

**ELC Standards and Quality Report 2024-25
and
ELC Improvement Plan 2025-26
North Walls Community School Nursery**



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National and Orkney Islands Council (OIC) Local Priorities

The Scottish Government's vision for education in Scotland:

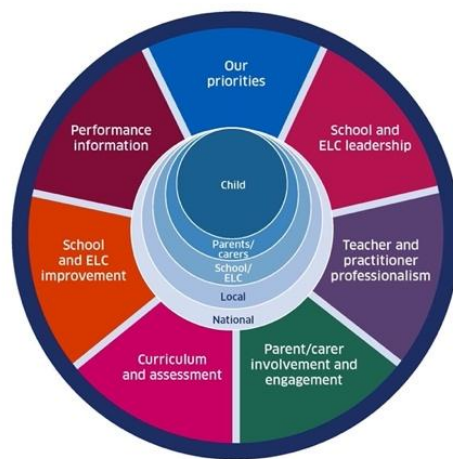
- Excellence through raising attainment and improving outcomes.
- Achieving equity: ensuring every child and young person has the same opportunity to succeed.

[Key priorities of the National Improvement Framework:](#)

- Placing the human rights and needs of every child and young person at the centre of education.
- Improvement in children and young people's health and wellbeing.
- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in skills and sustained, positive school-leaver destinations for all young people.
- Improvement in attainment, particularly in literacy and numeracy.

NIF drivers of improvement in the outcomes achieved by children and young people are:

- School and ELC leadership.
- Teacher and practitioner professionalism.
- Parent/carer involvement and engagement.
- Curriculum and assessment.
- School and ELC improvement.
- Performance information.



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.

SAC Organisers:

- Learning and teaching.
- Leadership.
- Families and communities.

OIC National Improvement Framework Plan 2022-2025 (to be updated June 2025)

3 main themes:

- Health and wellbeing
- Learning and teaching
- Self-evaluation

OIC Children's Services Plan 2023-2026.

Priorities:

- Child protection
- Mental Health and Wellbeing
- Involving young people
- Reducing poverty and disadvantage

OIC Community Plan 2025 – 2030


3 priorities:

- Cost of living crisis and the underlying causes of poverty
- Sustainable development
- Addressing inequalities

Standards and Quality Report 2024-25.

The context of the school and nursery:

North Walls Community School nursery serves the island of Hoy. The local community is very supportive of the nursery. We enjoy an active Parent Council and Pupil Council. The school & nursery roll for 2024-25 was Nursery: 5 pupils, Class One (P1 – 4): 10 pupils, Class Two: 11 pupils.

Vision: 	Values: Safe, included and happy Mindful learning Achievement for all Responsible and resilient Teamwork and trust Creativity
Aims: We aim to support our pupils to develop the knowledge, skills and attributes they will need to do well in life, in learning and in the workplace.	Curriculum Rationale: We want all children at North Walls to be literate and numerate, experience a broad range of learning opportunities across the curriculum, experience successes and achieve aspirations, show respect, tolerance and care for others, take an active role in the school's community, understand Orkney's unique location, culture and history to promote a sense of worth, develop a variety of skills to meet the ever changing demands of learning, life and work and make positive life choices.

- **ELC IMPROVEMENT PRIORITY 1: To build individual learning profiles using examples of work to highlight where targets have been met.**

Data/evidence that informed this priority:

- Improvement priority identified by HMIE inspection.
- Parent/carers feedback from consultation survey:

NIF Key drivers: 1, 2, 3, 4, 5, 6		HGIOELC or CI QIs: 2.3, 3.2	
Outcomes for learners:	Actions/Approaches/Interventions:	Measures:	Impact:
Clear identification of individual personal progress	<ul style="list-style-type: none"> • Visit local settings to compare different learning folder organisation • Agree a clear organisation of learning folders which will allow progress to be identified. • Where possible, reorganise current folders • Introduce new format of learning folders • Share redesign with parents/carers 	<p>Folder use will demonstrate ease of use</p> <p>Learner progress will be easier to identify and monitor</p>	<ul style="list-style-type: none"> • Individual progress has been easier to identify and track. • Quality of observations in individual subjects has been easier to monitor. • Breadth of Peedie Notes has been easier to monitor, ensuring a complete reflection of learners' progress.

