessment; and 6 School and ELC improvement, Performance information.
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Outcomes for learners:	Actions/Approaches/Interventions:	Measures:	Impact:
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<p>Attainment in listening and talking will improve for learners. Targets detailed in table below marked with *.</p>	<ul style="list-style-type: none"> • Almost all teaching staff participated in a whole authority listening and talking in-service and leading to action research in the classroom and moderation sessions with colleagues leading to an increased level of shared standards and expectations. • Staff focussed attention on planning for learning, using the benchmarks and assessing listening and talking leading to more robust and reliable data relating to children's achievements. • The use of Talking Mats and PECS was further developed through staff training improving opportunities for children to be able to communicate their needs and views. • We especially benefitted from working with our partners in Speech and Language Therapy on a focussed programme of direct input including intensive interaction, implementing a variety of communication aids and staff training. • Regular use of benchmarks during tracking meetings and a 		<ul style="list-style-type: none"> • We have increased attainment in listening and talking in the majority of mainstream classes. There is a slight dip at P5 attributed to changes in pupil composition. • Teachers are more confident in making accurate judgements about learners' progress. • Children are being provided more means by which to express themselves, enabling their voice to be heard including as part of the Child's Planning process (maintenance) • PODD books, electronic talkers, PECS have given targeted children a voice in expressing their wants, needs and feelings. This will continue to be extended as part of the work of the school (maintenance).
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	focus on learning and teaching approaches has led to increases in attainment in listening and talking at P1,2,3,4 and P7. There is a slight decrease at P5 and P6, attributed to changes in the pupil cohort.		
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***Listening and Talking (Mainstream only)**

2021-22 Levels	2022-23 Targets	Increase
	P1 – 89%	
P1 – 70%	P2 – 88%	18%
P2 – 83%	P3 – 90%	7%
P3 – 56%	P4 – 80%	24%
P4 – 82%	P5 – 86%	4%
P5 – 86%	P6 – 91%	5%
P6 – 79%	P7 – 90%	11%
P7 – 76%		

2021-22 Levels	2022-23 Targets (Actual achieved in italics)	Increase Projected (Actual in italics)
	P1 – 89% / <i>86%</i>	
P1 – 70%	P2 – 88% / <i>88%</i>	18% / <i>18%</i>
P2 – 83%	P3 – 90% / <i>84%</i>	7% / <i>1%</i>
P3 – 56%	P4 – 80% / <i>81%</i>	24% / <i>25%</i>
P4 – 82%	P5 – 86% / <i>81%</i>	4% / <i>-1%</i>
P5 – 86%	P6 – 91% / <i>92%</i>	5% / <i>6%</i>
P6 – 79%	P7 – 90% / <i>88%</i>	11% / <i>9%</i>
P7 – 76%		

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.

Overall evaluative statement:

Good progress has been made towards the outcomes for learners in this priority. There are a number of next steps identified to continue progress and development in this area.

Next steps:

- To complete staff training sessions, a staff working group, development of Rights Based Charters and review of our relationships policy, vision, values and aims to include rights (ScIP).
- Ensure that Health and Wellbeing planning includes rights as part of the discussion with learners (ScIP).
- Extend use of HGIOURS to involve all children in evaluating and making decisions about the school (ScIP).
- Creation of class councils and a whole school junior leadership team to lead developments (maintenance).
- 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 (ScIP).
- To extend the use of Talking Mats to learning conversations and more consistently in Child's Plan meetings (maintenance).
- 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 (maintenance).
- To establish an in-school counsellor, supported by PEF, a grant, and LA funding to address the wellbeing needs of children and their families (ScIP).
- 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 (ScIP).
- Extend pupils understanding of the wellbeing indicators, through embedding in the life and work of the school (maintenance).

