



**Orphir and Flotta Community Schools
Standards and Quality Report 2022-23
and
School Improvement Plan 2023-24**

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National and Orkney Islands Council (OIC) Local Priorities

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

Standards and Quality Report 2022-23.

The context of the school:

Orphir Community school is a bright and spacious building that was opened in 1997. It is scenically located in front of the Orphir hills and overlooks Scapa Flow. The school is at the heart of the Orphir village and serves the local Orphir parish. This year we have a Nursery class, P1-3 class, and a P4-7 class. Flotta is a satellite class of Orphir, and we have strong links together. Our 2 pupils from Flotta join us every Thursday and Friday and the Flotta staff work effectively and collegiately across both settings. As we are a Community School the building is used by various community groups on evenings and weekends. Our outside grounds are attractive and welcoming, and the children benefit from large grassy and woodland areas as well as a play park and netball court with various markings. The school has a linked Head Teacher with Stenness Community School and is well staffed. The Principal Teacher, Class Teachers, Support for Learning Teacher, ELC staff, and Support for Learning Assistants work well with the Janitor, Clerical, Auxiliary, School Meals team and visiting specialists to help make Orphir a welcoming and fun place to be.

<p>Vision: Flourish and grow into the person that you want to be.</p>	<p>Values: Creativity. Kindness. Respect. Teamwork.</p>
<p>Aims: At Orphir Community School, we want our learners to:</p> <ul style="list-style-type: none"> • Learn in a supportive and creative environment. • Discover a love of lifelong learning. • Achieve their full potential. 	<p>Curriculum Rationale: We want the children of Orphir 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.

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| | <ul style="list-style-type: none">• Have the confidence, awareness, and information needed to help them make positive future life choices.• See learning in all contexts as fun, purposeful, and challenging. |
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How successful were our improvements – progress made with the priorities from our 2022-23 School Improvement Plan?

SCHOOL IMPROVEMENT PRIORITY 1:

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 caused by TPJ and the assessment and moderation process.
- Authority evidence shows there is a lack of planned assessment within Listening and Talking and therefore evidence to determine the levels the learners achieve in the BGE.
- We recognise the need for rigorous and robust moderation of teaching and learning pedagogies and assessment methods.

Overall evaluative statement:

Although we recognise that more needs to be done to fully develop practice in this area, staff are keen to wave robust Listening and Talking approaches into their practice in the coming session.

Next steps:

- Next session we will plan for Listening and Talking opportunities across the year for all learners in areas such as class talks and children leading assemblies.
- We will audit what we already do and ensure a greater emphasis is placed on high quality assessment and recording of Listening and Talking.
- Aim for all children to have made good or better progress in their Listening and Talking level pathway.
- Aim for more than the current 6% of learners across the whole school to be exceeding their level pathway in Listening and Talking.

Outcomes for learners:	Actions/Approaches/Interventions:	Measures:	Impact:
<p>Increase practitioners' confidence in teaching, planning, and assessing listening and talking.</p> <p>Engage with the local authority talking and listening programme to share good practice and moderate talking and listening approaches.</p>	<p>Practitioners completed phase the authority wide development programme and took a lead in their trio groups to drive forward Listening and Talking pedagogies.</p> <p>Practitioners shared their experiences in collegiate sessions and engaged in constant dialogue</p>		<p>Practitioners increased their knowledge and understanding of how to plan, teach and assess listening and talking and are keen to carry this development into next session as part of our teaching and learning improvement priority.</p>

<p>Improve attainment in Listening & Talking with 29% of learners across the school exceeding their level pathway.</p>	<p>with 'what is working' and 'how can we overcome challenges'.</p>		<p>Practitioners now have a greater understanding and awareness of the resources available to support the teaching and assessment of talk and listening.</p> <p>Real opportunity has arisen to make links between the practitioners existing pedagogical knowledge and current practices in school.</p> <p>Staff are looking forward to engaging more fully with improving the attainment of talking and listening in the coming session including making our own targets more realistic and manageable for all as our initial target of ensuring 29% of learners across the school exceeded their level pathway. However, 97% of learners are on track, or exceeding their level pathway in listening and talking.</p>
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SCHOOL IMPROVEMENT PRIORITY 2:

The curriculum.