NURSERY IMPROVEMENT PRIORITY 2: Complete redevelopment of nursery outdoor area

Data/evidence that informs this priority: This is a continuation of the 23/24 nursery improvement priority

NIF Key drivers: 1, 2, 3, 4, 5, 6		HGIOELC or CI QIs: 1.3, 2.3	
Outcomes for learners:	Actions/Approaches/Interventions:	Measures:	Impact:
Stimulating, interactive outdoor learning area	<ul style="list-style-type: none"> • Complete learner & parental consultation regarding redesign of outdoor area. • Plan and cost redesign of outdoor area • Locate resources required for redevelopment • Prioritise redesign work, sequencing process using parental/community assistance • Involve learners with the improvement process, photographing change, helping as/where possible 	<p>Pupils have opportunities for challenge, problem solving, creativity in their learning.</p> <p>Practitioner observations</p> <p>Feedback from learners</p> <p>Feedback from parents & families</p>	<p>This improvement priority has not yet been completed. The task has been affected by the size of the improvement needed and a particular area currently awaiting OIC maintenance which will affect redevelopments.</p> <p>Instead, we decided to start upgrading specific areas, involving the learners. They have worked with the Technician using sensory plants to create a specific cobbled area. The janitor has sourced and planted over 20 trees in the outside area. It is too soon to measure impact. This priority will continue next year.</p>

Overall evaluative statement:

The redevelopment of individual Learning Folders went well in terms of ease and impact. We can identify progress and coverage which assists during tracking meetings. These will continue to be evaluated and fine-tuned. Our efforts to redevelop the outside learning area, have been hampered by OIC delay regarding a specific area and fence replacement. We realised that to redevelop the whole area was too large (and possibly not what was required). Consequently, we have concentrated on smaller specific areas and ensuring learners fully participate with the improvements. The project is longer than anticipated and will continue next year.

Summary of ELC progress for 2024-25:

Key question 1: Is the child meeting developmental milestones for their age?

We are unable to report on our ELC Progress due to our small numbers meaning that children may be identifiable.

Key question 2: Is the child making very good progress?

We are unable to report on our ELC Progress due to our small numbers meaning that children may be identifiable.

Care Experienced Children:

There are no care experienced children in the setting.

Early Learning and Childcare Improvement Plan 2025-2026

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

ELC IMPROVEMENT PRIORITY 1: Meet all learners' needs

Rationale for this priority: To ensure the needs of all learners are met within the setting.

NIF Key drivers: <ul style="list-style-type: none"> • Teacher and practitioner professionalism • Parent/carer involvement and engagement • ELC improvement • Performance information 		Quality improvement framework QIs: <ul style="list-style-type: none"> • Play & learning • Learning, teaching & assessment • Nurturing care & support • Wellbeing, inclusion & equality
Outcomes for learners:	Measures:	Impact:
By the end of session, EYPs will feel confident in meeting the needs of all children in the setting.	<ul style="list-style-type: none"> • Professional dialogue will reflect greater confidence. • Room visits will show engagement from all learners using well planned strategies. • Learning Space environment reviews will show accessibility for all learners. 	
Targeted children are making identifiable progress.	<ul style="list-style-type: none"> • Learning Profiles • Learner Development Log 	

Implementation Plan

Actions	Lead	Resources	Timescale	Progress (RAG)
1. EY Lead to attend Meeting Learners' Needs CPD offered by central ELC team.	EY Lead	Attendance at CPD (times TBC)	TBC	
2. EY Lead to visit other settings to observe best practice of how the needs of all learners are met.	EY Lead	0.5 session/visit	Terms 1 & 2	

3. Examine & assess the learning environment in terms of accessibility for all learners.	Head Teacher/ EY Lead	Development session	Term 1	
4. Introduce the Widgit symbol language within setting to enable learners to express themselves independently through symbols thus aiding comprehension.	EY Lead	Widgit	Term 1	
5. EY Lead to attend Speech & Language CPD planned by central ELC team to take place during October in-service.	EY Lead	In-service training day	October 2025	
6. Research and implement best current practice and resource accordingly.	Head Teacher/ EY Lead	<u>Speech and Language Activities (90+ Free Materials)</u>	Ongoing	
7. Create Learner Development Log to record individual achievements of progress.	Head Teacher/ EY Lead	Development session	Term 1	

ELC IMPROVEMENT PRIORITY 2:

Rationale for this priority: To provide a stimulating, safe outdoor learning environment.

