Dunrossness Primary School

Standards and Quality Report for Academic Year 2009/2010
Dunrossness Primary School – Standards and Quality Report 2009/2010

This report is produced as part of the process of school self-evaluation to help assure that the education provided at our school is of the highest quality for the children, parents and community we serve. This report will also contribute to Shetland Islands Council Schools Service’s annual report and to the Scottish Government’s report on standards and quality in Scottish schools.

The School and its Context

Dunrossness Primary School is situated in the South Mainland of Shetland and is an associated primary of Sandwick Junior High School, Sandwick. Our catchment area includes the communities of Levenwick, Bigton, Quendale, Boddam and Virkie. The school is non-denominational and caters for pupils at all primary stages. The school has a Nursery with provision for 20 children in each session. The roll in session 2009/10 was 112 and 29 children were enrolled in the nursery class.

There were six full time equivalent class teachers as follows:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Taught by</th>
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<tbody>
<tr>
<td>Primary 1</td>
<td>Miss Laura Whyte</td>
</tr>
<tr>
<td>Primary 2/3</td>
<td>Miss Valerie Hughson</td>
</tr>
<tr>
<td>Primary 3/4</td>
<td>Mrs Helen Moar</td>
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<tr>
<td>Primary 5</td>
<td>Mrs Maureen Blyth</td>
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<tr>
<td>Primary 6</td>
<td>Mrs Sandra Hay</td>
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<tr>
<td>Primary 7</td>
<td>Mrs Rachel Bell until February 2010 then Mrs Rachel Bell and Mrs Andrea Henderson from February 2010 to July 2010</td>
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Additional Support Needs during 2009/10 was led by Ms Gina Scanlan until February 2010 when Mrs Andrea Henderson returned from maternity leave. Ms Scanlan then enjoyed a part-time secondment to the Schools Service working on Curriculum for Excellence, supporting the work of schools in planning of assessments and in producing resources for Learning and Teaching Scotland’s National Assessment Resource (NAR). During this time, Mrs Bell backfilled 0.6 FTE in Primary 7 as well as providing 0.3 FTE in P1 as Probationer Support and 0.1 FTE in P6 to release Mrs Hay in her role as probationer mentor.

Nursery provision continued with Miss Fiona Duncan as Nursery Teacher and Mrs Carol Wadley as Nursery Nurse. The Nursery operates in conjunction with the Primary 1 class as our Early Stages Unit and is registered with the Care Commission for 40 pupils over two daily sessions.

The school had two part-time Classroom Assistants, Mrs Violet Casey and Mrs Kelly Edwards, two Supervisory Assistants, Mrs Casey and Mrs Jaqueline Jamieson, two full-time ASN Auxiliaries, Mrs Emma Graydon and Mrs Leona Smith and a part-time ASN Auxiliary, Mrs Stella Smith who have worked throughout the school with various classes as directed by the school’s management team. Mrs Miriam Birnie deals with school administration matters in her role as Clerical Assistant and the Devolved School Management Officer for the South Mainland Cluster, Mrs Nancy Budge, based in Sandwick Junior High School, assists with financial and staffing matters.

Mr John MacKenzie, Head Janitor, and Mr Kevin Harper, part-time Assistant Janitor, continued to ensure the school was kept in excellent condition with Mr MacKenzie continuing to take responsibility for many IT tasks and in assisting staff with IT issues. Whilst Mr MacKenzie took an extended period of leave, Mr Steve Lamming was employed as janitor.
Head Cook, Mrs Edith Hutchison, and Kitchen Assistants, Mrs Jane Flaws, Mrs Kate Goudie and Miss Katherine Henderson prepared and cooked our nutritious and delicious school meals. Mrs Sherry Bowden and her team of cleaners, Mrs Jeanette Murdoch, Mrs Kim Lobban and Mrs Leona Smith kept the school clean and tidy.

The school was led by Ms Lesley Simpson as Head Teacher and Ms Gina Scanlan as Acting Principal Teacher until Mrs Andrea Henderson returned from maternity leave in February 2010.

There were also several visiting teachers and instructors who added value to the children's school experience. We enjoyed weekly visits from specialist teachers of art, Ms Fiona Burr (2 days per week); music, Mrs Annalie Irvine (2 days per week); and P.E. and swimming, Mrs Joan Smith (2.5 days per week). All the children in P3 and up had lessons from a peripatetic instructor in knitting, Mrs Marion Poleson (1.5 days per week) and some children also benefited from tuition in piano from Mrs Moira Peteson, traditional fiddle from Ms Eunice Henderson, brass from Mr Roy Hughson, woodwind from Mrs Jane Morton, accordion from Mr Peter Wood and guitar by Mr Stevie Hook. Knitting tuition in Shetland Schools came to an end in June 2010 and Mrs Poleson was redeployed into another Shetland Islands Council post. Mrs Annalie Irvine left on maternity leave in November 2009 and after two unsuccessful attempts to recruit to the post, music was provided by Ms Joy Duncan on an ad hoc arrangement.

The School’s Chaplains, Rev. Ian Thomson and Rev. Charles Greig visited periodically and along with other guest speakers, led whole school assemblies.

The school ran a very successful Breakfast Club led by Mrs Kelly Edwards and hosted an Out of School Club in one of the outbuildings. The Out of School Club was taken over by the Schools Service in April 2010 and is now managed by Ms Simpson. The day to day running is carried out by Mrs Pamela Bennett who is assisted by part-time workers Mrs Mary Moncrieff and Mrs Anne Murray. A number of after school clubs were run throughout the year and the school was host to the local Boys' Brigade, Girls' Brigade, The Sandyburn Singers and Dunrossness Community Council.

The school has a very supportive Parent Council representing the Parent Forum and working with the school on a number of initiatives. We continue to have very good links with parents, the local community and increasingly, with the global community.

A HMIe (Her Majesty’s Inspectorate of education) inspection was carried out March 2009 with the report published in June 2009. This included an inspection of the school’s Health Promotion including the nutritional value of the meals provided through the school’s canteen.

A joint HMIe/Care Commission inspection of the Nursery class was carried out as part of the above process.

The school's devolved controllable budget for the financial year 2009/10 was £20,534.
Priorities and Targets from Previous Report.

The priorities and targets taken from the previous report fed into the self-evaluation materials used to inform the School Development Plan (SDP) for 2009/10. These priorities were taken forward over the year. Progress on targets from 2009/10 can be found in the School Development Plan for 2010/11.

