

Shapinsay Community School

Safe, Healthy, Active, Part of the Community, Inclusive, Nurturing, Successful, Aiming High, YES WE ARE!

Standards and Quality Report 2018 - 2019 and School Improvement Plan 2019 - 2020



Shapinsay School Standards and Quality Report

Introduction

The purpose of this document is to set the work of the school in the context of the national agenda for continuous improvement and through the process of self evaluation to set goals and targets for the future.

School Context

Shapinsay School is a primary school which serves the island of Shapinsay. The community is very supportive of the school and there is an enthusiastic Parent Council which supports the school in many ways.

The school roll in 2018-19 was

Nursery / Preschool: 5 children

P1 - 3: 8 children

P4 - 7: 15 children

Support for learning for pupils in 2018-19 was managed by the Headteacher. Support for Learning was carried out within classes by the class teacher and on an individual or small group basis by the Classroom Auxiliary / SfLA.

Staff were as follows:

Emma Clements: Headteacher and P1 - 3 Class teacher

Anita Angier: P4 - 7 Class teacher

Leanne Bews: P1 - 3 Class teacher (0.3 days per week) and McCrone cover teacher (0.24)

Sue Brown: Early Years Lead Practitioner (0.6) and Clerical Assistant (0.4)

Laura Wishart: Early Years Practitioner (0.6)

Heather Robertson: Classroom Auxiliary (0.6)

Ian Brown: Janitor

Mark Summers: Strings instructor

We had 3 hours per week strings tuition in the school which P5, 6 and 7 pupils had access to.

Promoting Equality

The school is aware of its duties under the Race Relations Act, the Disability Act and the Equality Act 2006.

Equality issues are discussed, valued and promoted as a positive feature of the school. Within the school there are no barriers to pupil participation in activities.

All staff are informed about the legal aspects of racial discrimination and ensure that there is no harassment or sexual discrimination.

Equality issues are addressed through Health and Wellbeing lessons and other class activities. Bullying, racism and all other types of discrimination are discussed at assemblies and during class work.

Our children have equal access to sport and the Active School Co-ordinator plays a key role in our developments. There are presently no access problems although this continues to be reviewed on a regular basis.

Local Issues

The School Improvement Plan is influenced by the Local Authority Service Improvement Plan.

National Issues

National events, documents and advice also inform school improvement planning.

Key advice which has influenced our planning includes:

1. A Curriculum for Excellence Parts 1, 2, 3, 4, 5
2. The Journey to Excellence
3. How Good Is Our School 4
4. How Good Is Our Early Learning and Childcare
5. Getting It Right for Every Child
6. Assessment Is For Learning
7. National Improvement Framework

Education, Housing and Leisure

Vision, Values and Aims

Vision:

This is our community. We want the best for everyone.

Our core values are:

- Respect
- Responsibility
- Enjoyment
- Being Safe
- Being Healthy
- Being Active
- Being all we can be

Our vision embraces many aspirational achievable ambitions. We believe that by working together we will support everyone to develop as **active, healthy** individuals who take **responsibility** for their own learning and **enjoy** learning together for a sustainable future in our diverse community. We aim to ensure everyone feels accepted, **respected** and **safe** by providing a tolerant, understanding and caring environment. We want everyone to do their **very best** in all that they do and we celebrate their successes individually and collectively.

They key aim of the Education, Leisure and Housing is:-

We aim to improve achievement and attainment, health and wellbeing for all pupils, students, service users and members of the community.

In particular we aspire to help young people become:-

Successful learners

Confident individuals

Responsible citizens

Effective contributors

Vision

The Schools service is committed to working together with the wider community so that Orkney is a place where, as children and young people grow up, they get the right help, at the right time, in the right way in order to ensure that they can 'be all that they can be' (and, indeed, maybe more).

Values

This work is underpinned by a set of core values:-

Enjoyment;
Respect, Responsibility;
Being Healthy, Being Active, Being Safe;
Being all we can be;
And the belief that:
This is our community,
We want the very best for everyone.

Aims

Our schools are expected to prioritise their actions to ensure that, in particular, children and young people: - get the best start in life; become successful learners, confident individuals, effective contributors and responsible citizens; and are better educated, more skilled and more successful.

