



**Stenness Community School
Stenness Early Learning & Childcare**




**Standards and Quality Report 2023-2024
and
School Improvement Plan 2024-2025**

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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 2023-2024.

The context of the school:

The Stenness Community School is an impressive facility that caters to the needs of young children, boasting three spacious classrooms within the Stenness vicinity. Established in 1994, one of the class bases has been thoughtfully converted into a library and group learning area. As a community school, it is often utilized by local groups during evenings and weekends. The current academic year boasts a Nursery class, P1-4 class, and a P5-7 class. The staffing roster includes a linked Head Teacher, Principal Teacher, a Class Teacher, Support for Learning Teacher, three ELC Practitioners, and additional support staff all working collaboratively to provide a safe, nurturing, and enjoyable learning environment.

<p>Vision:</p> <p style="text-align: center;">Encouraged. Included. Inspired.</p>	<p>Values:</p> <p style="text-align: center;">Fun Kindness Respect Teamwork</p>
<p>Aims:</p> <p>Our aims have evolved throughout session 2023-2024 as part of our journey towards becoming a silver rights respecting school. We uphold these five rights from the UNCRC as our school aims:</p> <ul style="list-style-type: none"> • You should have a say in decisions that affect you (12). • Children with disabilities should be helped to take part in things (23). • You have the right to an education (28). • Education should help you care for the world (29). • You have a right to play (31). 	<p>Curriculum Rationale:</p> <p>We want the children of Stenness Community School to:</p> <ul style="list-style-type: none"> • Be healthy, happy and resilient. • Be literate and numerate. • Be open minded, creative and inquisitive. • Be able to set and achieve realistic goals for themselves. • Experience success, learn from their mistakes and achieve aspirations. • Show respect and care for others. • Take an active role in the life of the school and the wider community. • Understand Orkney's unique location, culture and history to promote a sense of belonging. • Have an understanding and awareness of the wider world. • Develop a variety of skills to enable them to meet the demands of learning, life and work. • Have the confidence, awareness and information needed to help them make positive future life choices. <p><i>Our curriculum rationale is currently under review as part of our general school improvement and review.</i></p>

How successful were our improvements – progress made with the priorities from our 2023-2024 School Improvement Plan?

SCHOOL IMPROVEMENT PRIORITY 1: Relevant Content

Data/evidence that informs this priority:

- Returning from COVID where the focus was Literacy, Numeracy and Health and Wellbeing we feel like other areas of the curriculum have not had as much focus.
- The next stage in the RRS silver award highlights an increased awareness for the need to teach a global curriculum.

Overall evaluative statement:

Our work in exploring the Global Goals has linked well to work with the United Nations Conventions of the Rights of the Child and both have been naturally woven into existing frameworks. The work in this area has been good but needs to be embedded over time and only over time the true impact will be more evident.

NIF Key Drivers: <ul style="list-style-type: none"> • Curriculum and assessment • Parent/carer involvement and engagement 	HGIOS4 QIs: <ul style="list-style-type: none"> • QI 1.2 – Leadership of learning • QI 2.2 – Curriculum • QI 2.3 – Learning, teaching and assessment • QI 2.5 – Family learning 	CIQF: N/A
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Outcomes for learners:	Actions/Approaches/Interventions:	PEF:	Measures:	Impact:
Our goal is to enhance our curriculum by organizing outcomes around the Global Goals, providing a diverse learning experience for our students.	Use our existing curriculum framework to identify experiences and outcomes under the broad headings of the Global Goals distributed over the course of the year. Continue our journey towards our Silver Award by embedding the RRS	No	Children will be able to identify links across their learning and feel they have a greater ownership over planning (pupil survey). Parental survey in June 2024 to gauge initial impact.	Yearly overviews now include Global Goals/IDL themes. Most learners are able to make links to Global Goals and RRS across topics and feel more informed than they were before.