How Evidence was gathered.

Evidence for this report has been gathered from a wide variety of sources including parental feedback, Parent Council members, pupils and staff of the school, pupils' performance in PIPS Assessments, pupils' class work, teachers' plans, assessments and reports and quality assurance observations in the classroom. The school's audit based on the Quality Indicators (Q.I.s) in "How Good is Our School?" has also been used to provide evidence for this report.

We had objective sources of evidence from QIO visits throughout the year and from the HMIE inspection published in June 2009.

This year's Standards and Quality Report is based around the quality indicators from 'How Good is Our School 3?' part 3 of HMIE's 'Journey to Excellence' series and the benchmark for performance measurement in Scotland's schools.

Progress on the Key Areas

1. Key Performance Outcomes
   1.1 Improvements in performance.
   1.2 Fulfilment of statutory duties.

How are we doing and how do we know?

Our attainment was very good during 2009/10 particularly in Reading and Maths. This was the first year of our implementation of Curriculum for Excellence and one aspect of this is the move away from National Assessments in reading, writing and maths as the method of benchmarking the success of our pupils and consequently of our school. Due to the cessation of use of National Assessments through our full implementation of Curriculum for Excellence, it is more difficult to look at broad statistics and the actual value added to each individual child's learning becomes our focus. To measure this attainment, we have in place a number of assessments in class and have used the data from Accelerated Reader, from Scottish Heinemann Check Ups and from PIPS to give some quantifiable data.

Some pupils with particular learning needs have specific targets set for them - Individualised Educational Programmes (I.E.P.s). These set out very clear targets for the individual child to attain, who is responsible for the targets, how the targets will be achieved, etc. All children with I.E.P.s have made very good progress towards meeting their targets with some exceeding expectations. If your child has an I.E.P., it will have been discussed with you during your parent interviews or within your child's progress report. Children with a lesser degree of ASN have a school based ISP (Individual Support Plan) to ensure their specific needs are being met.

Baseline assessment of all Primary 1 pupils was undertaken using PIPS (Performance Indicators in Primary Schools). Children entering school can be given this assessment at the beginning and the
end of Primary 1. Raw scores are recorded and sent to Durham University where national standardisation takes place. The scores sent back give a value-added assessment for each child after their first year in school and enable us to compare our progress against that of other schools in Shetland and nationwide. Our results show we are achieving above the national average overall.

Pupils at all levels of the school regularly exercise responsible citizenship and leadership. Pupils in Primary 6 and 7 completed a play-leader programme taught by the Active Schools Coordinator for the South Mainland, and led playtime games and activities for children in the lower primaries at playtime and lunchtime. Pupils also exercised democracy in their election of the Eco-school Committee, the Healthy School Committee and the Pupil Council. We have achieved our second eco flag and the foundation level in the British Council’s International Schools Award.

Pupils and staff have achieved success in many other aspects of learning such as musical exams, sporting accomplishments and through courses passed and certificates achieved. Successes and achievements are celebrated at monthly Celebration Assemblies, a Celebration display in the school and at the end of this report.

Priorities in our School Development Plan (SDP) have had a measurable impact on improving the achievement, well-being and experiences of all learners at the school.

The devolved budget was used to fund improvements prioritised in the SDP and a number of outside sources of funding were utilised including Community Council Grants, Global Classroom funding, Parent Council grants and funding from Learning and Teaching Scotland to allow staff to develop resources for the National Assessment Resource. We were also successful in securing monies to allow a member of staff to take part in a placement at an International mentoring conference in Santa Cruz. Additional central funding was used to revamp the old computer suite into a quiet Common Room for P7 and to replace the curtains in the hall and furniture in our music room whilst a great amount of fundraising and successful grant applications have funded work on improving the outdoor areas of the school into spaces which will be used for outdoor learning.

Every effort is made at all times to ensure that the school and staff comply with and actively engage with all statutory requirements. Staff have attended training regarding Child Protection, Administration of Medicines, the Additional Support for Learning Act and the Scottish Schools (Parental Involvement) Act and used this to inform and change their practice.

**What are we going to do now?**

- Continue to improve standards of attainment, particularly in writing;
- Create new tracking systems to meet the demands of Curriculum for Excellence;
- Attain our third eco schools flag;
- Attain full International School Status;
- Become a Fair Trade School;
- Continue to use the school budget to best effect and make good use of outside sources of funding for particular projects such as a number of improvements to our outside learning areas.
2. Impact on Learners

2.1 Learners' experiences

2.2 The school's success in involving parents and carers.

How are we doing and how do we know?
Pupils are motivated and keen to learn. In consultation sessions and in written feedback, they report that they enjoy lessons, understand what they are learning and are happy in school. They have been able to report positively on some of the differences teachers have made to their learning by introducing ideas such as No Hands Up, Traffic Lights, Two Stars and a Wish, etc. Classroom observation and work scrutiny provides evidence of our pupils' motivation to learn, the high expectation of teaching staff and the quality of feedback pupils receive.

All our class teachers and some visiting teaching staff have taken part in peer observations of their teaching as part of our involvement in the Tapestry initiative. This has helped in developing some standardisation across the school and has improved aspects of our team working as well as increasing knowledge and understanding of Assessment is for Learning as an integral part of our practice.

Cooperative Learning continues to be an important teaching tool in all classrooms with activities taking place which allow children to develop their social skills alongside their academic learning. All teaching staff have had the opportunity to attend recall days and found these have reinvigorated their use of these tools in the classroom. Pupils report that they enjoy cooperative learning activities in many curricular areas.

Pupils have been encouraged towards more independence in their learning particularly in the upper stages where personalisation and choice, proven motivators, are utilised to great effect in environmental studies and in homework projects, for example. We have also developed peer tutoring to allow P1s to work with P5s on a Glow project, P2/3 to work with P6 on Paired Reading and P3/4 to work with P7 in ICT tasks. Pupils enjoyed learning with each other and gained a number of skills in this collaboration.

Attendance figures for the year were slightly up on last year at 96.19% (2009/10 = 96.02%). Authorised absences were again down slightly at 3.04% (2009/10 = 3.50%) but unauthorised absences were up at 0.77% (2009/10 = 0.48%). These are mostly due to parents taking children out of school for family holidays.