Shapinsay School

Our school Values

Safe

Healthy

Active

Part of the Community

Inclusive

Nurturing

Successful

Aiming High

YES WE ARE!

The School values are currently being evaluated, and will also include Respect.

Our School Aims

1. To provide a broad and balanced education which is accessible to all pupils.
2. To provide each child with the opportunity to reach his/her full potential.
3. To use a range of appropriate and effective teaching and learning methods.
4. To provide all pupils with the necessary support for them to develop positive attitudes and become confident citizens.
5. To promote an ethos of achievement for everyone.
6. To provide a safe, secure and stimulating environment for pupils and staff.
7. All teaching staff will review and evaluate all aspects of school life through continuous self evaluation.

School Self Evaluation

Self-evaluation is essential in enabling us to reflect/review and target next steps for improvement in our school. This process will continue to be an ongoing development and priority for the school. Currently the following evidence have been utilised to evaluate against the quality indicators (taken from How Good Is our School 4 and How Good Is Our Early Learning and Childcare).

- previous scip/SQR/PIPs data/teacher assessments (including formative and diagnostic tests)
- formal/informal discussion with staff, parents and children. This includes using the Self Evaluation form in staff meetings and in assembly and discussion with learners. Self evaluation also takes place termly at Parent Council meetings, and at least once a year with the community.
- formal observations/ discussion of learning with staff and pupils
- co-constructed self-evaluation with the Education Department.
- formal/informal discussions/meetings with partner agencies
- meetings with pupils, staff, parents and the wider community.
- Pupil Council led self evaluation with all children, including the Nursery.

Consultation

Pupils

Staff are in discussion with pupil continuously, both formally and informally, including during Pupil Council, Assemblies and Circle time.

Parents

Teachers meet with parents informally if children are taken to or collected from school.

Time is always made, whenever possible, for formal consultations with parents if they have immediate concerns/queries.

Consultation also takes place at Parent Council meetings and Parents' evenings.

Staff

Staff have informal discussions on a daily basis, during intervals and at the beginning and end of each day.

There are formal meetings, once a week after school, for school development and other CPD professional development opportunities. This also includes additional in depth development /consultation time during the 5 In-service days throughout the year.

Other partners

Feedback from other partners occurs on a formal/informal basis. Through the review of individual children there is professional dialogue on how we can work more effectively as partners to improve the outcomes for the child.

At Shapinsay School we are all committed to helping all children achieve their full potential in partnership with parents/carers and other stakeholders. We will continue to develop the formal and informal feedback from all stakeholders as to how well we are meeting the needs of the children and how we can continue to improve our partnership working in the future.

Review of 2018/19 School Improvement Priorities:

Target	Progress	Impact	Evidence
To ensure progression in RME and Social Studies.	Provision has been evaluated as part of our curriculum review. All Experiences and Outcomes are covered. All stakeholders were invited to share in the curriculum review and opinions have been taken into account.	Not yet seen, as curriculum cycle will start from August 2019. More moderation in social studies and RME is needed in order to see progression of learning.	Curriculum overview. Self evaluation folder - curriculum. Notes from pupils, parents and community.
To enhance Literacy and all levels.	The Second Level Literacy course attended by A Angier confirmed that practice at 2 nd Level is appropriate. PEF has been used for specific children where attainment could be higher.	A positive impact has been seen with specific children. Almost all children across the school are making appropriate or better progress. In the Nursery, there is more opportunity for mark making.	PIPs and SNSA results. New Group Reading test results. Teacher judgement. Individual target setting for specific children. Photos
Increased opportunities for pupil leadership.	6 pupil groups have run this year, led in the most part by the children: Pupil Council, Eco Committee, JRSOs, Sports Committee, Library Group and IT support. All groups set themselves targets and have fed back to Parent Council throughout the year.	Children are increasingly able in some committees to take more responsibility. Eco Group have had an impact with planting at school and will be planting in the community, following a successful Your Island, Your Choice bid. The Library group managed World Books Day and have helped to get new books for school through a readathon. The Sports Committee organised the Sports Award assembly and have made some contact with clubs in Kirkwall regarding extra sessions in Shapinsay. The JRSOs led some assemblies. The IT group have done some work on the website, but this has been limited due to time.	Pupil Council Minutes, SeeSaw photos Your Island Your Choice Usbourne Book Order

Successes and achievements

Evaluation of Performance

Formative and summative data would suggest that pupils are motivated and eager participants in their learning.