<p>Additionally, we aim to improve our confidence in planning and implementing IDL. Our objective is to create a stimulating and relevant program that caters to the needs of our young learners in our environment.</p>	<p>ideologies and practices across our curriculum and planning.</p> <p>Engage families in a meaningful way with their child's learning (parental assemblies delivered by children and use of Seesaw).</p> <p>Involve the children in planning their learning in a meaningful way to ensure the children have a role on leading their own learning.</p> <p>Utilise Plan, Do, Review and Genius Hour to individualise learning even further.</p> <p>Introduce the first 6/8 Global Goals fortnightly/monthly depending on the level of depth and interest.</p> <p>Continue work started in the previous session on talking and listening wherever possible through our new focusses this year.</p> <p>The PT will look ahead and plan which national initiatives we will recognise and where these link to the Global Goals (Children in Need, World Oceans Day, Fair Trade Fortnight etc).</p>		<p>Quality assurance of planning by HT.</p> <p>Learning Walks in Term 4 in session 2023-2024 to focus on this priority.</p> <p>Moderate the effectiveness of our curriculum on a termly basis to reflect on what has worked, where we need to go next and how we plan to get there. Recorded in school self-evaluation book.</p>	<p>GG and RRS assembly themes are being developed to help build a whole school ethos/vision.</p> <p>In Term 4 each class is planning and leading their own fully pupil led project.</p> <p>The HT, PT and CT have engaged in professional learning on Curriculum Design and as a result are developing a Curriculum Rationale more relevant to our current context.</p> <p>Learners in P1-4 are now able to reflect deeper on their learning during Plan Do Review to inform their next steps.</p> <p>Learners in P5-7 have improved their outcomes in Genius Hour ensuring more personalised learning.</p> <p>Learners across both classes demonstrate more of an understanding of how to talk to an audience and deliver content to an audience confidently.</p>
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SCHOOL IMPROVEMENT PRIORITY 2: Effective Planning for Learning

Data/evidence that informs this priority:

- Only 55% of our learners feel confident that they know what to do to make progress in their learning.
- A self-evaluation of QI 2.3 highlighted a need across the school community to raise awareness of where our learners are and where they need to go next in their learning.

Overall evaluative statement:

Although the rise in the number of learners able to state they know what to do to make progress in their learning did not hit 80% in both classes the number of learners in P5-7 who do not know or think they do not know is now 0%. Where at the time of writing P1-4 have not been assessed this is planned for the end of the term.

NIF Key Drivers: <ul style="list-style-type: none"> • Curriculum and assessment • Parent/carer involvement and engagement • Teacher and practitioner professionalism 	HGIOS4 QIs: <ul style="list-style-type: none"> • QI 1.2 – Leadership of learning • QI 2.2 – Curriculum • QI 2.3 – Learning, teaching and assessment • QI 2.5 – Family learning 	CIQF: N/A
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Outcomes for learners:	Actions/Approaches/Interventions:	PEF:	Measures:	Impact:
<p>Our objective is to ensure that both students and educators are well-informed about individual progress and future actions required for academic development.</p> <p>Our aim is to increase the percentage of students who can clearly identify the necessary steps to</p>	<p>Teachers will discuss with their learners where they are sitting in the BGE levels pathway at regular timeframes.</p> <p>Celebrate progress and success in learning with families in a way which highlights where they are in the BGE pathway at times that are out with our normal reporting windows.</p>	<p>No</p>	<p>Children, when asked, will be able to recount where they are in their levels pathways and what they need to do to make progress.</p> <p>Three weekly logged review sessions where learners will be able to demonstrate their understanding of their progress and achievements.</p>	<p>In a June 2024 survey 72% of learners in P5-7 state they know what to do to make progress in class.</p> <p>In the same survey no learners feel they do not know or are not sure how to make progress in class compared to 5% not</p>

<p>make progress to over 80% in each class by June 2024.</p> <p>In a survey conducted during Spring 2023, students were asked if they were aware of how to make progress in class. The results indicated that a significant number of learners were uncertain about the necessary steps required for academic growth.</p>	<p>Work with the support for learning teacher to assess the impact and direction of conversations of those learners who needs extra support to understand their pathways and goals.</p> <p>Termly curriculum focus for teachers to further analyse how they share pupil progress and next steps in different BGE curricular areas. How will this look different in different subject areas etc?</p> <p>PT to liaise with a colleague in the authority who has taken this approach for a number of years.</p>		<p>Monitor staff confidence in BGE data input.</p> <p>Children in P5-7 will be able to identify their own next steps as part of the review process and will have an opportunity to set their own homework in consultation with the teacher.</p> <p>Children in the P1-4 class will be able use the reflective questions and model of Plan Do Review and apply this to other areas of the curriculum.</p> <p>Use Seesaw as a reflective tool across both classes to act as a record of pupil feedback and reflection and as a way of sharing this with families.</p>	<p>knowing and 20% not sure in February 2023.</p> <p><i>At the time of writing no more impacts have been recorded at each teacher plans to hold a 1:1 conversation with each learner to discuss their end of year pupil report card and where they are currently sitting in their level pathway for Literacy and Numeracy. This will continue into next session.</i></p>
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ELC IMPROVEMENT PRIORITY 1: Planning

Data/evidence that informs this priority:

- A self-evaluation by current practitioners indicates that the planning cycle loop is not being fully closed.
- A self-evaluation by current practitioners indicates that planning is not working in the best way it should and is not fit for purpose.