Parents and the wider community have played vital roles in supporting pupils and the work of the school over the year with involvement in school events and activities, assisting with work in the school grounds, working in the polytunnel particularly over the holiday periods when a rota of volunteers kept all the produce well-watered, helping during trips, at after-school clubs and during fundraising events. Parent Council assisted in improving the openness of the school to all by providing refreshments and a crèche facility and conducting a survey at the Parents' Evenings in October and March. A fully parent-run Golden Time when parents ran a number of activities inspired the Pupil Council to organise and run a fully pupil-led Golden Time which was also a real success.

A workshop to explain the changes in education with the implementation of CfE was held in the school led by Mrs Maggie Spence. This was reasonably well attended and the materials used were added to the school website for others who had been unable to attend, to view. As teacher
workload was high due to the changes in topics, planning, learning and teaching, assessment, recording and reporting and both the Principal Teacher and Head Teacher being class committed during terms 3 and 4 meaning they were not available to cover classes to release teaching staff, we did not produce any other materials for parents. We continued to provide good information on each term’s learning and teaching and developed our termly reports to give information on more aspects of learning.

Parents received termly information regarding curricular work and homework for each class, two formal meetings with class teachers, three written termly reports on their child’s targets as well as on the progress towards meeting the previous term’s targets and a final very comprehensive end of year report. Parent meetings were very well attended with alternative arrangements made for those parents unable to attend their scheduled meetings. The Head Teacher has an open door policy which is regularly taken up by parents wishing to share information regarding their children, changing circumstances and concerns. Any complaints and concerns are dealt with as timeously and sensitively as possible.

What are we going to do now?
- Continue to develop AifL through participation in a second year of Tapestry CPD;
- Increase the number of parents involved in the Parent Council via a recruitment drive.

3. Impact on Staff
3.1 The engagement of staff in the life and work of the school.

How are we doing and how do we know?

Although our staffing compliment has been cut dramatically over the last couple of years, we have risen to the consequent challenge of larger, composite classes and the enormous changes necessary due to Curriculum for Excellence in the organisation and management of learning and teaching.

Staff in our school are highly dedicated and hard-working individuals who continue to show great commitment to our pupils. This was seen as a strength of the school in the recent HMIe inspection report and is a key factor in the standard of education enjoyed by our pupils.

Friday morning briefings are attended by all our permanent staff every week giving an opportunity to learn about what colleagues will be participating in, activities taking place in classes, any visitors to the school for the week ahead and an opportunity to share success or ask for help with specific issues such as items for the school website or helpers to run Fruity Friday. With Single Status, this is now part of our support staff’s working time and has been incorporated into our teaching staff’s Working Time Agreement.

The information discussed in our weekly staff briefing is also given in paper form to other groups of staff not present at that time such as the Ness out of School Club, kitchen staff, cleaning staff and visiting instrumental instructors. This ensures that everyone is able to see at a glance what is happening in the school. All staff take responsibility for communicating, consulting and sharing information with colleagues.

Staff meetings are very well attended and allow consultation, discussion and focussed working on curricular and welfare matters. These meetings are timetabled and work to be carried out is in line with the timescales in our School Development Plan. Regular meetings have also taken place for the
Nursery team and the Ness out of School Club with Ms Simpson, the ASN team with Ms Scanlan/Mrs Henderson and for the instrumental and music staff led by Mrs Irvine. These meetings have been effective in achieving a willingness to work together to improve the experiences of our learners and the rest of our school family. Tapestry meetings have been timetabled to help all staff to attend. Almost all aspects of school-life are consulted on with staff influencing and supporting change to improve the quality of learning and teaching and school experience for all.

Some members of staff continue to take forward certain developments within the school. Mrs Graydon runs the school library, Mr MacKenzie has responsibility for the maintenance of the school website and Mrs Smith and Mrs Graydon run Fine Motor Skills classes and ‘Let’s Move’ classes for children who need a little support in developing aspects of their learning. Mrs Casey and Mrs Smith take responsibility for the day to day running of our All Stars groups. Mrs Hay, Miss Duncan, Miss Hughson and Ms Scanlan have taken a rolling chairmanship of our Tapestry group sharing the load successfully and helping to spread aspects of good practice throughout the school.

All teaching staff and support staff have engaged in relevant professional development with great success including training on medical matters and Child Protection as well as centrally organised in-service courses.

Mrs Hay supported and mentored our probationary teacher to full registration by the GTC Scotland as well as undertaking training towards Chartered Teacher status.

Mrs Bell, Miss Whyte, Mrs Smith and Ms Burr attended Cooperative Learning training with Ms Chris Ward.

Ms Anne Forrest from SMART delivered Interactive Whiteboard training in our school to most of our teaching staff.

Mrs Kelly Edwards finished her HNC in Early Education and Childcare and graduated in August 2009.

Mrs Casey and Mrs L. Smith attended training in Emotional Literacy. Mrs Graydon and Mrs Casey both successfully completed an SVQ2 in Supporting Learning and Teaching.

Most of our teaching staff attended a Masterclass with Professor Dylan Wiliam in preparation for work organised by the Tapestry Partnership on Assessment is for Learning. This has been a great success in our school and we hope to continue with this into 2011.

Mrs Sandra Hay took part in a Scottish Continuing International Professional Development (SCIPD) symposium on Coaching and Mentoring Teachers in Curriculum for Excellence in Santa Cruz. She gained great insight into how mentoring of newly qualified teachers is conducted in America and has fed back her findings to the Head of Schools. She will soon present her work as a speaker at a similar symposium in Stirling in November 2011.

Ms Simpson and Ms Scanlan contributed to a sharing good practice event regarding Recognising Achievement.
Ms Scanlan attended training in Emotional Resilience and Nurturing, Child Protection and a variety of ASN courses as well as continuing her training towards Chartered Teacher status. She was also seconded part-time to the Schools Service to help Shetland schools to work on the new National Assessment Resource.

Ms Simpson continued to serve on the SIC ICT Strategy Group, the Members/Officers working group for the Blueprint for Shetland Schools, the Skills for Learning, Life and Work Group and LNCT (management side).

Miss Hughson sits on the LNCT for the Union side and attended the EIS Annual conference in Perth in June 2010. She has also been elected to the EIS Council.

Mrs Morton and Ms Simpson currently sit on the Service’s Music Festival Working Group.

Ms Simpson took part in a Quality Assurance visit to Skerries School on behalf of the Schools Service and completed independent observations of two probationers in Sound and Sandwick schools.