NIF Key Drivers: 1. School and ELC leadership; 3. Parent/carer involvement and engagement; 5. School improvement.		HGIOS4 QIs: 2.1 Safeguarding and Child Protection; 3.1 Ensuring Wellbeing, Equality, and Inclusion.	
Outcomes for learners: 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. Pupil voice and participation in decision making is increased across the school. Pupils feel safe and nurtured, identify who can support them and show an understanding of health and wellbeing.	Actions/Approaches/Interventions: <ul style="list-style-type: none"> • We registered as a 'Rights Respecting School'. A pupil group was established to plan and lead developments towards achieving Bronze Status. The Award was achieved in March 2023. • The RRS Award was introduced to all pupils, staff, and parents. A questionnaire was carried out and awareness raised through assemblies. Resources to support learning about rights were purchased. UNCRC posters are displayed in all classrooms and other spaces across the school. A display board was also created and updated regularly. Articles are incorporated into assemblies. • HGIOURS was used by the Pupil Ambassadors to create a learning audit of the school and questionnaires for staff, children, and parents. They shared the findings at assembly and set key areas for improvement. They 	Measures:	Impact: <ul style="list-style-type: none"> • Children are much more aware of UNCRC and Children's Rights. There is an enthusiasm to learn more about it. • The Bronze Rights Respecting Award was achieved. • Children were directly involved in making school-based decisions and planning for events, especially at P7. • Children demonstrated confidence, responsibility and ownership of events and evaluated progress/feedback received to set new goals e.g. DEAR book survey, Pupil Ambassadors survey. • HGIOURS was used by the Pupil Ambassadors to evaluate positive aspects of learning and teaching and those for improvement. • Children in P6 and P7 developed a greater understanding of skills for life,

	<p>organised a Sport and Wellbeing Day as part of their work.</p> <ul style="list-style-type: none"> • P7 pupil groups undertook various developments – <ul style="list-style-type: none"> – Drop Everything and Read group organised and managed a schoolbook fair and gathered feedback. They have supported children to select books for the school library. – Health and Wellbeing Group created Wellbeing baskets for all classes, presented to staff, Parent Council, and pupils. – Charities group planned and led Children in Need activities and a bake sale for Comic Relief. – Junior Road Safety officers led an assembly on Seatbelt safety and held a competition to promote road safety. • The Net Zero Heroes group made up of children from across the school, led a parent workshop, presented assemblies, organised a whole school car park closure day where adults were discouraged from driving to school. • 8 staff undertook training in Talking Mats. These have begun 		<p>learning and work, especially in pupil participation groups.</p> <ul style="list-style-type: none"> • Children demonstrated clear pupil voice in leading actions across the school, involving parents and the wider community. • Specific children have been able to express their views in
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	<p>to be used to find out children's views prior to Child's Plan meetings.</p> <ul style="list-style-type: none"> • Recognition boards have been established in almost all classes and the rules of ready, respect, and safe are understood by everyone. • Children understand and use the Zones of Regulation as part of the school ethos. Parent sessions were led by Cathy Lyner to raise awareness of Zones of Regulation. Resources were shared with identified families to support at home. • The Head Teacher completed training as a mental health leader, identifying school targets with another member of staff and getting to the initial stages of an in-school counselling service. 		<p>a more informed and in-depth way as part of the Child's Plan process using Talking Mats.</p> <ul style="list-style-type: none"> • Clear expectations of the school rules for all are evident and reflected in the HMle inspection report, consistency of approach is much improved. Extending recognition boards and positive notes home is a next step.
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Collaboration and Consultation with our Stakeholders in session 2022-23:

Who?	When?	How?	What? PEF/ScIP:	What did we find out? (Bullet points on key themes):
Staff:	Mar 23	Ambassadors' questionnaire	ScIP	<ul style="list-style-type: none"> Staff identified aspects they thought could be continued, stopped, or started. The response from staff was not as high as expected. Improved resources for learning were identified as an area to improve. Findings will be fully analysed early next session and acted upon. Staff gave feedback over the session on areas of learning and teaching, including evaluations of key aspects of learning and teaching and raising attainment
	May 23	HMIe		
	On-going	In-service and staff meetings	ScIP	
Learners:	Mar 23	Ambassadors' questionnaire	ScIP	<ul style="list-style-type: none"> The outdoor environment is an area for improvement could be improved. The children identified a number of areas to continue, stop, or start. Results were shared at assembly and will continue to be developed next session. Findings will be analysed and acted upon next session, once the report is formally published. Pupil groups focussed on and developed a number of areas/aspects across the school and shared with the wider school population via class visits and assemblies.
	May 23			
	On-going	P4-7 questionnaires HMIe P7 pupil groups		
Parents and carers:	Mar 23	Ambassadors' questionnaire		<ul style="list-style-type: none"> The children didn't receive as much feedback about what parents wanted to start, stop, or continue as was hoped. A number of suggestions were made which will be taken forward. Feedback was largely positive and in favour of the promotion of reading and will be used to inform future events of this nature. Responses were almost all positive, where there were queries/any concerns to be followed up. Findings will be acted upon next session and available once report is formally published.
	June 23	DEAR group book fair evaluation		
	June 23	End of year report feedback		
	May 23	HMIe		

	Termly	Parent Council (FOGS)		<ul style="list-style-type: none"> Parent Council informed of PEF spending and key school improvement priorities with opportunity for discussion, suggestions, and questions.
Community and other stakeholders:	May 23	HMIe		<ul style="list-style-type: none"> Findings will be in published report.

Summary of attainment for 2022-23 (Mainstream only):

Curricular area:	P1.	P4.	P7.	P1/4/7 combined.
Reading:	86%	81%	85%	
Writing:	86%	65%	73%	
Listening & Talking:	86%	81%	88%	
Numeracy:	79%	81%	81%	

General statement:

- Overall, attainment in reading, writing, listening and talking, and numeracy has improved at P1, P4 and P7 except for writing at the P4 stage which has taken a slight dip, although the cohort has improved attainment based on their previous learning. The children are broadly in line with school targets set and closer to the Orkney wide stretch aims.
- Attainment in P1 has risen in all areas since last session, (74%, 70%, 70%, 67%). The children are achieving in line with the school targets set.
- In Listening and Talking, attainment levels have improved due to a specific focus within the SciIP working with colleagues across Orkney to develop a shared standard. Judgements are now more reliable and backed by more robust assessment information.
- We need to continue to support pupils identifies within the equity gap, especially those entitled to Free School Meals and Care Experienced Children. There is still a wider gap for these children in terms of attainment and this needs to be closely monitored. Ensure targets set next session in IEPs are very focussed and address key areas that will lead to improvements including setting specific interventions.
- The number of children entitled to FSM has increased over the session from 32 (Aug) to 37 (May) across the school. 11 of these children are within our supported classes (29.7%). 23/37 have a Child's Plan (62%) and 10/26 mainstream children have an additional support need (38%). 5/37 are care-experienced (14%). These children all have IEPs and Child's Plans. 20/26 children are on track in all or some of

reading, writing, listening and talking, and numeracy (77%). This is an increase on previous data. Writing is a particular area of challenge for this cohort of learners.

- We need to increase the level of challenge in learning for children who are exceeding expectations and set high expectations across the school.

Care Experienced Children and Young People (CECYP):

We supported children who have experienced care by:

- Regularly monitoring attendance.
- Carefully tracking and monitoring progress/attainment.
- Encouraging and reviewing participation within and outwith school/setting.
- Working with and supporting families.
- Providing interventions for health and wellbeing where appropriate.
- Having access to a regular meeting with a key member of staff.
- Ensuring that all have a child's plan.
- Working with partners where appropriate.
- Ensuring their voices are heard and views taken into account.

School and Early Learning and Childcare Improvement Plans 2023-24

Summary of the key improvement priorities for 2023-24:

School Priority 1: To improve outcomes for learners through a focus on all aspects of the learning and teaching cycle.

School Priority 2: To ensure an ethos and culture of inclusion, participation, and positive relationships across the whole learning community.

