



# **Stromness Primary 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:

The school is situated in Stromness, in the rural West Mainland of Orkney and caters for children from Nursery to Primary 7. In June 2022 there were 179 children on the roll of the school including 39 children in our early learning and childcare setting. The staffing of the school consists of the Head Teacher, a Principal Teacher, who is one of the 9 class teachers (some of whom are part time), a part-time support for learning teacher, 4 support for learning assistants, 2 auxiliaries and a janitor. Visiting teachers for Pupil Support, Art, PE, Music and Drama enhance the work of the school. An Early Years Manager leads the Nursery. The school has a complement of staff qualified and able to deliver appropriate learning experiences for all children. Staff changes and absences, due to maternity leave or long-term illness have impacted on the school. Challenges due to the Covid pandemic continued. In spite of these constraints, the staff at the school worked hard to ensure that the school continued to function well and the needs of the children were paramount. The school continued to develop approaches in learning and teaching to support pupil progress.

<b>Vision:</b>  SPS Be Your Best	<b>Values:</b>  Community, Confidence, Creativity, Challenge
<b>Aims:</b> <ul style="list-style-type: none"> <li>to create a positive climate of mutual trust and respect within school, with parents, other agencies and the wider community</li> <li>to support all aspects of each pupil's development in a safe and caring environment, celebrating their personal achievements.</li> <li>to encourage ownership of the curriculum by pupils, developing skills, motivating them to perform to the best of their ability.</li> <li>to set challenging goals, offering all a wide range of experiences and learning opportunities.</li> <li>to develop pupils' understanding of rights and responsibilities as citizens of the local community, Scotland and the world.</li> </ul>	<b>Curriculum Rationale:</b>  <u>Why are we here?</u> <ul style="list-style-type: none"> <li>To provide enriching and engaging learning experiences</li> <li>To motivate pupils and help them to be proud of what they achieve.</li> <li>To ensure children feel safe and happy in school</li> </ul> <u>What we do</u> <ul style="list-style-type: none"> <li>Plan projects to build relationships and create a sense of school community,</li> <li>Help children to be aware of and manage emotions</li> <li>Deliver a quality curriculum, engaging all and matching the needs of all</li> </ul> <u>How we do it</u> <ul style="list-style-type: none"> <li>By showing empathy, commitment and tolerance</li> <li>By providing a range of spaces and equipment</li> <li>By working together as a team, sharing skills and resources</li> </ul>

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

### School improvement priority 1:

**Priority 1: Engagement and Recovery: attainment is raised in Literacy, Numeracy and HWB as pupils and staff engage with the school's vision and values**  
**Engagement and Recovery:** Pupils and staff engage with the school's vision and values.