Data/evidence that informs this priority:

- Out staff Self-Evaluation of Quality Indicator 2.2 from HGIOS4 presented a grading of 'Good'.
- This evaluation highlighted specific areas for development and improvement, and we recognised the need for a refresh in approach and rationale.

Overall evaluative statement:

This year we are proud to have achieved our Bronze Rights Respecting Schools award and are on the way to achieving Silver. Our new approach to IDL trialled in Term 4 was a success and the initial impact of this has been that learners feel they have more ownership over what they learn, and this has led to greater coverage of experiences and outcomes.

Next steps:

- Engage in regular curriculum coverage dialogue with the Head Teacher to ensure a balanced curriculum is being covered where the children are truly engaging in a wide range of experiences and outcomes.
- Devise clear links to literacy and numeracy when planning and tracking next year's curriculum levels.
- Engage with the other IDL models to ensure a balance of teacher led, pupil led, and combined models are engaged with.

Outcomes for learners:	Actions/Approaches/Interventions:	Measures:	Impact:
<p>Widen our approach to our IDL curriculum and engage learners with experiences and outcomes wider than those of literacy and numeracy.</p> <p>Increase teacher planning structures of IDL to suit the challenges of a multi-composite class.</p> <p>Develop IDL planning to plan for greater skills development across the E's, O's, and</p>	<p>Completed the Rights respecting Schools Bronze Award.</p> <p>Spent collegiate time identifying what we do well in our curriculum and clearly identified where we need and want to go.</p> <p>Worked with Educational Psychologist to support children and staff on literacy interventions.</p> <p>Identified those learners requiring support and timetabled this on need.</p>		<p>More children are receiving the targeted support that they need, and teachers report a noticeable improvement in their progress.</p> <p>The collegiate approach ensures that all learners are evaluated and prioritised on a needs basis to target our interventions in a right person, right time approach.</p>

<p>Benchmarks and progress this into other areas.</p> <p>Involve out learners at the planning stages to ensure their curriculum is personalised and follows genuine interest.</p> <p>Develop a broad and balanced curriculum map that feeds into a refresh plan that focuses on identified strengths and areas for improvement.</p>	<p>Termly ASN meetings involving all teaching staff to ensure our interventions were timely and relevant.</p> <p>Engaged with Northern Alliance IDL seminars – what is IDL and IDL co-design.</p> <p>Devised our own IDL recipe and three models that are bespoke to Orphir and ensure greater coverage of CfE E’s and O’s.</p> <p>Explored literacy and numeracy pathways to help identify pupil progress within each CfE level for literacy and numeracy.</p>		<p>A clear vision is in place for what our thematic teaching will look like in session 2023-24 with a focus on three different models of IDL delivery that focus on pupil planning.</p> <p>The language of rights is beginning to become visible throughout our school community as we work through the action plan towards our Silver award.</p> <p>Initial feedback suggests that pupils are enjoying leading learning and staff report that many E’s and O’s are covered with the children getting a broader curriculum experience.</p> <p>Staff report that pupil engagement with thematic teaching has increased as they have more ownership over what they are doing and thus having higher interest levels.</p>
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SCHOOL IMPROVEMENT PRIORITY 3:

Safeguarding and Child Protection.

Data/evidence that informs this priority:

- Our staff Self-Evaluation of Quality Indicator 2.1 from HGIOS4 presented a grading of 'Good'.
- We recognised the need for systems and processes within the school for child protection and safeguarding to be implemented and embedded.

Overall evaluative statement:

This year has seen us improve and strengthen existing practices with more robust systems in place with regards to safeguarding and child protection. We are proud that our school is safe and welcoming for all.