We welcomed staff from Brae, Bressay, Sound, Sandwick, Fair Isle and Bell’s Brae Schools to share good practice whilst our staff visited Anderson High School, Sound, Brae, Burravoe, Uyeasound, Whalsay, Bell’s Brae, Aith and Scalloway.

What are we going to do now?

- Develop moderation activities within the school and the South Mainland cluster as well as with some other schools in Shetland;
- Improve leadership, learning and teaching across the school by taking part in the Leading for Understanding and Teaching for Understanding CPD opportunities in collaboration with Harvard Graduate School of Education being offered by the Schools Service during 2011;
- Continue the work of our Tapestry TLC throughout the school.

4. Impact on the Community

4.1 The school’s success in working with and engaging with the local community.

4.2 The school’s success in working with and engaging with the wider community.

How are we doing and how do we know?

The local community and environment is used to great effect to enrich the learning experiences of our pupils. By providing a wide variety of hands-on, active learning opportunities, focusing on real-life situations and utilising the expertise of the parent group and wider community, we continue to enhance the overall learning environment of our pupils.

Members of the local community are actively involved with our school. Pupils have visited local amenities such as the Shetland Croft House Museum, Old Scatness, Baptist Church, Sumburgh Lighthouse and the RSPB reserve at Sumburgh Head as well as various habitats throughout the South Mainland to carry out environmental science work.

A wide range of community representatives have been involved in delivering lessons, giving practical advice and facilitating learning from life. Examples include Mr Tony Mockford teaching a course in First Aid to Primary 5 and Primary 7, Mrs Linda Davies and our work on becoming a Bird Friendly School and Mr Peter Woods to play bagpipes in Early Stages Unit for their Round the World topic.
In conjunction with the Ness Learning Centre, we have organised a series of Family Learning Saturday workshops on subjects such as bird watching, scrapbooking, card-making, photography using pin-hole cameras, Family History, Make Do and Mend, etc. Mrs Joan Smith has also run Saturday morning table tennis clubs that have been extremely popular and termly Saturday Athletics competitions for the South Mainland children attended by up to 70 primary children and in which many of our parents have helped out.

Our learners have visited a wide variety of sites in Shetland throughout the year to add value and meaning to their classroom experiences.

Over the year, we have successfully built up links with a number of schools including continuing to take part in the Global Ambition project funded through the Global Classroom. In November 2009, Ms Simpson, Mrs Bell and two of our Primary 7s Cara Steven and Caitlin Munro travelled to New Jersey to stay with a host family and spend some time in school at Montgomery Lower Middle School. Cara and Caitlin presented a PowerPoint they and the class had worked on, telling the American children about Shetland and then more specifically about the South Mainland and life at Dunrossness School. Both girls did a wonderful job answering many varied questions from a large audience of their peers. They both gave a short performance on their fiddles playing traditional music that was enjoyed by all. During the time in New Jersey, the group visited Philadelphia to see the Liberty Bell and Independence Hall. They also had the opportunity to visit the Statue of Liberty, Ground Zero and take a trip up the Empire State Building in New York. Finally we were lucky enough to join the Montgomery School classes on a heritage tour of Princeton where we learned about the many waves of immigrants who settled in the town, the pushes and pulls on the population over time and how to find evidence of our heritage in the environment around us. This has linked very well with the work Primary 7 are completing regarding their heritage and we hope, once technology can be trusted, to increase our communication with these classes.

In November 2009, Ms Scanlan, Kieran Flaws and Lucy Simpson from Primary 7 went to Edinburgh to present our heritage work as part of the Learning and Teaching Scotland Homecoming 2009 Conference.

A recent development has meant a link with a school in Maine is imminent through a successful application for funding in America in conjunction with Professor Gerald Bigelow who has conducted research on the effects of climate change on populations in the South Mainland during the 16th and 17th Centuries. His work led to a team from Bradford University carrying out an archaeological dig at Brew near the school in May/June 2008. The team hope to return with Mr Bigelow in May/June 2011 and the school will be involved in a number of ways including taking part in the dig itself.

Involvement with a British Council project in Jamaica has been planned and we hope to welcome teaching staff to our school and homes in November 2010 with a reciprocal visit to Jamaica taking place in February 2011. This is in the very early stages of planning.

We achieved a British Council Foundation Level Award in International Education and have submitted our application for an Intermediate Level Award.

Information and learning has been shared using Glow and Glowmeet with Danestone Primary and Papdale Primary. Two projects were successful in helping our teachers and pupils to use Glow in learning and teaching. We exchanged a bear called Scooter who had a number of adventures at all three schools with the children posting information, photos and stories about his adventures onto.
Glow. P3/4 successfully presented their work on Vikings to the children in Danestone Primary using Glowmeet. The children in Danestone had learned a song about the Vikings and sang it back to our pupils. They all thoroughly enjoyed this experience and we hope to use Glow more widely over the coming year.

A link with Brading Primary School in the Isle of Wight has been developed with the help of Mr Bob Kerr as part of his work leading up to the Island Games in 2011. Primary 6 created and sent posters full of information about Shetland to the school that Mr Kerr kindly delivered whilst on a fact finding tour. He brought back some materials from Brading and we hope to expand on these initial steps over the coming year in the run up to the Games.

School events are always very well attended by not only families of children at the school but the wider community too. Residents of Overtonlea Care Centre were welcomed to the school to enjoy the children’s Christmas performances. Our instrumentalists visited the Centre at Christmas to play carols for those attending the day care facility as well as those clients living in the centre and the staff.

We have welcomed work experience students from both Sandwick J. High and Anderson High School. We also helped with an assisted work experience placement for a pupil in Sandwick taking a vocational pathway.

**What are we going to do now?**

- Develop knitting project with Overtonlea Care Centre;
- Continue to develop our links with Montgomery Lower Middle school in New Jersey, Papdale and Danestone in Orkney and Aberdeen;
- Develop link with school in Maine and the next stage of Professor Bigelow’s project;
- Host Jamaican visitors in November and take part in reciprocal visit for the British Council;
- Achieve Intermediate Level Award in International Education from the British Council and begin working towards a Full accreditation;
- Develop Isle of Wight link with Primary 6 using blogs and email to communicate;
- Continue to pursue a link in the Rift Valley in Africa through our Crofting Connections work;
- Continue to explore the possibilities of Glowmeet in learning;
- Continue to nurture links with other schools in Shetland such as Bell’s Brae and Brae.