Through PIPs data and tracking of progress within and between Curriculum for Excellence levels, ongoing assessments by staff, children and other partners, each child's progress is monitored and tracked throughout the year so also includes children who are currently not accessing Pips assessments in Years 2, 4 & 6. We assess all children from P2 - P7 using the New Group Reading Test each session and use a variety of assessment methods throughout the year.

Pips data is available for P1/3/5/7 for 2018/19. The **Performance Indicators in Primary Schools (PIPS)** Project provides a suite of assessment materials designed to monitor pupil achievement and progress throughout the primary phase.

This allows teachers to identify children that may well be underachieving in spite of relatively good attainment. Similarly it recognises achievements of low attaining pupils. In this way each PIPS test can be used as a stand-alone assessment. As the children are assessed biannually their results are linked together to provide a measure of progress over time. This is called prior value-added and provides a powerful record of individual achievement over time.

Assessment (including PIPs results) 2018 - 2019

These results indicate that:

Reading: Almost all children have made expected progress with their attainment with some children making good progress and exceeding their expected attainment. Most children are attaining the appropriate level for their age, with some exceeding the level expected for their age.

Maths: Almost all children have made expected progress whilst again some have made good progress and exceeded their expected attainment.

Children who have not made expected progress in their reading have been previously identified and currently receive additional support either within a class setting or with additional Support for Learning input. Further input/support will be planned for individual pupils through individual education plans (IEPs) for next academic year. Teaching is always differentiated to ensure that children's learning needs are met appropriately.

Work and life of Shapinsay School

We strive to be the best school we can be so that the pupils in our care are given a positive start to a lifetime of learning. We aim to reflect the four capacities of 'A Curriculum for Excellence' (successful learners, effective contributors, confident individuals, responsible citizens) in all we do and by doing so hope to send well rounded individuals to KGS at the end of their Primary School experience.

We have very active and motivated parents at Shapinsay School and this is clearly shown in the work of the Parent Council. They are a significant support to the school in many ways including fundraising/volunteering to help with various projects and within a consultative role. The AGM was held in June 2019. The Parent Council seeks to encourage all parents to participate in the life of the school and is keen to support the work of the school staff and pupils. The support and commitment of the Parent Council is greatly appreciated by the school. The Parent Council is currently going through a period of transition as several long standing parents will be leaving in the next year.

Parental skills and interests are also appreciated and utilised within the life of the school e.g. parents have led the after school football training. Parents are always happy to support school initiatives e.g Open afternoons, assemblies, fundraising activities.

Other children's activities throughout the year:

Ongoing	Pupil Council
Bi-Monthly	Visit of the Mobile Library
August/September/October	Swimming Block (P4 - 7)
September	Tag Rugby Festival (P4-7)
November	Children In Need
December	Christmas Carol Service

March	Comic Relief, World Book Day, School Sale
April	Bag the Bruck Rugby with peedie schools (P1 - 7)
May	Lagganlia trip (P7)
June	Transition Sport (P7), Hoy trip (P4 - 7)

Self Evaluation against the core Quality Indicators from How Good Is Our School 4 and How Good Is Our Early Learning and Childcare 4.

Self evaluation has been carried out with staff, parents and pupils. The Pupil Council are now taking a much greater role in self evaluating with all pupils, including the Nursery.

1.3 Leadership of Change

All staff are involved in leading areas of the curriculum within Shapinsay School and with other schools in Orkney (eg Languages, P4C and Sciences). All members of staff have consistently high expectations of the children. All staff are committed to continuous improvement through CPD. This is evidenced through Languages, Sports, Science and Play on pedals courses amongst others. All of these have had a positive impact on learning. The Nursery is included as part of whole school self evaluation. Parents feel that all staff are involved in leadership and taking responsibility for different areas of learning. They also recognise that the school is connected with the wider community. Parents feel involved with the work of the school, with the SCIP being shared at Parent Council meetings each term along with progress made. Parents are involved with their children's learning through the SEESAW app. In 2019 we have done some self evaluation with the community around the curriculum, and this has helped to ensure that the Shapinsay School curriculum is relevant for our community.