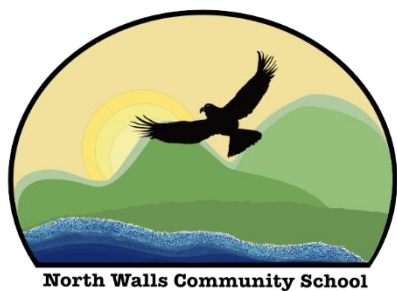
NIF Key drivers: <ul style="list-style-type: none">• School and ELC leadership• Parent/carers involvement and engagement• School and ELC improvement		Quality improvement framework QIs: <ul style="list-style-type: none">• Children experience high quality spaces	
Outcomes for learners:	Measures:	Impact:	
To create a safe, stimulating, challenging outside environment for learners to enjoy.	Outside area audit Outside area observations Family engagement		
To reduce the number of playground accidents.	Accident Book records		

Implementation Plan

Actions	Lead	Resources	Timescale	Progress (RAG)
1. Contact all relevant departments of OIC regarding the safety concerns of the nursery playground.	Head Teacher	-	June 2025	
2. Meet with parents/families & Parent Council to discuss options	Head Teacher/ EY Lead	-	June 2025	
3. Plan area with learners & families	EY Lead	-	Term 1	
4. Liaise with contactors regarding design and undertake work.	Head Teacher/Janitor	Plan dependent	Term1/2	

Care Experienced Children:

There are no care experienced children in the setting at this time.



Standards and Quality Report 2024-25
and
School Improvement Plan 2025-26
North Walls Community School



National and Orkney Islands Council (OIC) Local Priorities

The Scottish Government's vision for education in Scotland:

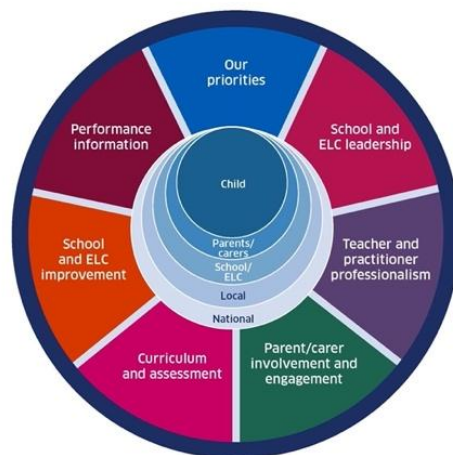
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- Reducing poverty and disadvantage

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3 priorities:

- Cost of living crisis and the underlying causes of poverty
- Sustainable development
- Addressing inequalities

Standards and Quality Report 2024-25.

The context of the school:

North Walls Community School is a primary school and nursery, which serves the island of Hoy. The local community is very supportive of the school. We enjoy an active Parent Council and Pupil Council. The school roll for 2024-25 was Nursery: 5 pupils, Class One (P1 – 4): 10 pupils, Class Two: 11 pupils. Support for learning is managed by the Head Teacher, and carried out by class teachers, Support for Learning Assistant and our Auxiliary.

Vision: 	Values: Safe, included and happy Mindful learning Achievement for all Responsible and resilient Teamwork and trust Creativity
Aims: We aim to support our pupils to develop the knowledge, skills and attributes they will need to do well in life, in learning and in the workplace.	Curriculum Rationale: We want all children at North Walls to be literate and numerate, experience a broad range of learning opportunities across the curriculum, experience successes and achieve aspirations, show respect, tolerance and care for others, take an active role in the school's community, understand Orkney's unique location, culture and history to promote a sense of worth, develop a variety of skills to meet the ever changing demands of learning, life and work and make positive life choices.

How successful were our improvements – progress made with the priorities from our 2024-25 School Improvement Plan?

SCHOOL IMPROVEMENT PRIORITY 1: High Quality Teaching & Learning Toolkits – Using effective questioning to develop higher level thinking skills

Data/evidence that informs this priority:

- Self-evaluation of lessons using the HQ toolkit highlights inconsistent use of questioning to develop higher- level thinking skills
- HMle feedback from lesson observations
- 28% of children do not feel that the work is hard enough very often
- **Parent/carer feedback from consultation survey:**
The school gives me advice on how to support my child's learning at home. Strongly agree: 46.67% Agree: 46.67% Don't Know: 6.67%