Overall evaluative statement:

This priority has been effective in ensuring planning and practitioner observations are more connected and visible for all Nursery staff to have input on. That has enabled a more connected approach to peedie notes and learning stories and as a result both are more meaningful and relevant.

HGIOELC QIs: 1.2, 2.2, 2.3 & 3.2		Care Inspectorate Quality Framework: 1.3, 3.1 & 4.1	
Outcomes for learners:	Actions/Approaches/Interventions:	Measures:	Impact:
We want planning to record progressions and next steps in learning.	Follow the planning cycle (observations – notes – next steps).	Quality Assurance sessions with the Nursery Manager to monitor progress.	All practitioners report that they are now more able and confident to complete the planning cycle and this is confirmed by professional dialogue with the Nursery Manager.
We want planning to flow more within the session so that planning in the moment is recorded in a working document.	Shift existing planning structures from plans being on a single piece of paper to being on a whiteboard that shows different stages: <ul style="list-style-type: none"> • Black = observations. • Blue = learning. • Red = possible lines of development. 	Weekly reflection sessions (with a little and often approach) to ensure momentum is maintained with tracking progress, planning and learning. Regular self-evaluation sessions to focus on what is working – impact this is having on the learners and how we can address any particular challenges.	All practitioners report that the use of the planning board makes it easier to write up observations, next steps and the different colours make it easier to see at a glance. The planning cycle is being used more effectively and as a result peedie notes and observations

			<p>are linked better and they lead to better possible lines of development.</p> <p>All staff the Nursery are aware of what the children are learning and why they are learning it because of the visibility of the board.</p>
<p>We want to increase engagement with the Early Level Experiences and Outcomes in learner planning.</p>	<p>Engage with Orphir Nursery to share ideas and good practice.</p> <p>Find an appropriate balance of learning stories and peedie notes that compliment and feed into Nursery planning and prevent practitioner duplication.</p> <ul style="list-style-type: none"> • Learning stories = each child to have one Literacy, Numeracy and Health and Wellbeing Learning Story per term with links to Early Level E's and O's identified. • Peedie Notes = continue the as and when approach with peedie notes. 	<p>Schedule collegiate times with Orphir to share good practice in planning and self-evaluation.</p> <p>ELC Teacher to evaluate how we are doing and provide relevant, purposeful and manageable feedback.</p>	<p>Collegiate working with Orphir has resulted in area focussed observations which allows the practitioners to identify gaps in provision engagement and address these accordingly.</p> <p>Learning is now better tracked through a colour coded system in Literacy, Numeracy, Health and Wellbeing & Creativity. This colour coding allows practitioners to track the progress of the children. This ensures that activities can be planned for pre-school learners who are capable of challenge</p>

ELC IMPROVEMENT PRIORITY 2: Tracking & Recording Pupil Progress

Data/evidence that informs this priority:

- Practitioners currently report that the current tracking procedures could be more streamlined and in line with Early Level Experiences and Outcomes.

Overall evaluative statement:

Due to the way tracking is now completed the practitioners are able to give a more accurate picture of the level of progress for each child during Nursery to P1 transition meetings with a body of robust evidence to support their practitioner judgements.

HGIOELC QIs: 2.3 & 3.1		Care Inspectorate Quality Framework: 1.3, 3.1 & 4.1	
Outcomes for learners:	Actions/Approaches/Interventions:	Measures:	Impact:
We want to increase engagement with the Early Level Experiences and Outcomes to track pupil progress.	Introduce learning journals for each child that documents their progression and learning throughout the Nursery.	Quality Assurance sessions with the Nursery Manager to monitor progress.	Progression is more evident in learning journals as the learning is in chronological order. Because of this the learning story for each child is more visible and relevant to the Early Level pathway. Practitioners report that they feel more confident when engaging with the Early Level Experiences and Outcomes and can evidence where they see this being demonstrated by the learners.
We want to increase pupil – practitioner and parent	Build in regular times (as manageable as possible) with the Nursery Manager to review progress in	Schedule collegiate times with Orphir to share good practice in tracking learner progress.	Practitioners enjoyed seeing the different ways that tracking could

<p>engagement with learning and progress.</p>	<p>learning journals and tracking of Early Level Experiences and Outcomes.</p> <p>Use a general floor book within the setting that documents life in the Nursery and is visible for parents to reflect upon.</p>	<p>Parent feedback.</p>	<p>be completed in a different context.</p> <p>10/10 parents surveyed gave positive feedback on the learning journals and many parents were able to comment more accurately on learner progress, development, knowledge and experiences.</p>
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Pupil Equity Funding Report 2023-2024.