Next steps: Self evaluation to continue, with this continuing to feed into the School Improvement Plan.

2.3 Learning, Teaching and Assessment

The positive ethos of the school is consistently commented on by visitors to the school. The children are happy, engaged and enjoy school. Children's rights are visited through the curriculum. Learning across the school and Nursery is active and children in the primary stages are confident in setting their own Learning Intentions and Success Criteria across the curriculum. Our attainment and achievement results are consistently good, with almost all children making good progress. Children contribute

well to community life, through performances and through the Shapinsay Sound each month. Learning is shared with parents through the SeeSaw App and the older children are now contributing themselves to this. We have done some moderation with other schools in Orkney at the February inservice days and this showed that our assessment is in line with expectations, and that our children are performing appropriately or better.

Next steps: Increased opportunities for moderation across schools.

3.1 Improving wellbeing, equality and inclusion

Comments from visitors are consistently positive. The dignity of the children is always considered and children feel safe and respected. This was highlighted by self evaluation work done using the wellbeing indicators. We were visited by Education Scotland for a thematic inspection in April 2019 looking at Parental and Pupil Empowerment, and the children talked about respect during this inspection. Positive views about different faiths and beliefs are reinforced both through the curriculum and informal discussions. Children are encouraged to form their own opinions while respecting those of others. Issues with individual children are picked up quickly and actioned. Outdoor spaces are used well to promote health and wellbeing across the curriculum. Children, parents and the wider community are involved in the planning of these spaces. The Pupil Council is working well and children have a voice, and this has been enhanced in 2018-19 through the development of other pupil committees. Parents feel that children with additional needs are supported well. Children of all ages play together and this working together continues as they move to KGS. The Nursery is included with the rest of the children in the school and transition between Nursery and P1 is straightforward.

Next steps: Use of PEF money to support those children who need extra support emotionally.

3.2 Raising attainment and achievement (Primary)

Our attainment and assessment data (underpinned by PIPs, SNSAs, Reading Assessments, Maths Assessments and other Assessment for Learning techniques to support teacher judgement) shows that children make good progress and this is consistent over time. Children who are not making appropriate progress or attaining the appropriate level for their stage are quickly identified and given appropriate support. The progress of these children is then tracked and almost all children reach the appropriate levels or beyond by the time they leave P7. Our tracking and monitoring system is simple to use. Children are confident and able to take responsibility in a variety of ways. Leavers from KGS that attended Shapinsay School consistently go to positive destinations.

Next steps: Continue to explore ways of tracking children's progress which would be consistent across all Orkney schools.

3.2 Securing Children's Progress (Early Learning and Childcare)

Children are very happy in Nursery and all communicate well. Staff have completed CPD looking at early literacy and numeracy and have taken positive action as a result. All children are happy to try new things. Children's progress is recorded through learning stories and these are shared with parents. Children share in the life of the school and are encouraged to be independent. Parents feel included, for example coming in to stay and play sessions. The SeeSaw App is used to share learning with families at home, and parents are welcome in the Nursery at the start and end of each session.

Quality Indicator	Grade given through self evaluation
1.3 Leadership of Change.	5 - Very Good
2.3 Learning, Teaching and Assessment	5 - Very Good
3.1 Improving wellbeing, equality and inclusion	5 - Very Good
3.2 Raising attainment and achievement / Securing Children's Progress	5 - Very Good

Vision and Leadership

Each teacher is a leader in his/her own right and each has continued to manage the process of change within a Curriculum for Excellence effectively to improve learning. All staff are involved with the School Improvement Plan and staff have various roles and responsibilities within it. The children have also further become leaders of their own learning through having opportunities to plan what and how they learn and also to begin to set targets for themselves.

Capacity for further improvement

The ethos of the school has continued to remain positive with all stakeholders very eager to continue to develop and improve the learning experiences of the children, ensuring that they are fully supported and challenged. The academic year of 2019 -20 will continue with the same staff, enabling us to build on work already started.