NIF Key Drivers: 2, 5		HGIOS4 QI: 1.1, 2.3		
Outcomes for learners:	Actions/Approaches/Interventions:	PEF:	Measures:	Impact:
<p>Develop higher order thinking skills using targeted questioning (currently 7.5% using Blooms).</p> <p>Maximise pupil participation.</p> <p>Reduce instances of interruptions/calling out of answers.</p>	<ul style="list-style-type: none"> • Lesson questioning audits • Shared lesson evaluations identifying how Blooms can be used • Staff training of questioning techniques & hierarchy of HO thinking skills based on Bloom's and McGill's questioning strategies. • Include higher order questions within lesson planning to promote higher order thinking skills. • Use McGill's question matrix to develop higher order thinking and questioning in IDL. 	No	<ul style="list-style-type: none"> • Lesson pop-ins to share planned higher-order questions. • Self-evaluation toolkits to include reference to questioning styles and higher-order questioning. • Focussed lesson visits to evidence questioning techniques and higher-order questioning. • Term 2: November & December • Term 3: February & March • Term 4: May 	<p>Questioning audits showed a 31% increased use of higher order questions in lessons:</p> <p>Sept 2024: 15%</p> <p>Nov 2024: 38%</p> <p>Feb 2025: 46%</p> <p>As a result of Using the agreed questioning strategies pose, pause, pounce, bounce & no opt out the number of class management questions decreased. This enabled lessons to be more focused on learning.</p>

<p>Increase thinking/response time for learners</p>	<ul style="list-style-type: none"> • Teachers to respond to answers and further develop higher order thinking by using developmental responses. • Display Bloom's taxonomy skills in classroom, relate children's thinking to different levels as displayed during lessons. • Use Bloom's taxonomy questions for reading prompt cards – teachers and support staff. • Share Bloom's taxonomy questions for reading prompt cards with parents for use at home. • Use pose, pause, pounce, bounce as a questioning technique. • Use whiteboards for response to show me. • Use no opt out to hold pupils accountable for their learning. 		<ul style="list-style-type: none"> • Observation data will be compared to assess the progress of this initiative. 	<p>Class management questions: Sept 2024: 50% Nov 2024: 30% Feb 2025: 23%</p>
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- **SCHOOL IMPROVEMENT PRIORITY 2: To build individual learning profiles using examples of work to highlight where targets have been met.**

Data/evidence that informs this priority:

- Improvement priority identified by HMle inspection.
- Parent/carers feedback from consultation survey:

The information I receive about how my child is doing reaches me at the right time. Strongly agree: 73.33% Agree: 20% Don't know: 6.67%

I understand how my child's progress is assessed. Strongly agree: 40% Agree: 40% Don't know: 6.67% Didn't answer: 13.33%

NIF Key Drivers: 1, 2, 5			HGIOS4 QIs: 1.2, 2.1, 2.2, 2.5, 3.1	
Outcomes for learners:	Actions/Approaches/Interventions:	PEF:	Measures:	Impact:
Pupils to have learning profile which will include examples of work across curriculum when targets have been met, termly planning overviews & family IDL enquiry questions.	<ul style="list-style-type: none"> • HT to visit other schools to examine learning profiles. • With learners, design & create individual learning folders 	No	<ul style="list-style-type: none"> • Learner surveys regarding home engagement before/after the initiative. • Parent/carers survey May 2025 (comparing responses to June 24) 	This improvement priority did not take place. However, as part of planning the improvement priority for 25/26 (writing) learners were canvassed on their opinions. 84% expressed a wish to create a home/school writing journal showing end of unit exemplars. Consequently, this theme will be included within the improvement plan 25/26.

SCHOOL IMPROVEMENT PRIORITY 3: Introduce Talk for Writing

Data/evidence that informs this priority: Following a trial of Talk for Writing last year, the improvement in writing quality validated the introduction of Talk for Writing across North Walls.