Next steps:

- Continue to make Child Plans a more working document that are used by all.
- Incorporate the language of rights across the school as we embark on our journey to Silver.
- Consider parent sessions on child protection and safeguarding.
- Face-to-face child protection training (to supplement iLearn) at the start of each academic year, focussing on child protection policy, procedures, and any legislation changes.

Outcomes for learners:	Actions/Approaches/Interventions:	Measures:	Impact:
Devise Child Protection procedures and systems that are robust, clear, accessible to all staff, and are woven into a policy that signposts staff to their roles and responsibilities. Improve our whole school attendance percentage to authority average or better – 95%.	Wrote a child protection and safeguarding policy in consultation with all staff. Trained staff on the use of pastoral notes. Introduced noting concerns forms and a system and process for logging and reporting concerns. Developed a child protection display board to share important information, procedures, and contact details.		Our attendance has remained steady at 95% throughout the year. We continue to engage positively and proactively with those who present attendance challenges. Our staff are more confident using noting concerns forms and pastoral notes to record concerns. We are confident that our understanding and practices with

<p>Target learners with a termly attendance of less than 95% and for whom we cannot account their absence.</p> <p>Use the Child Plan review process in a way which engages all professionals and ensures they are a working document.</p> <p>Ensure admin and clerical staff are consistent with their input of absence data coding.</p> <p>Monitor wellbeing and engagement scores on the Leuven scale and ensure that 90% of Child Plan targets are achieved.</p>	<p>Reviewed monthly whole school and individual pupil attendance reporting to identify individuals requiring intervention in line with OIC policy.</p> <p>Redesigned our ASN document and approach to ASN meetings to link with child plans, BGE tracking codes, and attendance involving all staff.</p> <p>Remodelled our approach to child plan meetings using the wellbeing indicators to ensure targets set were child focussed and reviews were scheduled at regular timeframes.</p> <p>Staff training with Imogen Kerr on trauma related practices.</p>		<p>child protection and safeguarding have improved.</p> <p>94% of learners in P4-7 feel safe or sometimes feel safe in school.</p> <p>100% of learners in P4-7 feel the adults in the school sometimes or always treat them with respect.</p>
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Collaboration and Consultation with our Stakeholders in session 2022-23:

Who?	When?	How?	What? PEF/ScIP:	What did we find out? (Bullet points on key themes):
Staff:	Ongoing.	Staff meetings.	ScIP	<ul style="list-style-type: none"> • The staff are happy with the direction that the school is heading. • The leadership team do not feel micromanaged.
Learners:	Ongoing.	Mindful March. Assembly feedback.	ScIP	<ul style="list-style-type: none"> • The number of pupils aware of why good wellbeing is important has increased this year. • More pupils are aware of how they can improve their wellbeing.
Parents and carers:	Term 3. Term 1.	HGIOurS4 Teaching and Learning theme. Vision, Values, and Aims consultation.	ScIP	<ul style="list-style-type: none"> • All who engaged with the survey agreed that learning is challenging and enjoyable. • All who engaged with the survey agreed that our school provides a range of opportunities that matches their children's interests and aspirations. • As a link school with Flotta, more should be done to include them in other activities. • The school is a supportive environment. • The school is friendly, welcoming, and inclusive.
Community and other stakeholders:	Term 4.	Educational Psychology.	ScIP	<ul style="list-style-type: none"> • A robust review and planning session helped us refresh our approaches to child plan meetings for the coming session.

Summary of attainment for 2022-23:

Curricular area:	P1.	P4.	P7.	P1/4/7 combined.
Reading:				100%
Writing:				100%
Listening & Talking:				100%
Numeracy:				100%

General statement:

Attainment across the whole school is very good with 97% of all learners on track to achieve their next level in their numeracy, reading, writing and listening and talking pathways.

Care Experienced Children and Young People (CECYP):

There are no children who have experienced care in the school/setting.

School and Early Learning and Childcare Improvement Plans 2023-24

Summary of the key improvement priorities for 2023-24:

School Priority 1: Effective Teaching and Learning – Inclusion.

School Priority 2: Effective Teaching and Learning – Writing.