Total funding for 2023-2024:	£1,100	Percentage of school roll (%):	19%
Rationale for Spend:	Activities/interventions:	Evaluative statement:	
<p>The rationale for our spend at Stenness is due to our awareness of the current high cost of living crisis which includes heating, food and the pressures of life which as a result could impact the engagement of many of our learners. We will continue to identify and narrow the equity gap for learners.</p>	<p>We purchased a range of resources to help ensure continued engagement in Literacy such as:</p> <ul style="list-style-type: none"> • Digital scanning pen. • Phonics reading books. • Sounds in Focus resource books. • Wordshark subscription. <p>A class teacher also completed further Sounds Write training through an online master class.</p>	<p>PEF spend in 2023-2024 was strategically used to target those children in risk of falling into the equity gap. As a result of this all relevant learners who engaged with PEF resources made some form or progress in line with their own pace on their levels pathway.</p>	

School self-evaluation 2023-2024 using HGIOS4.

Quality Indicator	Evaluation HGIOS4 six-point scale	Evidence
1.3 Leadership of Change	Good	<ul style="list-style-type: none"> • Staff curriculum development days unpicked our curriculum to make sure we are in line with what HGIOS4 says our curriculum should look like but is reflective of the unique context of our school. These development days have ensured both class teachers feel a sense of ownership and empowerment over the curriculum and have created curriculum maps which ensure breadth and coverage with a refreshed curriculum rationale nearly ready for publishing in session 2024-2025. • Practitioner enquiries in Sounds Write (P1-4) and Phonics Development (P5-7) has ensured both class teachers have opportunities to refresh their literacy pedagogies and have done so responsively throughout the year. • Stakeholder views have been gathered regularly throughout the year and as a result of this our 2023-2024 Self-Evaluation & Improvement Planning Floor book is a working document which helps us note change in our school at all levels ensuring continuous improvement.
2.3 Learning, Teaching and Assessment	Good	<ul style="list-style-type: none"> • This year our use of New Group Reading Tests, Parallel Spelling test data and Sumdog diagnostic assessments has helped complement our summative assessment bank and because of this our staff feel they have very good skills of data analysis which are focussed on improvement. • The learning environment and ethos at Stenness is positive and is built on positive relationships. All staff surveyed enjoy working at the school and when surveyed none of our learners feel they are not doing well.
3.1 Ensuring Wellbeing, Equality and Inclusion	Good	<ul style="list-style-type: none"> • Our teaching staff have a holistic approach to GIRFEC and a good understanding of the contributing factors to good wellbeing in our children. This has resulted in 96% of our learners presenting as a 4 or 5 on the Leuven Scale of wellbeing in June 2024. The remaining 4%

		<p>have targets in place to help address their challenges and are making good progress.</p> <ul style="list-style-type: none"> • Our work this year on the UNCRC has included whole school immersion with the rights of the child, P5-7 engaging with an in-depth study of the history of rights, class assembly and whole school assembly focuses, parental communication via Seesaw and displays around the school. As a result we are now on track to achieve our Silver Accreditation in session 2024-2025. • This year we carried out a non-teaching staff survey to assess understanding of GIRFEC, wellbeing indicators and the UNCRC. 43% of non-teaching strongly agreed that they knew what is meant by the wellbeing indicators and what they are for with only 57% strongly agreeing that they are familiar with the UNCRC. This will influence staff training in August 2024 to ensure ALL staff are familiar with and understand their purpose in school for our learners.
3.2 Raising Attainment and Achievement	Good	<ul style="list-style-type: none"> • This year our educators feel better placed to understand individual learner gaps and have been able to successfully implement interventions to help address these. Because of this, in Reading in particular, we have seen the greatest percentage of those exceeding their pathway than we have ever done before with 42% exceeding. • Educators have worked more closely with the SfLT and those learners identified as red are discussed termly to ensure our interventions are strategic and are more targeted. Although the impact of this will be seen more over time 96% of our learners present as a 4 or 5 on the Leuven Scale of Engagement in June 2024 with the remaining 4% working on targets to address their attention and concentration.

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

Self-evaluation using HGIOELC.