NIF Key Drivers: 1, 2, 4, 6			HGIOS4 QIs: 1.2, 2.2, 2.3	
Outcomes for learners:	Actions/Approaches/Interventions:	PEF:	Measures:	Impact:
<p>Improve the quality of creative and functional writing.</p> <p>Identified groups to make accelerated progress in writing January – June 25 (as compared to previous 6-month period).</p>	<p>CPD training.</p> <ul style="list-style-type: none"> TfW greater depth in writing training (January 25) 2) TfW non-fiction training (Feb 25) <p>Talk for Writing to be used in all classes from February 25</p>	Yes	<ul style="list-style-type: none"> Progress and performance of targeted children using the BGE tracker and school CfE tracking tool. To ensure reliable judgements, writing will be moderated with in school and as part of a combined school collaboration initiative. 	<p>BGE tracking data shows that there has not been an impact from this initiative.</p> <p>The % of children on the cusp/below expected in writing:</p> <p>23/24: 17%</p> <p>24/25: 29%</p> <p>For comparison the data in reading:</p> <p>23/24: 13%</p> <p>24/25: 14%</p> <p>From this data, anecdotal evidence and pupil surveys, writing will be the school improvement priority for 25/26.</p>

Quality Indicator	Evaluation HGIOS4 six- point scale
1.3 Leadership of Change	3
2.3 Learning, Teaching and Assessment	4
3.1 Ensuring Wellbeing, Equality and Inclusion	5
3.2 Raising Attainment and Achievement	3

Language of evaluation:

All	100%
Almost All	91% - 99%
Most	75% - 90%
Majority	50% - 74%
Minority Less than Half	15% - 49%
A few	>15%

HGIOS4 six-point scale:

6	Excellent	Outstanding and sector leading
5	Very good	Major strengths
4	Good	Important strengths, aspects require improvement
3	Satisfactory	Strengths just outweigh weaknesses, action required
2	Weak	Important weaknesses, requires prompt action
1	Unsatisfactory	Major weaknesses requiring immediate remedial action

Collaboration and Consultation with our Stakeholders in session 2026

Who?	When?	How?	What did we find out? (Bullet points on key themes):
Staff:	Feb 2025	Survey	<ul style="list-style-type: none"> Tracking, assessment and monitoring processes are understood and help support teachers' judgement. Learners' need coaching and the opportunities to give effective feedback to peers on their learning and improvement suggestions. Staff felt the need to further develop consistent high-quality feedback for children to understand their progress in learning and how to improve.
Learners:	May 2025	Survey	<ul style="list-style-type: none"> 45% enjoy writing, whilst 30% of learners do not. 14% stated writing as their favourite subject. 45% reported time to complete is an issue for them. 25% reported that following their plan was especially hard. 90% would like the opportunity to help others improve their work. 47% of learners do not know how to improve their work, after marking has taken place. 84% expressed a wish to create a home/school writing journal showing end of unit exemplars.
Parents and carers:			No specific parental consultation project took place 24/25
Community and other stakeholders:	March 2025	Trios lesson observations	<ul style="list-style-type: none"> Use of success criteria and learning intention throughout the whole of lessons, would deepen children's learning and understanding.

Summary of attainment for 2024-25

Curricular area:	P1.	P4.	P7.	P1/4/7 combined.
Reading:				
Writing:				
Listening & Talking:				
Numeracy:				

Evaluative statement: Most of learners have met, or exceeded the appropriate standard in reading, writing, listening & talking and numeracy. Those not meeting the standards have individual targets and support plans in place.

Pupil Equity Funding Report 2024-25.

Total funding for 2024-25:	£5400	FME Percentage of school roll (%):	25%
Rationale for Spend:	Targeted writing intervention for pupils To use a dance programme to boost self-confidence and self-esteem To close the attainment gap by offering targeted support from SfLA		
Activities/interventions:	Introduce Talk for Writing across school Use dance to allow pupils to extend their own experiences and express their creativity.		
Evaluative statement:	We were not able to receive the full basic training for T4W as it was fully booked. The training for fiction was aimed at the more able child. We are not yet proficient with T4W across the school and require further training. The school is to examine its approach to writing as part of the improvement plan for 25/26, The impact of the dance programme has been significant in terms of raising targeted pupils' self-confidence and self-esteem. It has provided children impacted by equity-based difficulties, to have an equal opportunity to succeed as their peers.		

Care Experienced Children and Young People (CECYP):

There are no CECYP in the school/setting.

School Improvement Plans. 25/26

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

SCHOOL IMPROVEMENT PRIORITY 1: Writing

Data show the percentage of children on the cusp/below expected in writing is increasing compared to reading:

23/24: 17% (reading: 13%)

24/25: 29% (reading: 14%)

Professional dialogue highlights uncertainty regarding consistent approaches to writing, school policy and procedures.

Pupil surveys indicate:

- 45% reported time to complete is an issue for them.
- 25% reported that following their plan was especially hard.
- 90% would like the opportunity to help others improve their work.
- 47% of learners do not know how to improve their work, after marking has taken place.
- 84% expressed a wish to create a home/school writing journal showing end of unit exemplars.