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 HGIOS4, HGIOURS?, HGIOELCC?, National Care Standards.

SCHOOL IMPROVEMENT PRIORITY 1:

Effective Teaching and Learning – Inclusion.

Data/evidence that informs this priority:

- A self-evaluation of Quality Indicator 3.1 highlighted that inclusion is an area where there needs to be a greater whole school focus to ensure that our learners genuinely feel safe, healthy, achieving, nurtured, active, respected, responsible, and included.
- Within the last academic year at least 20% of our families have reached out with concerns that their child/children are struggling to learn successfully at school because of issues stemming from outside school.

NIF Key Drivers: Teacher and practitioner professionalism; Parent/carer involvement and engagement.		HGIOS4 QIs: 2.1 Safeguarding and child protection; 2.5 Family learning; 3.1 Ensuring wellbeing, equality, and inclusion.	
<p>Outcomes for learners:</p> <p>We would like to develop a whole school approach to sharing our wellbeing and where our learners sit within the Zones of Regulation, ensuring all staff have a better understanding and appreciation of the wellbeing story of each child.</p> <p>Zones of Regulation has already been trialled with a few pupils and we feel a whole school approach would add consistency in terms of language used, interventions and expectations.</p> <p>80% of our learners score as 4 or below on the wellbeing Leuven Scale. We would like all children to move up the Leuven Scale with</p>	<p>Approaches/Interventions:</p> <p>Roll out Zones of Regulation (ZoR) across the whole school from September onwards with training from IK and IS.</p> <p>Whole staff engagement with ZoR in August staff meetings focussing on ZoR toolkits. Whole school display showing staff toolkits for ZoR.</p> <p>Develop pastoral notes to log wellbeing successes and concerns to share in ASN meetings that ensures the right information is passed to all staff through staff meetings and dialogue.</p>	<p>Measures:</p> <p>Build in fortnightly reflection lessons and strategies that engage the children with reporting on how they feel with their learning and emotions in and out of school. Reflection @ Orphir.</p> <p>Monitor the Leuven Scale teacher perceptions of each child's wellbeing on a BGE reporting period timeframe and compare if these change with the use of the GMWP to help target interventions.</p> <p>Use ASN meeting to reflect on pastoral notes and child plans to ensure concerns are actioned and successes are recognised.</p>	<p>Impact:</p>

<p>a view to 50% of each class scoring as a 5 by June 2024.</p>	<p>Devise a way to make child plans a true working document that engages all staff to ensure each child receives the help and support that they need at the right time.</p> <p>IK and JK will deliver staff input on pupil voice to capture the voice of the child prior to child plan meetings to ensure their needs and feelings are fully captured.</p> <p>Regular ZoR updates to parents through newsletters.</p> <p>For those children scoring low on the wellbeing Leuven Scale use the GMWP questionnaire to dig deeper into individual feelings and emotions and monitor progress and interventions. Staff training may be required here.</p>	<p>ZoR self-evaluation in June to assess parental, pupil, and staff impact.</p>	
<p>We would like to create a school nurture zone as currently we have no designated or safe nurture space defined for those children who have an identified neurological need or identified reason for retreat. These needs lead to heightened situations and</p>	<p>Revamp (paint, bean bags, tents, lights) the existing library space to make it fit for purpose as an inclusive nurturing and wellbeing space for children to retreat to when needed.</p>	<p>Monitor the Leuven Scale teacher perceptions of each child's engagement on a BGE reporting period timeframe.</p> <p>Class pre intervention assessments to focus on the factors which cause children to</p>	