Quality Indicator:	Evaluation: Quality Framework	Evidence:
1.3 Leadership of Change	Satisfactory	<ul style="list-style-type: none"> • An extra member of staff has made a positive impact on the Nursery and this has enabled the setting to be a free flow indoor-outdoor nursery. • Self-Evaluation at Stenness nursery is done well but next year could have a great focus on key quality indicators as well as documenting the ethos and life of the Nursery. • The Nursery staff work well as a team across all levels and this means that the children are at the heart of all decisions made. All staff feel listened to and valued with their views taken into account, this makes Stenness Nursery a welcoming and inviting environment where children can grow and reach their potential.
2.3 Learning, Teaching and Assessment	Good	<ul style="list-style-type: none"> • One practitioner completed the Early Years Maths course and because of this more Maths activities have been incorporated in the setting. This has deepened practitioner knowledge in this area of the curriculum and therefore wider ranging experiences are provided. • One practitioner completed the Early Year Outdoor course and as a result the outdoor area has been developed to mirror the areas available inside. There is now more free flow Literacy and Numeracy role play from inside to out and practitioners report that learners utilise the resources more.
3.1 Ensuring Wellbeing, Equity and Inclusion	Good	<ul style="list-style-type: none"> • Colour Monsters have been used to allow the children to explore their own emotions by using the colours to express how they feel. This has resulted in learners who have an increased understanding of their own and others' emotions. • New diversity books have been used in the Nursery to enable our learners to experience different cultures and diversities. As a result of this our learners are more aware that we are all different and unique and these differences are to be celebrated. • Engagement with Fitness Fridays as part of Mindful March gave our learners the opportunity to try a range of different physical activities and follow more complex instructions. • Practitioners have made Stenness Nursery a safe and inclusive place for all learners and this has resulted in the successful engagement of a learner on a variable timetable

		with an identified neurological need and allows that learner to access all areas and resources within the Nursery setting.
3.2 Securing Children's Progress	Good	<ul style="list-style-type: none"> • Continuous provision is available for all learners which allows each child to explore and lead their own learning. • Practitioners follow learner interests which allows them to deepen their knowledge and understanding. • Tracking systems are used well to capture good learning experiences and as a result of this practitioners are able to plan in the moment to meet learners needs. • All practitioners have a sound understanding of each learner and can therefore tailor their learning experience to meet individual needs.

Most recent Care Inspectorate quality grades (Date of grades being awarded):

Quality Care Standards:	Evaluation: CI six-point scale.
1.1 How good is our care, play and learning?	Very Good (2018)
2.2 How good is our setting?	Very Good (2016)
3.1 How good is our leadership?	Very Good (2018)
4.3 How good is our staff team?	Very Good (2016)

Care Inspectorate six-point scale:

6	Excellent.	Outstanding or sector leading.
5	Very good.	Major strengths.
4	Good.	Important strengths, with some areas for improvement.
3	Adequate.	Strengths just outweigh weakness.
2	Weak.	Important weakness – priority action required.
1	Unsatisfactory.	Major weakness – urgent remedial action required.

Education Scotland 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

Language of evaluation:

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

Collaboration and Consultation with our Stakeholders in session 2023-24:

Who?	When?	How?	What? PEF/ScIP:	What did we find out? (Bullet points on key themes):
Staff:	Term 4	Staff Survey	ScIP	<p>What could we do better at next year?</p> <ul style="list-style-type: none"> • Detail actions on the ScIP with dates staggered across the year with progress reviews built in to ensure we make good progress. <ul style="list-style-type: none"> - Our 2024-2025 ScIP will include termly timeframes and possibly delegated responsibility. • Provide development time to develop things. <ul style="list-style-type: none"> - Towards the end of term 1 we will look at allocating two days in term 2 for development like the model we used this year. • Moderation. <ul style="list-style-type: none"> - We will look at pairing up with another school to develop our practices in this area. • Refresher training on chronologies and noting concerns. <ul style="list-style-type: none"> - This will feature in our August in-service training.
Learners:	Term 1	Pupil Survey	ScIP	<p>Our learners would like:</p> <ul style="list-style-type: none"> • Opportunities to do more maths. <ul style="list-style-type: none"> - We offered maths experiences as part of free play, genius hour and plan, do, review. • Opportunities to learn about where our food and other products comes from. <ul style="list-style-type: none"> - In term 4 we offered a Farm to Fork project in response to this. • Fruit to be offered to the older children at snack time.