Please highlight as appropriate

NIF Priority:	NIF Key Drivers:	HGIOS4 QIs (Leadership and Management):	HGIOS4 QIs (Learning Provision):	HGIOS4 QIs (Successes and Achievements):	OIC Service Improvement Priorities
<ul style="list-style-type: none"> • Placing the human rights and needs for every child & young person at the centre of education. • Improvement in children & young people's health & wellbeing. • Closing the attainment gap between the most & least disadvantaged children & young people. 	<ul style="list-style-type: none"> • School & ELC leadership. • Teacher & Practitioner professionalism. • Parent/carer involvement & engagement. • Curriculum & assessment. 	<p>1.1 Self-evaluation for self-improvement.</p> <p>1.2 Leadership of learning.</p>	<p>2.1 Safeguarding & child protection.</p> <p>2.2 Curriculum.</p> <p>2.3 Learning, teaching & assessment.</p>	<p>3.1 Ensuring wellbeing, equality & inclusion.</p> <p>3.2 Raising attainment.</p>	

<ul style="list-style-type: none"> Improvement in skills & sustained, positive school-leaver destinations for all young people. Improvement in attainment, particularly in literacy & numeracy. 	<ul style="list-style-type: none"> School & ELC improvement. Performance information. 	<p>1.3 Leadership of change.</p> <p>1.4 Leadership & management of staff.</p> <p>1.5 Management of resources to promote equity.</p>	<p>2.4 Personalised Support.</p> <p>2.5 Family learning.</p> <p>2.6 Transitions.</p> <p>2.7 Partnerships.</p>	<p>3.3 Increasing creativity & employability.</p>	
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Outcomes for learners:	Measures:	Impact
1. Improve attainment levels in writing, bringing cusp/below expected levels in line with reading at around 14%.	BGE tracking data comparisons: June 2025, November 2025, February 2026, May 2026.	
2. That following marking learners know how they have achieved, and the next steps required to improve their writing.	Writing pupil survey data comparison between May 2025 and May 2026. Learner discussions Lesson observations	
3. Through shared peer assessment, learners identify key aspects of success criteria and share examples of good practice.	Writing pupil survey data comparison between May 2025 and May 2026. Learner discussions Lesson observations	
4. Develop an enjoyment and pride in their writing.	Writing pupil survey data comparison between May 2025 and May 2026. Learner discussions Lesson observations	

Evaluation (SQR)
1.
2.

Implementation Plan

Actions	Lead	Resources	Timescale	Progress (RAG)
1. Examine approaches to writing, including visiting local settings.	Head Teacher	5 x staff development sessions	Term 1	
2. Develop school rational, agreed approach and policy for writing.	Head Teacher	5 x staff development sessions	Term 1	
3. Increase literacy rich classrooms	Class Teachers	3 x staff development sessions	Term 1	
4. Start home writing journal	Class Teachers	Non-contact time for resources to be produced	Term 2	
5. Increase use of OIC wide moderation to support teacher assessment and offer professional development opportunities.	Head Teacher	Staff development time/in-service opportunities	Term 2	

Equity Planning

Pupil Equity Funding Plan 2025-26.

Total funding for 2025-26:	£5400	FME Percentage of school roll (%):	19%
Rationale for Spend:	Rationale for PEF spend: Although the number of children qualifying for FSM is currently 19%, the number of children at risk of the poverty and equity attainment gap is 48%. Specific children have been targeted to initiate or maintain progress that will eventually bring them on track with their peers, closing the attainment gap.		
Activities/interventions:	Writing & numeracy block of targeted intervention sessions for children at risk of not achieving second level literacy. We aim to close the attainment gap by reducing the number of targeted learners who at 'on the cusp' to achieving 'at expected level'. Whilst these are longer term targets, we will also use short term targets to set aspirational goals in spelling and reading. To inform judgements we will use: Reading ages, Spelling ages Parallel spelling Progress data from the BGE tracking document Moderation & comparisons of writing Carefully planned intervention sessions will take place weekly focussing on spelling, reading skills and short burst writing from a learning support teacher over a 16-week period. This will be further aided by two additional SflA hours per week.		
Evaluative statement:			

Care Experienced Children and Young People (CECYP):

There are no CECYP in the school/setting currently.