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.
- Learning and teaching observations.
- Data analysis (using the BGE toolkit and securing children's progress tracking tool).
- Self-evaluation using HGIOS?, HGIOURS?, HGIOELCC?, National Care Standards.

SCHOOL IMPROVEMENT PRIORITY 1:

To improve outcomes for learners through a focus on all aspects of the learning and teaching cycle.

Data/evidence that informs this priority:

- HMI Inspection feedback (June 2023) and school self-evaluation has set the key priorities for this session.
- Current school attainment data.

NIF Key Drivers: 2. Teacher and practitioner professionalism; 4. Curriculum and assessment.		HGIOS4 QIs: 2.2 Curriculum; 2.3 Learning, teaching, and assessment.	
Outcomes for learners: By June 2024 all classes will have evidenced through IDL, that learners' have greater choice and take increasing responsibility for leading their own learning.	Approaches/Interventions: <ul style="list-style-type: none"> • Staff to undertake peer- led sessions on Floor books and Talking Tubs (by Oct 23). • Plan, organise and evaluate learning resources collegiately, focussed on Native Wildlife Project (By Oct 23). • Identify opportunities/experiences within IDL to ensure personalisation and choice as well as STEM based activities (at least once per term). 	Measures: <ul style="list-style-type: none"> • Shared planning documentation. • Attainment data / tracking meetings as per cycle. • Class Floor books. • Planning for learning. • Sampling of learners and classroom visits. • Formal peer and SLT observations. • Moderation activities – in school and with other schools. 	Impact:
By June 2024, almost all learners (except those with the most complex needs) in P4-7 have evaluated the development of their meta skills and have set their own targets in relation to this.	<ul style="list-style-type: none"> • All BSC schools to set aside 10 hours in the Working Time Agreement using an action research model leading to a sharing of professional learning event in Term 4, 2024. 3 BSC collegiate meetings in Term 3 @ 3 hours; 3 preparation time 	Meta Skills 4.0 Toolkit – Skills Development Scotland. My World of Work. Meta Skills self-evaluation. Pupil Feedback.	

<p>By June 2024 almost all teachers will be creating opportunities for learners to recognise, understand and explore their meta skills development</p>	<p>allocations @ 3 hours; showcase event in Term 4 @ 2 hours; additional collegiate discussion / working @ 2 hours.</p> <ul style="list-style-type: none"> • Familiarise staff with meta-skills, including working with the big schools' cluster in term 3. • Skills-based learning pathways will be created and collegiately moderated by Big Schools Cluster staff to ensure progression. • Collegiate action research staff groups (BSC) explore meta skills and implement with learners. • Provide opportunities for learners to develop and evaluate their meta-skills, track their progress, and set own targets (Term 3 and 4 2024). 		
<p>By June 2024, almost all learners will be working at a pace which is suitable to their needs, receiving appropriate differentiation and challenge. As a measure, all children with Child's Plans will be</p>	<ul style="list-style-type: none"> • Develop a shared understanding of what quality learning and teaching looks like in Glaitness School by creating a visual representation based on Orkney principles. 	<p>Shared planning documentation.</p> <p>Attainment data / tracking meetings as per cycle.</p> <p>BGE tracking toolkit.</p>	

<p>making at least good progress towards individual targets.</p>	<ul style="list-style-type: none"> • Staff and learners' consultations/evaluation on learning and teaching cycle for development by October 2023. • Improve planning for learning documentation, revise guidance to ensure consistent approaches are applied which support and challenge learners. • To create a bank of moderated quality assessment evidence at each level to support teacher judgements of attainment. • Identify opportunities for specific assessments to be undertaken each term, focussed on literacy and numeracy across the school. • Termly tracking meetings include discussions around planning to meet learners needs, challenge and assessment. 	<p>Child's Plans and Individualised Educational Plan targets.</p> <p>Quality Assurance calendar.</p> <p>Class Floor books.</p> <p>Planning for learning.</p> <p>Sampling of learners and classroom visits.</p> <p>Formal peer and SLT observations.</p> <p>Moderation activities – in school and with other schools.</p> <p>Leuven Scale of Engagement.</p> <p>HGIOURS and HGIOS documents.</p>	
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SCHOOL IMPROVEMENT PRIORITY 2:

To ensure an ethos and culture of inclusion, participation, and positive relationships across the whole learning community.