Shapinsay School Improvement Plan 2019-20

Priority: To improve teacher understanding of technologies, in order to raise attainment in technologies at First Level.

Data / Evidence which informs this priority: 2 members of the teaching team are less confident when teaching technologies, particularly with some of the digital literacy outcomes. Children at First Level are not therefore achieving the benchmarks in this area at the right stage.

NIF Key Driver	HGIOS4 HGIOELC QIs	Outcome <ul style="list-style-type: none"> • What do we want to improve / change? • Who is the target group? • By how much? • By when? 	Interventions <ul style="list-style-type: none"> • What are we going to do? • How are we going to do it? 	Measures <ul style="list-style-type: none"> • How will we measure this? • What does "better" look like? • How will we recognise "better" when we see it? 	Funding <ul style="list-style-type: none"> • PEF? • Any other money needs, and where will this come from? • Are there any funding opportunities? • Is any time needed for this? 	Impact <ul style="list-style-type: none"> • What was successful? • Ongoing challenges? • Future planning and actions?
2 4	1.2 1.5 2.2 2.3 3.2 3.3	All members of the teaching team to feel confident teaching all aspects of the Technologies curriculum.	AA to lead staff development sessions on identified Es and Os for teaching staff. EC and LB to attend these sessions.	Staff to give confidence level in teaching Es and Os at start and end of year. Lesson plans in technologies shared and discussed, with good examples of plans shared. Lesson observations and team teaching in technologies, in both primary classes.	Possible time implication to release AA to plan training. Also time needed for lesson observations and team teaching.	
		Ensure that technology is up to date and appropriate for all learners.	EC and AA to research new technology opportunities, including programmes for laptops. Liaise with IT.	New laptops for use by learners and staff will be up to date, and will run faster. Possible research projects where learners can be involved in the use of new technologies. Staff and pupil feedback to indicate that satisfaction with technology resources has improved.	Time needed for AA and EC to look at funding opportunities. New laptops expected within the academic session.	

Priority: To ensure the Health and Wellbeing of all learners and staff.

Data / Evidence which informs this priority: The 2018-19 session was a difficult session for staff for a variety of reasons, and we want to ensure staff wellbeing. Potentially in the next few years there may be a reduction in the number of teaching staff and we want to be as prepared for this as possible. We have a small number of children in the ELC and primary classes who require additional support, and we want to ensure that the ethos of the school ensures that all feel included.

NIF Key Driver	HGIOS4 HGIOELC QIs	Outcome <ul style="list-style-type: none"> • What do we want to improve / change? • Who is the target group? • By how much? • By when? 	Interventions <ul style="list-style-type: none"> • What are we going to do? • How are we going to do it? 	Measures <ul style="list-style-type: none"> • How will we measure this? • What does "better" look like? • How will we recognise "better" when we see it? 	Funding <ul style="list-style-type: none"> • PEF? • Any other money needs, and where will this come from? • Are there any funding opportunities? • Is any time needed for this? 	Impact <ul style="list-style-type: none"> • What was successful? • Ongoing challenges? • Future planning and actions?
1 3 5	1.1 1.2 1.3 1.4 2.1 2.4 2.5 2.6 3.1	All staff feel a sense of wellbeing, and as secure as possible.	Explore ways in which workload can be managed by staff. Discuss with OIC the potential impact of the reducing school roll.	Reduction in number of meetings and paperwork that is not necessary. Staff feeling able to manage their workload, and able to have time at home which is not always dominated by school. Staff to have an idea of what is likely to happen if the school roll reduces. It is hoped that staff will be able to report a better sense of wellbeing.	Staff meeting time to be used wisely so that it is always productive. Staff meeting time with OIC education team is to be requested to discuss future options.	
		Learners with identified needs have their emotional literacy skills developed, and they feel a sense of wellbeing.	Identified pupils with particular needs (see Child's Plans / Personal Plans) to have more regular time with teaching staff or ELC staff for personalised	Measured through individual plans, where small regular targets will be discussed with learners and parents. Learners will be involved in all aspects of their plans. Impact of outside agencies to be measured through Child's Plans.	Regular time for HT to work with individual pupils with Child's Plan (this will come from Management time). Use any PEF to add to this time. Staff meeting time for	