5. **Delivery of Education**

5.1 The curriculum.
5.2 Teaching for effective learning.
5.3 Meeting learning needs.
5.4 Assessment for learning.
5.5 Expectations and promoting achievement.
5.6 Equality and fairness.
5.7 Partnerships with learners and parents.
5.8 Care, welfare and development.
5.9 Improvement through self-evaluation.

**How are we doing and how do we know?**

The curriculum in Dunrossness Primary School follows national advice contained in the Experiences and Outcomes outlined in the Curriculum for Excellence. There are a number of entitlements that
must be adhered to and we have worked hard to ensure our curriculum design mean these are met for every child. We have used the Experiences and Outcomes in all eight areas of the curriculum throughout the year and have built up our knowledge of how these outcomes can be met through the ethos and life of the school, through cross-curricular or interdisciplinary work, through teaching discrete subjects and through developing opportunities for personal achievement.

The planning process was completely overhauled after an exercise involving all teaching staff. This has given a clear structure to yearly and topic plans. Maths and numeracy plans continue to follow the SHM scheme with additions linking to other curricular areas. Language plans for reading have been developed as have planners for RME and technologies.

Teaching and learning continue to be monitored by the Head teacher in a number of ways including classroom visits. These occur on a formal basis 2 times per year, and help to spread good practice throughout the school. The Head teacher regularly teaches each class on a rota basis to allow class teachers to consult with the ASN teacher. This opportunity allows monitoring of classroom management, behaviour and ethos. Jotters and pupils' work are also monitored regularly by the Principal Teacher and the Head Teacher. Mrs Christine Geldard from the Education Authority monitors the work of the nursery twice during the year and Mrs Maggie Spence, QIO, visits the school termly to monitor the quality of specific aspects of our work.

The Head Teacher also monitors the quality and content of teachers' planning termly and the Record of Work for each class at the end of each term along with a variety of other aspects of school-life to ensure the standard of learning and teaching is the highest we can achieve. This helps with our self-evaluation and ensures that aspects of learning and teaching such as provision of active learning, personalisation and choice and Assessment is for Learning are being developed in all our classrooms.

Classroom observations, monitoring of planning and of records of work and pupil feedback show that there is an increase in active learning throughout the school with participation in planning by pupils having a big impact in what is taught and learned as well as in the activities that facilitate this. A continuation of cooperative learning tasks in all classes is also evident with no drop off due to all teachers undertaking training and attending recall days when available. Our participation in Tapestry has reinvigorated learning and teaching with all teaching staff and some peripatetic staff involved and all reporting how they value this CPD and how it has impacted positively on their practice.

Due to the working practices within the Early Stages Unit, our nursery children are very familiar with the Primary 1 classroom and staff so there is no further need for transition activities except to ensure parents are aware of and happy with the arrangements for starting school. To this end, Ms Simpson and Miss Hughson held an evening meeting to welcome this group of parents to the school, to show them the materials the children would be using, explain how aspects such as early reading, phonics and numeracy would be taught, give advice as to how parents could help their children with their learning and to invite questions. Most parents attended this meeting, and engaged with the process. A New Entrants handbook was produced that gave information regarding the new curriculum as well as all necessary information for starting school.

Parents of pupils beginning nursery were offered a Home Visit from Miss Duncan and Mrs Wadley prior to their child starting nursery to allow the children to meet the staff in the safety and comfort of their own home. The uptake of these visits was high and feedback was very positive. A
new handbook for children beginning nursery was also produced giving information on the work of the Unit and how parents can help their child with learning at home.

Primary/Secondary liaison continued with Pupil Support and ASN staff from Sandwick Junior High School visiting Dunrossness on a number of occasions. Enhanced transition procedures were put in place for pupils whom we identified as being likely to benefit. These were very successful prior to transition and involved the pupils visiting the new ASN department in Sandwick weekly, supported by our ASN auxiliary, Mrs Emma Graydon. Due to the success of a similar session last year, Mrs Henderson led a CPD transition meeting with staff in Sandwick Secondary department to assist in transfer of information to help our pupils with their move. This session was again very well received by secondary staff. A new format for passing on information electronically was created by Mrs Miriam Birnie and then shared with the rest of the cluster. This format allows for the sorting of information into register and class groups making it more manageable for Secondary.

Our Primary 7 children visited the secondary departments at Sandwick Junior High School on four mornings during summer term to partake in a range of lessons from Science to French. They took part in a mapping skills day at Voxter Centre with the P7s from the other schools in our cluster and spent an outdoor activity day in their future registration classes with Mr Pete Richardson from the SIC Outdoor Activities team.

The learning climate throughout the school is stimulating and challenging with most pupils focussed on their class work. Some pupils need a little more support to sustain concentration and attention at times and it is hoped that the level of support staff will be maintained next year and targeted towards these pupils.

Additional Support for pupils was constantly reviewed and utilised to best effect. The timetable was modified regularly after consultation between staff to ensure pupils' needs were being met. Parents were informed if their child was receiving additional support and IEPs were shared with the pupil and their parents before being implemented.

We continued to open a GIRFEC (Getting It Right For Every Child) process for a number of children in the school who had a number of different agencies involved in their ongoing care and assessment. This system is quite labour intensive and is still mostly initiated by the Schools Service but has certainly been of benefit in promoting better joined up working between agencies.

Our classroom assistants and ASN auxiliaries have provided invaluable assistance in supporting all the children's learning, raising attainment and in improving the quality of the children's school experience.

Mrs Graydon and Mrs Leona Smith take six weekly courses of intensive motor skills work, 'Let's Move', for some pupils who have been identified by either the class teacher or PE teacher as being likely to benefit from such work. The children carry out a series of exercises specifically designed to their needs. These activities help with both gross and fine motor skills and practical application of listening skills and focused attention.

Mrs Henderson, Mrs Violet Casey and Mrs Smith have organised and run two groups, The Allstars, to help pupils with emotional literacy and accessing the curriculum. One of these groups focuses on helping some younger pupils with aspects of talking and listening, working in groups and issues of self-confidence whereas the group which is running for older pupils emphasises group skills,
building relationships with others and working on their individual social and emotional health and wellbeing. These groups have been monitored closely and evaluated by staff from the Psychological Services team. Our staff will be working with the Educational Psychologist to deliver an In-service session to other schools about our groups and how to set up and run emotional literacy groups to benefit the learners.