Outcomes:	Actions / Interventions / Approaches:	Impact:	Next steps:															
<p>Baseline and mid-year surveys show that engagement levels for pupils on individual programmes improves. Time in class and productive learning time in school also increases from August 2022 levels.</p> <p>Playtimes are a positive experience for pupils.</p> <p>Enrich pupils' learning experience with enjoyable, motivating and relevant activities in their local environment.</p> <p>Staff identify key areas for school improvement and work on them collaboratively.</p> <p>Relationships built with key partners.</p> <p>Attendance rates for the school are in line with OIC target of 95%.</p> <p>Attainment levels improve so that at least 77% of pupils attain age-related expectations in Listening</p>	<p>Partnership working with colleagues to develop and implement Child Plans (Educational psychologist, SEAL team, speech and language therapists, specialist teacher for neurodiversity, social work).</p> <p>TEACCH approach, developing non-verbal ways of communicating.</p> <p>Clear structures, routines and consistent key adults.</p> <p>Partnership working with SEAL colleagues to organise timetables to support pupil learning in and out of the school building.</p> <p>New playground equipment introduced.</p> <p>P7 buddies with P1.</p> <p>P6 playground game leaders.</p> <p>Pupils taught playground games in class.</p> <p>Review curriculum rationale to strengthen shared approach.</p>	<p>All pupils with significant ASN have increased their effective learning time. Their engagement has been supported in and out of the school setting. They are participating in learning activities and most are settled and productive in school most of the time.</p> <table border="1" data-bbox="1115 703 1659 1262"> <thead> <tr> <th></th> <th>Aug 21</th> <th>June 22</th> </tr> </thead> <tbody> <tr> <td>Pupil 1</td> <td>Following own agenda in and out of class</td> <td>TEACHH routines &amp; structure. In class following school routine 50% of time</td> </tr> <tr> <td>Pupil 2</td> <td>Work station outside class. No engagement with class work</td> <td>Involved in class trips. Work station in class. Class tasks in Maths and Literacy completed</td> </tr> <tr> <td>Pupil 3</td> <td>In class less than 50% of time</td> <td>More integrated into class – working with peers in maths and Literacy. Time in class increased and includes one full day.</td> </tr> <tr> <td>Pupil 4</td> <td>Overwhelmed by school environment</td> <td>Individual curriculum working with SEAL team and school staff. Managing to regulate emotions</td> </tr> </tbody> </table> <p>Playground equipment suffered damage and loss.</p>		Aug 21	June 22	Pupil 1	Following own agenda in and out of class	TEACHH routines & structure. In class following school routine 50% of time	Pupil 2	Work station outside class. No engagement with class work	Involved in class trips. Work station in class. Class tasks in Maths and Literacy completed	Pupil 3	In class less than 50% of time	More integrated into class – working with peers in maths and Literacy. Time in class increased and includes one full day.	Pupil 4	Overwhelmed by school environment	Individual curriculum working with SEAL team and school staff. Managing to regulate emotions	<p>Continue to work with partners to support engagement. Use Circle resource to develop Inclusive Learning and Collaborative Working.</p> <p>Re-introduce Scrapstore at playtimes following staff training in 2022 to 2023.</p> <p>Embed outdoor learning and learning beyond the classroom into the planning for all classes.</p> <p>Use Circle resource – Inclusive Learning and Collaborative Working and work on Visible Learning – to develop shared understanding of high-quality teaching and learning in the team.</p> <p>Explore use of Seesaw as a means to collate and share evidence of pupil progress in different curriculum areas.</p> <p>Increase opportunities for parents to be involved in school life e.g., open afternoons</p>
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<p>and Talking, Reading, Writing and Numeracy.</p>	<p>All classes involved in learning in the local environment.</p> <p>All classes involved in trips and activities further afield around Orkney.</p> <p>All classes involved in learning with other partners (e.g., Scottish Opera, Royal National Scottish Orchestra, RSPB and Native Wildlife, EMEC, Local Police).</p> <p>Staff review of Curriculum rationale. Staff review of key Qis.</p> <p>Staff have started to plan collaboratively in Literacy and have continued to moderate assessments in Literacy and Numeracy.</p> <p>Use of Seesaw to communicate with parents.</p> <p>Some increase in opportunities to meet with parents face to face Learning partners – see above.</p> <p>School worked with the parents and partner agencies of pupils with low rates of attendance.</p> <p>Additional teacher input targeted at P5 – P7 Level Literacy development. Identified individuals and groups at P2-P4 had a focus on emotional regulation and development of key skills in Literacy and Numeracy.</p>	<p>Playground games sessions led by P6 were positive for leaders and younger children.</p> <p>Pupils responded positively to extending learning beyond the classroom. Attendance for some key pupils improved and engagement for all pupils was enhanced.</p> <p>Shared working on learning has led to consistency and improved outcomes across the school e.g., improved standard of handwriting</p> <p>Seesaw well used as a means of daily communication with parents to share learning.</p> <p>School events in the second half of the year have enabled the school community to meet in person.</p> <p>Rates of attendance have improved for some identified pupils. For other pupils, the involvement of support services has been facilitated by the work of the school.</p> <table border="1" data-bbox="1115 1061 1659 1241"> <thead> <tr> <th></th> <th>P1</th> <th>P4</th> <th>P7</th> <th>P1/4/7</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>80%</td> <td>79%</td> <td>79%</td> <td>79%</td> </tr> <tr> <td>Writing</td> <td>80%</td> <td>72%</td> <td>72%</td> <td>72%</td> </tr> <tr> <td>L&amp;T</td> <td>93%</td> <td>72%</td> <td>72%</td> <td>84%</td> </tr> <tr> <td>Numeracy</td> <td>80%</td> <td>79%</td> <td>79%</td> <td>79%</td> </tr> </tbody> </table>		P1	P4	P7	P1/4/7	Reading	80%	79%	79%	79%	Writing	80%	72%	72%	72%	L&T	93%	72%	72%	84%	Numeracy	80%	79%	79%	79%	<p>Continue to monitor attendance closely and follow a staged approach to working with families to secure good attendance and progress.</p> <p>Continue to work on raising attainment through ScIP priority for next year: To work together as a school cluster to strengthen the shared understanding of the features of high quality learning and teaching so that consistent good practice raises attainment and achievement.</p>
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## School improvement priority 2:

Outdoor Learning.

Outcomes:	Actions / Interventions / Approaches:	Impact:	Next steps:
<p>As a minimum, every class, every month, goes on a trip/visit/ has a visitor to support classroom learning.</p> <p>Engagement with key support agencies is planned for the year (RSPB, Museum, Gallery, Church, Care Home).</p> <p>Playtime equipment for every class.</p> <p>Input on playground games from Active Sports.</p> <p>Explore indoor play options.</p>	<p>A range of trips, visits and visitors have been experienced by all classes. Support from Stagecoach has enabled classes to travel cost-free to activities further afield (e.g., Birsay, Burray, various venues and events in Kirkwall).</p> <p>'MyOrkney' project displayed in gallery John Rae project undertaken with museum.</p> <p>Local storyteller in school to model and support storytelling in every class Contact re-established with Care Home.</p> <p>RSPB involved in a number of class projects and visits. COP26 project undertaken by a class, making links with other island schools.</p> <p>Traditional Arts Project with local artists and a performance project with Scottish Opera undertaken during the year.</p> <p>New playground equipment introduced.</p> <p>P7 buddies with P1.</p> <p>P6 playground game leaders.</p> <p>Pupils taught playground games in class.</p>	<p>Pupil knowledge of local area, local environment and local community developed. Practical understanding of learning gained.</p> <p>Pupils' writing and vocabulary enriched by experiences.</p> <p>Practical maths understanding enhanced by e.g., reading of timetables, recording of information (types of seaweed/ birds).</p> <p>Pupil confidence and skills in performing arts well developed by storyteller, Scottish Opera and Traditional Arts projects.</p> <p>Pupil knowledge of local environment and sustainability well developed by engagement with partner agencies.</p> <p>Playground equipment suffered damage and loss.</p> <p>Playground games sessions led by P6 were positive for leaders and younger children.</p>	<p>Maintain opportunities for outdoor learning, visiting experts and learning in the community.</p> <p>Maintain links with local partners. Develop engagement of parents as partners in learning in school.</p> <p>Re-introduce Scrapstore at playtimes following staff training in 2022 to 2023.</p>

## School & Early Learning and Childcare Improvement Plan 2022-23.

### Summary of key improvement priorities for 2022-23:

**Priority 1:**

To improve attainment in Listening and Talking.

**Priority 2:**

To develop collaborative working to strengthen the shared understanding of the features of high quality learning and teaching so that consistent good practice raises attainment and achievement.

### 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?4, HGIOURS?

## School improvement priority 1:

To improve attainment in Listening and Talking.

### Data/evidence that informs this priority:

In December 2019, the published ACEL showed that Orkney was the lowest attaining authority in Scotland. The underlying cause of this is based in TPJ 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.