Data/evidence that informs this priority:

- HMI inspection feedback (June 2023) and school self-evaluation has set the key priorities for this session.
- The views of our whole school community need to be actively sought and encouraged to enrich the experiences for our learners and increase pupil voice.
- The introduction of Zones of Regulation across the school has improved consistency and children's understanding of their own emotions.
- The introduction of Rights Respecting Schools last session and achievement of the Bronze Award has led to much greater awareness of children's rights. This now needs to be embedded/extended across the school.
- 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.

<p>NIF Key Drivers: 2. Teacher and Practitioner Professionalism; 3. Parent/Carer Involvement and Engagement; 5/ School and ELC Improvement.</p>	<p>HGIOS4 QIs: 2.5 Family learning; 2.7 Partnerships; 3.1 Ensuring wellbeing, equality, and inclusion.</p>
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<p>Outcomes for learners: By June 2024, all classroom-based staff will be aware of the CIRCLE framework and will utilise this approach when supporting learners.</p>	<p>Approaches/Interventions:</p> <ul style="list-style-type: none"> • Staff complete online CIRCLE training: OLCreate: Circle Primary Inclusion in Practice: The CIRCLE Framework – Primary (open.edu). • Audit current practice against Circle Inclusive Classroom Scale and Circle Participation Scale by December 2023. • Ensure learning environments are CIRCLE friendly. • Extend use of skills for life, learning and work, especially in pupil participation groups. Pupils set clear targets for 	<p>Measures:</p> <p>Classroom observations and professional dialogue.</p> <p>Tracking meetings.</p> <p>CIRCLE inclusive classroom scale (CICS).</p> <p>CIRCLE participation scale (CPS).</p> <p>Pupil participation groups actions and feedback e.g. Pupil Ambassadors, Junior Leadership Team, Rights Respecting group.</p>	<p>Impact:</p>
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<p>All identified/sampled learners have increased engagement in their individual targets.</p> <p>By June 2024, all relevant staff have an increased awareness of the SCERTS framework and are using it to support target setting</p>	<p>themselves and become self-aware as learners.</p> <ul style="list-style-type: none"> • 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. • Create a set of clear guidelines which detail expectations for all partners in the Child's planning process. • ASN teaching staff to further develop suite of SCERTS resources and engage with educational psychologist in the SCERTS assessment process. 	<p>My World of Work website and DYW.</p> <p>Child's plan process monitoring.</p> <p>SCERTS resources ASN teachers.</p>	
<p>Almost all children can explain how school enables them to enjoy their rights.</p> <p>All members of the school community are part of a positive, respectful environment and have a responsibility for ensuring the rights of all are upheld. The whole school community has a shared understanding of the</p>	<ul style="list-style-type: none"> • Use RRSA guidance to develop rights-based classroom charters. • Class teachers include discussion about rights into health and wellbeing lessons, and others where appropriate. • Review school relationships policy to include rights-respecting language and scripts reworded to explicitly link to rights. 	<p>Rights Respecting Schools resources and Glaitness action plan.</p> <p>Children's feedback.</p> <p>Staff and parent feedback.</p> <p>Partners' feedback.</p> <p>HGIOURS.</p>	

<p>school vision, values and aims centred around children's rights.</p>	<ul style="list-style-type: none"> • Review of health and wellbeing planning and progression to include learning about rights. • Review of school vision, values and aims to include children's rights. 	<p>Learning conversations with children.</p> <p>School relationships policy.</p> <p>School vision, values and aims consultation.</p> <p>GMWP.</p> <p>RRSA questionnaire.</p>	
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