Our pupils are very confident and are interested in their learning. Self evaluation exercises with P5, 6 and 7 showed a high level of AifL techniques being used across the classes - such as use of lolly sticks for 'No Hands Up', Think Time, Walt and Wilf, Phone a Friend, Traffic Lights, Self and Peer assessment. They also showed good use of Cooperative Learning, problem solving across the curriculum and pupil voice in some aspects of learning and teaching.

No 5-14 National Assessments were used to assess progress but a wide range of assessment information collected through formative and summative methods was used to help pupils to set targets and measure individual progress against the CfE experiences and outcomes. PIPS data was also used to give a value added indication of progress for pupils in P1, P3, P5 and P7. Pupils in P4 and P7 took part in the development of testing materials for the Scottish Survey of Attainment (SSA) in literacy. This gave all teaching staff an insight as to how the Scottish Government is thinking about assessment.

Recording and tracking of coverage and progress through experiences and outcomes was developed to allow information to be passed on to other teachers about learning that had taken place.

Parents are provided with a comprehensive report annually, three shorter termly reports, two evening parent appointments, an open day and many other opportunities to informally receive information regarding their children. A home-school diary is provided for all children as a vehicle for 2-way communication between home and school. By P5, we expect pupils to take more ownership of their school experience and share this with their parents. We developed guidelines for the use of this diary after comments received at the Parents’ Evenings in March 2008. Parents were provided with a wide variety of information letters throughout the year. At the end of each term, we produced a newsletter written by pupils and staff about their work, visits and visitors we had welcomed. These were sent out to all families, staff, our councillors and the Schools Service and were very well received by all.

It is our policy to create a positive learning environment within classrooms, by setting high standards for achievement and by motivating pupils by the regular use of praise and reward systems. Promoting positive behaviour and rewarding good work has two benefits in that it gives clear encouragement to those receiving the praise and it also shows others in the class an example of what is expected of them. A variety of methods to achieve this are incorporated into all teachers’ classroom management and the school as a whole. Everyone takes responsibility for maintaining a high standard throughout the school. Whole School Golden Time on Friday afternoons is used as a positive behaviour incentive and by keeping Golden Time ‘golden’, it works very well for most pupils most of the time. It has also helped to break down barriers across year groups as the children mix with those in other classes to enjoy a wide variety of activities led by school support and teaching staff as well as some outside agencies.

This year, our Pupil Council organised and led a complete menu of Golden Time events. They researched which activities pupils would like to participate in, organised appropriate adults to assist and sourced the resources they would need before completing the necessary paperwork and
carrying out the activities. They did an excellent job and thoroughly enjoyed the extra responsibility. This is an event we will repeat in future years.

All our staff have a clear understanding of their roles and responsibilities in the care and welfare of the children in our school and are fully aware of the Shetland Islands Council Interagency Child Protection Procedures.

All pupils and staff have had opportunities to give their opinions of our work, what they think is good and what we need to be better at as well as the chance to give their thoughts as to how we can do this. Pupils were asked specifically about aspects of learning and teaching this year to help feed into information gathered in this respect from our teaching staff. The results of these exercises have been used throughout this report.

**What are we going to do now?**

- Some areas of health and wellbeing need to be structured as well as some areas of RME - these would form mini-topics to run along-side the major termly topics;
- Develop planners for learning of writing, talking and listening skills development;
- Continue to develop new activities and experiences for our pupils, involving them in decisions about their learning and ensuring they learn how to reflect on how and what they have been taught;
- Continue to participate in Tapestry to further develop use of formative assessment in learning and teaching;
- Develop moderation throughout Nursery to P7;
- Continue to explore ways of recording assessment information;
- Develop our own assessments in line with the NAR;
- Further develop our Achievement folders to become a multipurpose personal learning plan and evidence file showing pupils' growing ability to recognise their own achievements and methods of documenting them.

6. Policy Development and Planning

6.1 Policy Review and Development

6.2 Participation in Policy and Planning

6.3 Planning for Improvement

**How are we doing and how do we know?**

There has been little policy development throughout the year with the school adopting Schools Service and Shetland Islands Council policies as they are issued. This has not been seen as an area of priority as the bulk of our time has gone into our actual core business of learning and teaching and implementing Curriculum for Excellence.

Some work was carried out in deciding the structure and content of Learning and Teaching guidelines at the beginning of the year then this priority was put on hold as local and national guidance continues to develop particularly with respect to assessment, personal learning planning and the recognition of achievement.

We are committed to communicating, consulting and engaging with staff teams, learners and parents and have developed systematic arrangements for this. Staff, learners and parents are confident in contributing ideas, expressing concerns and making suggestions. Recent consultation opportunities have included consultations of pupils by our three learners' committees, Tickled Pink
and Green for Growth at Parents' Evenings, work in classrooms, questionnaires for support staff, visiting specialists and instrumental instructors, staff meetings and a learning and teaching audit as well as work on Building the Curriculum 4 and an audit of our progress in implementation of Curriculum for Excellence in general.

**What are we going to do now?**

- Complete and implement policy and guidelines on Learning and Teaching for staff in line with a Curriculum for Excellence;
- Continue to review and develop care and welfare policies as appropriate.

7. Management and Support of Staff

7.1 Staff sufficiency, recruitment and retention.
7.2 Staff deployment and teamwork.
7.3 Staff development and review.

**How are we doing and how do we know?**

During 2009-10, we remained stable with 6 classes due to the provision of a fully funded Probationer Teacher, Miss Laura Whyte, who taught P1. Our 6 classes included a split in P3 giving us a P2/3 and a P3/4. It is proposed that in 2010-11, our pupil numbers are such that we will reduce to 5 classes with a greater number of composites and split years. As we move towards National Staffing levels, we would remain in this bracket for the foreseeable future.

The Head Teacher and Principal Teacher both supported work in Primary 5 by taking a group each for daily maths lessons, something that they both enjoyed and that helped to raise attainment.

Single Status agreements brought a slight increase in our clerical and support hours as staff opted to take an increase in hours rather than a cut in pay as part of the Settlement.

Support staff and ASN staff are deployed primarily to meet the needs of the pupils and to ensure all teachers receive some support. ASN timetables are reviewed and changed termly to ensure those with the greatest need receive the most help.