				<ul style="list-style-type: none"> - We highlighted the offer of fruit at lunch times and make that available as an outdoor lunchtime snack. • 57% of learners surveyed in term 1 felt like they had their voice heard at school. To address the other 43% that feel they do not we created a ‘you said – we listened’ board to highlight examples of pupil voice. In term 4 100% of non-teaching staff surveyed either agreed or strongly agreed that pupils are able to influence decisions made in school.
Parents and carers:	Term 1	Curriculum Information Evening Feedback	ScIP	<ul style="list-style-type: none"> • 100% of parents surveyed found our curriculum information evening useful. <p>What would you like to see more of at these types of events?</p> <ul style="list-style-type: none"> • Maths & STEM. <ul style="list-style-type: none"> - In session 2024-2025 we will hold a similar session on Maths. - STEM will be the focus of our 2023-2024 curriculum showcase event.
	Term 4	ScIP Review	ScIP	<ul style="list-style-type: none"> • All respondents feel that this year they have found out a bit about human rights, how we teach it and links that are made in the curriculum. • The majority of our parents feel that the amount of posts and photos shared by teachers to share learning with home is just right. • The majority of our parents feel that the teaching of the Global Goals has had positive impact with their child/children. • Our parents enjoyed the class assemblies and getting to see what has been going on inside the classroom.

				- We will repeat the class assemblies in session 2024-2025.
Community and other stakeholders:	Term 4	Pupil Support Team Feedback	ScIP	<p>What we do well:</p> <ul style="list-style-type: none"> • Meeting the needs of learners in a bespoke way that is tailored to individuals. • Identifying learners who need extra support and putting suggested strategies into place. <p>What we could do better:</p> <ul style="list-style-type: none"> • Look at our school environment and make adaptations along the lines of the CIRCLE resource. <ul style="list-style-type: none"> - We will use the CIRCLE resource more regularly next year as part of whole staff self-evaluation and peer learning observations. • Further develop our communication friendly environment. <ul style="list-style-type: none"> - We will continue to address the needs of our learners with communication challenges as and when they arise.

Summary of attainment for 2023-2044:

Curricular area:	P1.	P4.	P7.	P1/4/7 combined.
Reading:				88%
Writing:				75%
Listening & Talking:				81%
Numeracy:				75%

General statement:

Due to the low numbers in each cohort of P1, 4 & 7 we are presenting combined data only to protect the identify of individual learners.

Our attainment across all curricular areas, and across all cohorts is good. Our reading data is highest at 88% and this can be attributed to the fact that Stenness are on the journey to be coming a Reading School. We are pleased to have met our school targets in all areas and have exceeded those targets in Reading (88% from a target of 77%, Writing (75% from a target of 58%) and Numeracy (75% from a target of 73%).

Summary of ELC progress for 2023-2024:

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

	Exceeding expected milestones.	Meeting expected milestones.	Not quite meeting expected milestones.	Child is not meeting expected milestones.
Language and Literacy – Listening and Talking:	0%	100%	0%	0%
Language and Literacy – Early Reading:	0%	100%	0%	0%
Language and Literacy – Early Writing:	0%	100%	0%	0%
Mathematical development:	0%	86%	14%	0%
Wellbeing:	0%	86%	14%	0%

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

	Needs are well met through universal provision.	Making progress within universal provision and may need extra support or may need further challenge through next steps and differentiated group planning.	Not making good progress and may require support from a wider team as well as careful planning within nursery to ensure maximum progress.
Language and Literacy – Listening and Talking:	86%	14%	0%
Language and Literacy – Early Reading:	100%		0%
Language and Literacy – Early Writing:	100%		0%
Mathematical development:	70%	30%	0%
Wellbeing:	100%		0%

General statement:

The learners in our nursery are making very good progress in their Reading, Writing and wellbeing within the Early Level. For the majority of the learners their needs are being met through universal provision provided by the nursery team. For the 14% in Reading and 30% in Mathematical development, those are learners who may require extra support and Stage 1 Intervention differentiated planning when they transition to P1. For the 14% who are not quite meeting their expected milestones steps are in place to ensure progress gets made towards these targets.

Care Experienced Children and Young People (CECYP):

There are no CECYP in the school/setting.

School and Early Learning and Childcare Improvement Plans 2024-25.

Summary of the key improvement priorities for 2023-24:

School Priority 1: Maths

School Priority 2: Skills for Learning, Life & Work

ELC Priority 1: Family Engagement

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

We will review the ScIP plan at the time scales indicated and closely monitor and impacts against our initial outcomes. This year we Plan to schedule more staff meeting times for ScIP review to ensure our pace of improvement maintains.

SCHOOL IMPROVEMENT PRIORITY 1: Maths

Data/evidence that informs this priority:

Our self-evaluation of QI 2.3 highlighted that an area in which we need to develop further is that linked to learners receiving high-quality feedback and having an accurate understanding of their progress in learning and what they need to do to improve.