<p>responses which require them to regulate their emotions before they are ready to learn.</p> <p>Teachers report that the number of children needing to retreat or needing help with regulation is high. We would like the strategies and wellbeing space to be used independently over time.</p> <p>Within the school we would like 50% of our pupils to move up a number on the Leuven Scale of engagement.</p>	<p>Develop scripts with staff that have a shared and common language to de-escalate heightened situations that have a consistent approach to regulation. Support staff to engage with the Education Scotland support pathway to help add further reinforcement to scripts.</p> <p>Devise a range of co-constructed help strategies (by pupil and teacher) that can be accessed in the nurture space to help children regulate.</p> <p>Staff to visit other nurture spaces in the authority to view good practice.</p> <p>Staff to analyse and reflect on the circle resource (and others signposted by pupil support) for inclusive pedagogy to ensure their learning spaces and practice is fully inclusive and feels like home.</p>	<p>become disengaged with their learning. Review before and after interventions.</p> <p>Staff self-evaluations on their own teaching spaces that reflect inclusive approaches.</p> <p>Introduce a 'Playground Chatter' section for the newsletter that highlights and reflects a positive ethos and nurturing approach to heightened situations in the playground.</p>	
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SCHOOL IMPROVEMENT PRIORITY 2:

Effective Teaching and Learning – Writing.

Data/evidence that informs this priority:

- Teaching and learning features in all of Orkneys schools across session 2023-2024 as inspired by in-service training delivered by Bruce Robertson, author of ‘The Teaching Delusion.’
- A review of our school systems highlighted a gap in literacy and numeracy pathways.
- The same review highlighted that our school has no robust writing framework.
- Standardised data reporting the number of learners exceeding their pathway in writing (38%) is not reflected in teacher professional judgement (6%).

<p>NIF Key Drivers: Teacher and practitioner professionalism; Curriculum and assessment.</p>	<p>HGIOS4 QIs: 1.3 Leadership of change; 2.2 Curriculum; 2.3 Learning, teaching, and assessment.</p>
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<p>Outcomes for learners: We would like to implement a whole school writing programme or structure as this is an identified gap in our curriculum reflection.</p> <p>Across Orphir & Flotta 88% of our learners are on target to achieve the next level in their level pathway but with only 6% exceeding. By June 2024 we would like to increase the number of those exceeding their level pathway to 25% across both schools.</p>	<p>Approaches/Interventions: Critically evaluate timetables to ensure a focus on high quality teaching of writing is protected.</p> <p>Develop literacy pathways to track all pupils individual writing pathway in line with BGE tracking statements.</p> <p>Devise a writing programme that shows progression across the three CfE levels.</p> <p>Develop the P1-3 Story Of The Week to consider best practice in the teaching of writing, pupil feedback, next steps and</p>	<p>Measures: Cold pieces compared to hot pieces to show impact.</p> <p>Learning conversations with children to check their awareness of what they are doing well, how they need to improve, how they can improve and their knowledge of where they are in their level’s pathway.</p> <p>Learning Walks with a focus on writing.</p> <p>Head Teacher quality assurance of the teaching of writing, planning, and pupil work.</p>	<p>Impact:</p>
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	<p>assessment is for learning strategies.</p> <p>Extend the teaching of Sounds Write to our P3 learners whilst managing multi composite classes.</p> <p>P4-7 (& Flotta) to engage with the Talk 4 Writing approach to consider best practice in the teaching of writing, pupil feedback, next steps and assessment is for learning strategies.</p> <p>Develop marking and feedback strategies that encompass self-marking, peer marking, teacher marking and feedback.</p>	<p>BGE tracker 1:1's with Head Teacher and QIO.</p>	
<p>Ensuring meaningful engagement with QI 2.3 Learning & Teaching to ensure best practice is evident across all classes.</p> <ul style="list-style-type: none"> • Theme 1: learning and engagement. • Theme 2: quality of teaching. • Theme 3: effective use of assessment. 	<p>Co-create toolkits to reflect each theme and WAGOLL in each theme as part of our QA process for the areas below:</p> <ul style="list-style-type: none"> • Planning. • Learning walks. • Pupil evidence. • Reflecting on practice. <p>Collegiate sessions with Stenness to focus on:</p>		

<ul style="list-style-type: none">• Theme 4: planning, tracking, and monitoring.	<ul style="list-style-type: none">• Moderation (VL).• AfL TLC (JD).• Sharing good practice in writing (CT).		
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