2022 LA results:

2022 number of schools reaching LA targets:

FINAL STRETCH AIMS TO BE DETERMINED AND SHARED.

### NIF Key Drivers: 2, 4, 5 & 6.

### HGIOS4 QIs: 2.2, 2.3, 3.2.

Outcomes for learners:	Actions / Approaches / Interventions:	Timing / People	Measures:	Impact:																								
<p>Practitioners' confidence in teaching, planning and assessing L&amp;T will increase.</p> <p>Attainment in L&amp;T will improve and have a beneficial effect on attainment in Writing.</p> <table border="1"> <thead> <tr> <th>Current Level in L&amp;T</th> <th>Target</th> <th>% increase</th> </tr> </thead> <tbody> <tr> <td>P1: 85%</td> <td>85%</td> <td>0</td> </tr> <tr> <td>P2: 93%</td> <td>94%</td> <td>1%</td> </tr> <tr> <td>P3:95%</td> <td>95%</td> <td>0</td> </tr> <tr> <td>P4: 86%</td> <td>90%</td> <td>4%</td> </tr> <tr> <td>P5:88%</td> <td>94%</td> <td>6%</td> </tr> <tr> <td>P6: 92%</td> <td>92%</td> <td>0</td> </tr> <tr> <td>P7:81%</td> <td>88%</td> <td>7%</td> </tr> </tbody> </table>	Current Level in L&T	Target	% increase	P1: 85%	85%	0	P2: 93%	94%	1%	P3:95%	95%	0	P4: 86%	90%	4%	P5:88%	94%	6%	P6: 92%	92%	0	P7:81%	88%	7%	<p>Authority-wide programme for improving the learning, teaching and assessment of L&amp;T:</p> <ul style="list-style-type: none"> <li>Headteachers and managers will be briefed on the improvement priority.</li> <li>Two days are arranged in October for practitioner in-service. Half LA staff each day and input repeated.</li> <li>ES's NIF officer the EO for Literacy and the AA will provide input.</li> <li>Trios established.</li> </ul> <p><b>October – December</b> Minimum of two trio meetings required, plus twilight:</p> <ul style="list-style-type: none"> <li>Trios work together to plan L&amp;T activities.</li> <li>Practitioners carry out the learning activity with their learners and upload evidence to the Team's site.</li> </ul>	<p>11.05.22 (MM).</p> <p>6.10.22.</p> <p>7.10.22 (MM, NM,AT,SR).</p> <p>TBC by trios.</p>	<p>P&amp;A data in SEEMiS:</p> <ul style="list-style-type: none"> <li>SNSAs · SOFAs.</li> <li>Practitioner confidence levels – NM will do baseline evaluation.</li> <li>Pupil voice - baseline on their own evaluation of their strengths and their next steps.</li> <li>Termly assessment and moderation activities.</li> <li>Anecdotal evidence from practitioners.</li> <li>Feedback from QAMSOs.</li> </ul>	
Current Level in L&T	Target	% increase																										
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	<ul style="list-style-type: none"> <li>• Trios moderate the evidence of learning.</li> <li>• Twilight – Moderation of L&amp;T.</li> </ul> <p><b><u>January – March</u></b>  Minimum of <b>three</b> trio meetings required, plus twilight:</p> <ul style="list-style-type: none"> <li>• Twilight - L&amp;T professional learning.</li> <li>• Trios work together to plan L&amp;T activities.</li> <li>• Practitioners carry out the learning activity with their learners and upload evidence to the Team’s site.</li> <li>• Trios moderate the evidence of learning.</li> </ul> <p><b><u>Term 4</u></b></p> <ul style="list-style-type: none"> <li>• Twilight led by AT and QAMSOs.</li> <li>• Trios moderate the pieces they have uploaded.</li> <li>• Evaluation of the project.</li> </ul>	<p>TBC by Trios.</p> <p>6.12.22 (Group 1).</p> <p>3.45 to 5pm  7.12.22 (Group 2).</p> <p>3.45 to 5pm.</p> <p>TBC by Trios  18.1.23  3.45 to 5pm.  26.4.23  3.45 to 5pm.</p>		
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## School improvement priority 2:

To develop collaborative working to raise attainment and achievement by strengthening the shared understanding of features of high-quality learning and teaching

### Data/evidence that informs this priority:

Attainment levels are improving and work continues to support groups and individuals who are attaining below age-related expectations. Self-evaluation has indicated a need to strengthen collegiate working to support colleagues and develop effective, consistent, inclusive approaches to learning across the school. The management of Covid in school resulted in limits on active learning and wide participation, leading to limits on pupil engagement and agency. This priority aims to support wellbeing and high-quality teaching, leading to more engagement, purpose and excitement in learning.

### NIF Key Drivers: Teacher Professionalism.

### HGIOS4 QIs: 2.3 Learning, Teaching and Assessment. 3.2 Raising Attainment and Achievement.

Outcomes for learners:	Actions / Approaches / Interventions:	PEF:	Measures:	Impact:
<p>To embed improving practice, in Assessment, HWB and Outdoor Learning, through collaborative working.</p> <p>To focus curriculum planning so that the work of pupils has greater purpose and meaning. Baseline assessments will establish action research focus.</p> <p>Learners' engagement, measured on the HWB survey will increase by 5% by June 2023.</p> <p>Pupils experience high quality teaching in an environment that supports effective learning and wellbeing.</p> <p>Pupil learning connects meaningfully to their needs and interests and is enriched by the good practice shared and</p>	<p>Support action research by reviewing and refreshing school systems for regular gathering of evidence of learning. Termly tracking of attainment to monitor progress, identify and implement any adaptations needed.</p> <p>Feedback sessions with pupils to strengthen pupil understanding of their learning progress and targets and staff understanding of pupils' views on their learning.</p> <p>Organise regular opportunities for moderation in all curriculum areas to promote high quality teaching and learning.</p> <p>As a team, plan regular opportunities for outdoor learning experiences for individual classes/ CfE levels and whole school.</p> <p>Revisit SHANARRI and UNCRC Rights of the Child during whole-school</p>	<p>Visible Learning books – PEF funded.</p>	<p>SNSAs and SOFAs.</p> <p>90% of pupils working at or exceeding age-related expectations.</p> <p>Responses to bi-annual HWB pupil questionnaire to monitor pupil engagement.</p> <p>Learning conversations between teachers and pupils.</p> <p>Hattie's – Inspired and Passionate Teachers - use of scales / visual.</p> <p>All groups are able to measure a baseline assessment in Aug / Sep and will return to this in April 2023.</p> <p>Circle Inclusive Classroom Scale and Circle Participation Scale used in August 2022</p>	

<p>developed through collaborative working.</p>	<p>assemblies to support pupil confidence, independence and engagement.</p> <p>INSET and development time to explore John Hattie's work on Visible Learning and the Circle Resource (Inclusive Learning and Collaborative working).</p> <p>Inservice Day Launch – Aug 2022 Staff and SFLA set the scene – Video Why teachers matter? WES Baseline task – by 30 August (Tues) meet to discuss – next steps Action Plans.</p> <p>1 Nov (Tues) - review work so far – next piece of reading – create action plan: 19th Jan (Thurs). 9<sup>th</sup> March (Thurs). 16th May (Thurs).</p> <p>CPL opportunities (series of 4 in the year) for colleagues to work together on a chosen area of professional development:</p> <ul style="list-style-type: none"> <li>• Seasons of Play.</li> <li>• Creative Learning with the National Galleries.</li> <li>• Sounds-Write.</li> <li>• Inclusive Environments.</li> <li>• Outdoor Inspiration.</li> <li>• Emotional and Mental HWB.</li> </ul>		<p>and April 2023 to identify areas for work to improve the learning environment and participation.</p> <p>Feedback from working groups.</p>	
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