<p>NIF Key Drivers:</p> <ul style="list-style-type: none"> • Parent/carer involvement and engagement. • Curriculum and assessment. 	<p>HGIOS4 QIs:</p> <ul style="list-style-type: none"> • QI 2.2 curriculum. • QI 2.3 learning, teaching and assessment. • QI 2.5 family learning.
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Outcomes for learners:	Actions/Approaches/Interventions:	PEF:	Measures:	Impact:
<p>All learners will be able to talk about their learning in maths and be able to identify progress made in their learning by June 2025.</p> <p>90% of learners in both classes will be able to</p>	<p>Display Learning Outcomes consistently from Heinemann Active Maths in pupil work. (review end of Term 1).</p> <p>Devise and use a Maths Learning Log in both classes to review previous learning and identified next steps. (Term 1 week 3 onwards).</p>	No	<p>Twice yearly update on Seesaw (continual reporting) to show current progress on a piece of work. (Term 2 and Term 3).</p> <p>Regularly review Learning Logs for evidence of understanding learning and planning for personal improvement. (Term 1 week 6 onwards).</p>	
		No		

<p>state if they are at the beginning, within or completing stage of their maths level.</p>	<p>Engage the learners in identifying their progress through their Maths learning pathway. (Term 1 week 6 onwards).</p> <p>Include benchmarks in Maths planning (long term) as well as Es Os (long term) and Learning Outcomes (weekly planning). (Term 1 week 3 onwards).</p>		<p>Monitor retention levels of prior learning for identified learners. (Term 2 onwards).</p> <p>Head Teacher learner self-evaluation sessions. (Term 2 week 6. Term 3 week 6, Term 4 week 6).</p> <p>Head Teacher quality assurance triangulation activity. (Term 3).</p> <p>Maths plan moderation with another school. (Term 2 week 5 onwards).</p>	
<p>All learners will report that their families are able to help them with their learning at home</p>	<p>Hold Maths focus:</p> <ul style="list-style-type: none"> • Curriculum evenings (Term 1 and Term 3). • Class Assemblies (Term 2 and Term 4). • Home Learning (Term 1 onwards). <p>Make explicit the language of the CfE Maths skills and teachers and learners to identify and plan for Maths opportunities across the curriculum. (Term 1 week 7).</p> <p>Make world of work links (Term 3 onwards).</p> <p>Ensure our IDL and cross-curricular plans show planned opportunities for</p>	<p>No</p>	<p>Class teacher observations. (ongoing).</p> <p>Pupil comments. (Term 2 and Term 4).</p> <p>Parental survey analysis. (Term 4).</p> <p>#mymaths (learner self-evaluation) (ongoing). Last month... Last week... This week... My Maths skills... Teacher – learner discussions to identify and discuss skills in Maths across the wider curriculum.</p> <ul style="list-style-type: none"> - Links displayed and highlighted as the year progresses. - Links and transferable skills evident. (Term 3). <ul style="list-style-type: none"> • Review of Learning Logs. (Term 3). 	

	<p>Maths out with Maths lessons. (Term 3).</p> <p>Learners and staff to look out for incidental Maths opportunities eg. during free play and learning outdoors.</p>			
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SCHOOL IMPROVEMENT PRIORITY 2: Skills for Learning, Life & Work

Data/evidence that informs this priority:

Our self-evaluation of QI 2.3 highlighted that we need to record and recognise learners achievements in and out of school more and help them understand how these achievements help them develop knowledge and skills for learning, life and work.

NIF Key Drivers: <ul style="list-style-type: none"> • School and ELC improvement. • Curriculum and assessment. 		HGIOS4 QIs: <ul style="list-style-type: none"> • QI 2.2 Curriculum. • QI 2.3 Learning, teaching and assessment. 		
Outcomes for learners:	Actions/Approaches/Interventions:	PEF:	Measures:	Impact:
For all learners to be able to use and identify meta-skills across the curriculum.	<p>Plan and use the Skills Development Scotland Meta Skills Framework. (Term 1 onwards).</p> <p>Create a skills-based learning pathway to support all children to build upon their prior learning and ensure appropriate progression is constructed around the design principles of Curriculum for Excellence. (Term 2).</p> <p>Utilise relevant aspects of Thinking Skills and Personal Capabilities Framework. (Term 1 onwards).</p> <p>Explore the framework and associated professional reading. (Term 1).</p>	No	<p>Skills pathways reviewed and evaluated by staff. (Term 4).</p> <p>Self-Evaluation sessions with learners. (Term 4).</p> <p>Observations. (Term 3).</p>	

	Allocate three staff meetings to Meta Skills deep dive and analysis: <ul style="list-style-type: none">• Self-management (Term 2).• Social Intelligence (Term 2).• Innovation (Term 3).			
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Pupil Equity Funding Plan 2024-2025.