The Head teacher covered classes to allow meaningful consultation between class teachers and the ASN teacher. A short minute of each meeting ensured that all involved in the learning and teaching of each class were kept informed and aware of each other's responsibilities. These minutes were shared with the Head teacher who was then able to follow up concerns, discuss these with the relevant staff and involve outside agencies when necessary.

All teaching, visiting and support staff have received a professional review meeting in May or June with Mrs Henderson. Staff development was well planned, matched to identify individual and school needs and drew on local opportunities. Staff learning and professional development is collaborative and collegiate with our staff coming together throughout the year to share understanding and engage in joint staff development on common priorities and practices. We have worked very well through a number of curricular, learning and teaching and care and welfare developments together ensuring joint ownership and high levels of participation.

**What are we going to do now?**

- Continue our Tapestry TLC;
- Take part in the new opportunities offered by Leading for Understanding and Teaching for Understanding initiatives in collaboration with Harvard Graduate School of Education.

8. Partnerships and Resources

8.1 Partnerships with the community, educational establishments, agencies and employers.
8.2 Management of finance for learning
8.3 Management and use of resources and space for learning.
8.4 Managing information.

How are we doing and how do we know?
The Parent Council has supported the school very well. We have involved members in supporting our communication tree for emergency school closure and at evening events in helping with refreshments and providing crèche facilities. The Parent Council also helped in planning Gardening Days to tidy up the polytunnel, building a raised bed for our tatties project, assisting in gardening projects and planting trees in the school grounds. They have also organised Christmas parties, a St. Valentine’s Dance and end-of-term discos for P1-4 and P5-7. The Parent Council organised an annual highly profitable and successful Sunday Teas in the Bigton Hall during June raising money for the School Grounds projects. Minutes of meetings were displayed in the local shops, in the school foyer and on the school website. The Parent Council has been very proactive in the ongoing Blueprint for Education debate and have attended meetings regarding this and the move to paying for Instrumental Tuition.

The school has maintained very effective links with a number of health service, social work and educational professionals. These services work together very well in Dunrossness Primary to support our pupils and often meet with pupils and parents within the school to deliver their services. Child-Smile, a new dental health initiative was piloted in our school. This gave health professionals an opportunity to meet all our Nursery, P1 and P2 children twice in the year to give them a new treatment designed to help protect their teeth from decay. Our school dental health results are very good compared to other schools in Shetland.

Developments on the SDP are costed and requisition items are ranked by necessity. Monthly budget monitoring assisted by the Devolved School Management Officer, Mrs Nancy Budge, has ensured full use was made of the allocated budget in good time. Funding is sought from outside sources whenever possible. The Parent Council has bought funding books to assist in applying for outside funding for a variety of projects the school is developing.

Our school buildings, including our swimming pool, are secure, safe and maintained to a high standard. Health and safety aspects of accommodation and facilities have been regularly scrutinised with any hazards identified and addressed through risk management. We have implemented relevant health and safety legislation and have been responsive to new initiatives, policies and procedures as necessary.

Our school, including classrooms, social areas, corridors and playgrounds, provides a safe, enjoyable and stimulating environment for learning, social and leisure activities. We have appropriate spaces for classes, staff, storage, display and learners’ social provision. The computer suite was refurbished to give space for a small common room for Primary 7 using additional funding and Primary 6 and 7 classrooms were repainted during holiday periods by Mr MacKenzie. A new security door was fitted outside Nursery to allow children to go to the toilet safely and independently.
Classroom and corridor displays of learners' work fully support learning and teaching, provide opportunities to celebrate learning and help us to share our learning with other pupils, staff, parents and visitors to the school.

Our outdoor areas have been improved dramatically this year. Our garden area is now complete with new raised beds built and planted up with tatties from local crofters as part of a 'genetics' experiment. The polytunnel was planted up again after repairs to damage caused by the October 2009 gales. There was mixed success with the produce and some further work may have to be done in selection of crops to cultivate. More bulbs were planted by all children in the school in aid of Myasthenia Gravis and a very successful Gardening Day was held when parents, pupils and staff prepared the area and tidied up the established Nature Garden.

The play area and the desired equipment have been planned and sourced via consultation undertaken by the Pupil Council throughout the school and plans have been drawn up by a parent. A subgroup led by Parent Council member Mr Jim Beattie, has taken plans through the initial stages of consent and a number of events organised by the Parent Council have added funds to the Play Area account.

The wild wooded area has been prepared, planted and maintained by the Shetland Amenity Trust through funding raised in school and a Community Council grant obtained by the Parent Council. Mr Raymond Mainland has helped organise this work with us and after planting in Term 4, this area is already becoming well established. A fence recently built using materials bought through a Zetland Educational Trust grant, donations from local businesses and work by the school and Parent Council will hopefully provide much needed shelter to help this area quickly become an exciting outdoor learning area.

There has been no progress on installing a renewable energy source. Preliminary investigations into the most suitable energy sources have been carried out by John Simpson at the SIC Energy Unit and consultants from the mainland.

What are we going to do now?
- Continue with fundraising for play area;
- Begin work on introducing a renewable energy source to the school;
- Add further links to specific sites on the internet where parents can find information about aspects of learning and teaching.

9. Leadership
9.1 Vision, values and aims.
9.2 Leadership and direction.
9.3 Developing people and partnerships.
9.4 Leadership of improvement and change.

How are we doing and how do we know?
Our Vision, Motto and Aims were revised last year and are embedding into the ethos of the school. We need to continue to ensure these aims are central in all the work we do.

We strive for continuous improvement in all aspects of school life. Staff regularly enrich the learning and teaching in their classrooms with ideas, resources and educational research they bring to staff meetings and to their practice from planned development time or from their personal CPD.
Formal monitoring and evaluation of learning and teaching has taken place with forward planning, classroom and Record of Work monitoring, work scrutiny, and tracking of individual attainment and achievement. Moderation of children's work will be a focus for this work in 2010/11 as well as finding ways to track the progress of each individual child in a meaningful yet manageable way.

A School Development Plan was formulated from the priorities identified in the self-evaluation exercises and in consultation with stakeholders and shared with Parent Council and school staff. Priorities for the next three years were set. Each priority is accompanied by a fully costed and resourced detailed action plan. The full SDP is available from the school on request or from the school website.