		<p>support. Staff to receive any appropriate training in order to work with children with additional needs. This will include working with Educational Psychology and Pupil Support team.</p>	<p>Staff training records. October 2019 - all staff from primary to attend Paul Dix training. IB to attend Studio 3 training. Twilight sessions with Educational Psychologists and Pupil Support Team for all staff. Includes the Synergy approach. Staff Relational questionnaires show increased staff confidence.</p>	<p>staff training sessions (autism friendly, demand avoidance, adverse childhood experiences)</p>	
	<p>The vision, values and aims (VVA) of the school reflect Shapinsay School.</p>	<p>Work with learners through class lessons and assemblies to look at the VVA of the school. Work with Parent Council and the wider community to ensure that the VVA reflect our school. Staff to use the input of all stakeholders to make sure that the VVA reflects the school.</p>	<p>Learners are engaged with the VVA and can talk about what they mean on a daily basis. Parents and the wider community are clear about what the VVA are and can speak about them confidently. Staff are able to see the VVA each day in the school. Visitors to the school are able to see the VVA through the school ethos. Pupil behaviour of a small minority of pupils is improved, and they are able to be a positive influence in the school, reflecting the VVA.</p>	<p>Lesson and assembly time. Parent Council meeting. Meetings with wider community, or possibly survey in Shapinsay Sound to gather views. Staff meeting time to look at the views of stakeholders.</p>	
	<p>Continue to make sure that the pupil voice is heard.</p>	<p>Work with pupils in assemblies to decide on pupil leadership groups. Pupil Groups to have aims for 19/20.</p>	<p>Pupil Groups are in place by October 2019. All groups have aims for the year, and have an action plan identified.</p>	<p>Assembly time. Time to meet with pupil groups (lunchtimes?)</p>	

Priority: To ensure that the redeveloped primary curriculum is appropriate and meets learners' needs.

Data / Evidence which informs this priority: The primary stages curriculum was re-evaluated in June 2019, after consultation with learners, parents and the wider community. We want to make sure that it is progressive and relevant for Shapinsay School.

NIF Key Driver	HGIOS4 HGIOELC QIs	Outcome <ul style="list-style-type: none"> • What do we want to improve / change? • Who is the target group? • By how much? • By when? 	Interventions <ul style="list-style-type: none"> • What are we going to do? • How are we going to do it? 	Measures <ul style="list-style-type: none"> • How will we measure this? • What does "better" look like? • How will we recognise "better" when we see it? 	Funding <ul style="list-style-type: none"> • PEF? • Any other money needs, and where will this come from? • Are there any funding opportunities? • Is any time needed for this? 	Impact <ul style="list-style-type: none"> • What was successful? • Ongoing challenges? • Future planning and actions?
2 3 4	2.2 2.3 3.2 3.3	Increased engagement of pupils with their learning.	Classroom observations to include monitoring of children's engagement. Primary pupils to be involved in planning of their learning as much as possible. Pupil discussion groups with EC each term to look at the curriculum.	Use of Leuvan Scale to show that pupils are at a Level 4 or 5 most of the time, when observed. Pupil discussion shows engagement with curriculum. Discussions and feedback from parents.	Time needed for lesson observations by and of all teaching staff. Time each term for EC to look at curriculum with pupils.	
		Staff feel that the curriculum is meeting learners' needs.	Staff evaluation of each term's curriculum, to highlight positives and areas for development.	Self-evaluation of staff indicates positives, and where development is needed how this could be achieved.	Staff meeting time at the end of each term.	
		Pupils continue to make expected or better progress in all areas.	Monitor children's progress each term. Where children are not making expected progress, identify this quickly and take appropriate action.	Use tracking sheets to monitor and discuss all children. Moderation to take place termly (see assessment cycle)	Staff meeting time at the end of each term.	

Priority: To improve the outdoor learning opportunities for the children working at Early Level.