Total funding for 2024-25:	£1,225	Percentage of school roll (%):	19%
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Rationale for Spend:	Activities/interventions:	Evaluative statement:
<p>The rationale for our spend at Orphir is due to our awareness of the current high cost of living crisis which includes heating, food and the pressures of life which as a result could impact the engagement of many of our learners. We will continue to identify and narrow the equity gap for learners.</p>	<p>Support for learning assistant interventions:</p> <ul style="list-style-type: none"> • Reading aloud. • Reading for pleasure. • Interventions to help comprehension skills. <p>Head Teacher interventions:</p> <ul style="list-style-type: none"> • Attendance monitoring and reporting. • Triangulation activities with learners and class teachers. <p>Class Teacher Interventions:</p> <ul style="list-style-type: none"> • Identify genuine gaps through diagnostic assessments and plan school/home learning activities accordingly. 	

NURSERY IMPROVEMENT PRIORITY 1: Family Engagement

Data/evidence that informs this priority:

- Feedback from the learning folders self-evaluation suggested that parents would like to see the folders more often and although they are always there for them to come in and look at our families were either not aware of that, did not have time to do so or chose not to.
- Continuing on from the pandemic we want to ensure that parents feel included and valued in the nursery environment at Stenness.

NIF Key drivers:	HGIOELC or CI QIs: <ul style="list-style-type: none"> • QI 1.1: Self-evaluation for self-improvement. • QI 2.5: Family Learning. • QI 3.1: Ensuring wellbeing, equality and inclusion. • QI 1.4 Family engagement.
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Outcomes for learners:	Actions/Approaches/Interventions:	Measures:	Impact:
For the learners and their families to engage with learning folders on a regular basis and add to these with a particular focus on Numeracy.	<p>All staff to engage with Care Inspectorate practice note: Me, my family and my childcare setting and self-evaluate our strengths and areas for development. (Term 1 week 2).</p> <p>Invite all parents to an open session where the rationale behind learning folders is explained and ideas are shared and examples given on how families can engage with these. (Term 1 week 4).</p> <p>Encourage parents to share photos on Seesaw that allow us to record and share learner wider achievements at whole school celebration assemblies as well as in their learning folders. (Term 2 onwards).</p>	<p>Self-evaluation and practitioner initial feedback in September 2024 to June 2025.</p> <p>Parental survey (Term 1 week 1) to assess confidence using learning folders. Repeated in June 2025 to assess impact of the priority.</p> <p>Review learning folders after the October holiday.</p>	

	<p>Create a learning folder calendar (and key yearly dates/information) which details when folders go home throughout the year, including holiday periods with an accompanying reminder of what to add to the folders. (Term 1 week 4).</p>	<p>Schedule informal parent meetings to help identify and overcome any barriers to photo sharing as and when.</p> <p>Learner feedback recorded in self-evaluation book.</p>	
<p>For learners and their families to engage in learning together and recognise the importance of being physically present in the learning process whilst learning through Literacy.</p>	<p>Offer stay and play sessions once a term to extended family members so that everyone can feel the importance of playing together and the benefits this has. (Term 2 week 1).</p> <p>Allocate one day a fortnight (Fortnightly Family Friday) to extended family members to come into our nursery and read stories to, or with, the children. (Term 2 week 2).</p> <p>Nursery staff to implement story sacks that can be provided for families to sign out and learn together using books, puppets, puzzles, songs and games. (Term 2 week 1).</p> <p>Nursery staff to record a video for sharing on Seesaw which explains the story sack, how to use it and the benefits this has for learners. (Term 2 week 1).</p>	<p>Sign-up sheets will indicate the uptake and families will get the opportunity to leave feedback on the experience.</p> <p>Practitioner observations and verbal feedback from family members.</p> <p>Invite families to send photo evidence of the engagement with the story sacks which can then be added to their learning journals.</p> <p>Parents will acknowledge when they have viewed the video and story sack sign out sheets will indicate uptake.</p>	

		Learner feedback recorded in self-evaluation book.	
For family members to help others deepen their knowledge and understanding of the wider world through their own identity and experiences, creating a family centred culture using the recognise, relate and reflect approach.	<p>Complete an audit of what parents or extended family members can offer us in terms of wider learning throughout the nursery year. (Term 1 week 4).</p> <p>Seek opportunities to invite parents to school events where their skills or knowledge may enhance or support the learning experience or topic being explored. (Ongoing).</p>	<p>Analyse uptake and reach out to the wider community if there is limited uptake.</p> <p>Parental survey (Term 1 week 1) to assess confidence using learning folders. Repeated in June 2025 to assess impact of the priority.</p>	

Care Experienced Children and Young People (CECYP):

There are no CECYP in the setting.