Data / Evidence which informs this priority: The indoor environment in the Nursery playroom has been considered, and has different areas with opportunities for mark making, modelling, construction, water play etc. The children in ELC are using the polytunnel and middle courtyard for various specific learning opportunities, and use the playpark and tennis court. However, these are not directly accessible from the playroom. The outside area at the front of school (accessible from the playroom) is in place and has some resources but is not being used to its full potential by the children.

NIF Key Driver	HGIOS4 HGIOEL C QIs	Outcome <ul style="list-style-type: none"> What do we want to improve / change? Who is the target group? By how much? By when? 	Interventions <ul style="list-style-type: none"> What are we going to do? How are we going to do it? 	Measures <ul style="list-style-type: none"> How will we measure this? What does "better" look like? How will we recognise "better" when we see it? 	Funding <ul style="list-style-type: none"> PEF? Any other money needs, and where will this come from? Are there any funding opportunities? Is any time needed for this? 	Impact <ul style="list-style-type: none"> What was successful? Ongoing challenges? Future planning and actions?
		<p>To have the same opportunities for learning, whether the children choose to work inside or outside the school, and to make use of the extended boundary. The aim is to have the area fully operational by summer 2020.</p>	<p>Visit other settings to see their outside areas (LW and SB). Ask for photos of outdoor areas from other settings. Plan a visit with the children to another setting. Plan the outside space following these visits. Discuss with stakeholders and the children what they want to have. Children to be fully involved in the process. Create the area!</p>	<p>Engagement of children in the outside area is more involved, track children's use of the area through the year as the planning and implementation take place. Increased learning to take place outside rather than inside. Floorbook to be created through the year with the children. Observations of EYP indicate that more learning is taking place outside. More use is made of the extended boundary or by inviting visitors in.</p>	<p>Time needed for LW and SB to visit other settings before taking the children. Time needed for ELC staff to work together on plans. Funding to be looked at - using Nursery budget, opportunities for other funding to also be explored.</p>	

SHAPINSAY SCHOOL'S WORKING HOURS AGREEMENT AUGUST 2019-20

The Agreement

This school agreement has to be adopted by the whole staff. Once signed by the Head Teacher and the School's Trade Union Representative it is submitted to the Joint Secretaries of the Local Negotiating Committee for Teachers.

The agreement covers class contact time, personal preparation and correction time, residual time and CPD time.

Class Contact Time

All teaching staff have a 22.5 hr contact week, or the FTE if they are not full time.

Personal Preparation and Correction Time

One third of class contact time is given as an 'entitlement' as stated in the National Agreement. This equates to 7.5 hrs per week.

All personal preparation and correction time is covered by the National Agreement which states:

'If a teacher is not required to be on the school premises for certain duties, for example preparation and correction, these may be undertaken at a time and place of the teacher's own choosing. Teachers will be expected to notify the appropriate line managers of their intentions in this respect.'

Residual Time

Residual time is the 35 hr week minus the combined class contact (22.5 hrs) and preparation / correction allowance (7.5 hrs).

Residual time is intended to include a range of activities as outlined in Annex D of the National Agreement. The amount of time available for these activities this year is 5hrs per week or 195 hrs per year. Of this 195 hrs residual time Staff Meetings and Parent/Teacher Meetings are directed times.

Activity	Allocation	Allocation (hours per annum)	On-site
Class contact time	22.5 hours pw		✓ x
Personal time	7.5 hours pw		x
Remaining time (see below)	39 x 5 = 195 hours pa		✓ x
Parents' meetings		15	✓
Report writing		24	x

Staff meetings	34	✓
Development meetings	29	✓
Forward planning	40	x
Staff review	5	✓
Additional CPD time		✓ x
Additional development time eg Working Groups		✓
Additional pupil supervised activities		
• Out of school hours learning		✓
• 'extra-curricular'		✓
Formal assessments		✓
Meetings eg case conferences		✓
Additional personal time (preparation and correction)		x
Trade Union meetings		✓ x
Flexibility	48	✓ x
TOTAL	195	

CPD

All staff have an annual allocation of 35hrs CPD. This requires to be agreed with their appropriate line manager. The forum for agreeing this CPD plan will be an Annual Review and through Professional Update. To facilitate this review process, and allow for pre-review preparation, 2hrs will be set against each teacher's 35hrs CPD.