The school practises democratic systems throughout, helping to maintain good teamwork and collegiality. All staff contribute to developing and improving the school and the experiences of those within it. A programme of team meetings has been organised for 2010/11 to help ensure groups of staff have an opportunity to work together and to voice their suggestions, ideas and concerns.

We have hosted a number of visitors from Learning and Teaching Scotland during the past year who are very interested in the work we are doing here on Curriculum for Excellence, Planning, Assessment, Health Promotion and in the Early Stages Unit. We have been asked to contribute to a number of their projects and have assisted in the trialling and development of the new Assessment Resource.

What are we going to do now?
- Development of Ness Out Of School Club as part of the school;
- Develop methods of tracking;
- Develop standards for moderation of learners' attainment.
- Continue to develop Assessment is for Learning, CFE and the use of new technologies as appropriate for our learners and teachers.

Achievements and Special Events.

Many of our successes and achievements have been mentioned in the body of this report. This section summarises those not already acknowledged and gives an idea of the range of visits the learners have made out of school through the year as well as the variety of visitors we have welcomed into the school to enhance the children's learning. This list is not exhaustive and we apologise if anyone has been inadvertently left out.

Mrs Patti Dinsdale, Miss Dawn Manson and Miss Jacqui Moar from the SIC Environmental Health department aided Primary 5 with work on Food Hygiene through an interesting programme 'Mission Possible'. This involved parents and guardians as some of the work was done in the home.

Outdoor Activities staff led by Mr Pete Richardson organised a day of adventure for Primary 7 at the beginning of the year and then as part of our transition activities took pupils from the three South Mainland Schools in their future registration classes out on team building activities. These were thoroughly enjoyed by all - the encouragement the pupils give each other during these activities is a real sign of their growth into effective contributors and responsible citizens.
Mr Harry Rose assisted all primary classes at some point throughout the year in delivering environmental science work and led field trips to carry our investigations of local habitats.

Mrs Angela Hopwood supported Early Stages staff in improving oral hygiene and promoting correct methods of tooth-brushing.

Closer to Nature workshops were delivered to all classes by Ms Anne O’Brien from Dynamic Earth in Edinburgh.

Gerry Cambridge, poet and photographer, visited P6 to work creatively in both language and art disciplines.

Due to other schools pulling out, we were lucky enough to be offered another chance to work with Scottish Opera, this time on a production called ‘Fever’. Having taken part in ‘The Wild West’ last year, we jumped at the chance and soon P4 and P5 were working with children from Sandwick and Cunningsburgh schools along with Mr Andy Ross from Yell on their pieces. They then worked with artistes from Scottish Opera to learn and then perform their work to an audience of invited guests and parents in the Cunningsburgh Hall.

After school clubs over the course of the year included dodgeball, ballet, badminton, mini-Olympics, rugby, multi-activity classes, rocketball, drama and netball.

The whole school took part in the Voar Redd Up cleaning lots of different areas around the school, nearby coastal reaches and roadside verges and were commended on their work by Mr Allison Duncan, one of our Councillors.

Mrs Emma Graydon completed her training to become a Bookstart Leader and organised and ran monthly sessions in our library. These were very well attended by preschoolers in the South Mainland and their parents. Mrs Marghie West, librarian at Sandwick Junior High School library visited Nursery and P1 to read stories and helped source topic books for all the classes.

Mademoiselle Jocelyn Perut, a probationer teacher in French from Sandwick J.H. School visited P6 and P7 for a 40 minute session to each once every three weeks throughout the year. A native speaker with wide experience of life in France, she was able to particularly support the children and staff in their spoken French and knowledge about French culture.

The whole school raised £74 for the Myasthenia Gravis Association by paying a pound each to plant a bulb in the school grounds. Mrs Caroline Smith and Mrs Cindy Rivett very kindly helped with this activity. This is now a regular event in our school calendar.

The main fundraiser of the year was the school Coffee Evening which raised £885.80 for school funds due to the hard work of the school staff, learners and parent volunteers.

Prior to going off on her maternity leave, Mrs Annalie Irvine organised and staged a St Andrew’s Day concert to mark the beginning of the Homecoming Year. All classes and our choir performed pieces with a distinctive Scottish theme to a hall packed full of parents and family. We look forward to Mrs Irvine’s return in November 2010.
The Pupil Council organised a Talent Show 'Da Ness Factor' for Children in Need. This was a tremendous success and was won by Callum Bell in the P1-4 category and by Lucy Simpson in the P5-7 category. Nursery also made musical instruments using coins. A total of £273.34 was raised.

Matinee and evening performances of our Christmas plays, *Shine Star Shine* and *Silent Night* were held in the school and were very well attended by family and friends of the children and school. A great deal of work went into both shows and this was evident in the calibre of the final performances. A Christmas assembly was also held in the school where the children performed musical pieces to their classmates and school staff. This gave players a chance to perform in front of a small audience and get a feeling for being on stage.

Dunrossness Wind Band led by Mr Hughson and Mrs Morton travelled to Overtonlea before Christmas to perform to the clients. They enjoyed a cosy session that was appreciated by the clients and staff alike and helped us all get into the Christmas spirit.

Mrs Linda Davies visited all classes to promote the RSPBs Big Schools' Birdwatch and help us on our way towards Bird Friendly School Status. Sadly, Mrs Davies became terminally ill soon after this visit and died a few months later. She was very enthusiastic about this project and is very sadly missed by the Shetland teaching community. We hope to pick this project up again next session with the new RSPB officer Ms Rebeca Lozano.

The After School Drama Club led by Miss Laura Whyte and Mr Martin Tregonning, parent helper, performed their play 'Bonding' to parents, staff and the community in an evening performance at the Dunrossness Central Public Hall. Very good performances were given by all raising lots of laughs from the appreciative audience. They were accompanied by some of our musicians who had enjoyed great success at the Schools Music Festival. Parents provided teas and home-bakes and almost £300 was raised for the victims of the recent earthquakes in Haiti and Chile and donated to Save The Children.

Primary 7 had a visit from Ms Roxanne Permar and Ms Chloe Garrick who were compiling work for the Mirrie Dancers illuminations project. The children used art and technology to make their own short films that were then used in illuminating the radar station at Garths Ness.

Primary 2/3 and P6 worked together in a paired reading project that was enjoyed by all. Peer tutoring was also used to great effect linking P1 with P5 and P3/4 with P7, both groups working to improve their ICT skills. All three projects were very successful in helping all involved to improve their skills with the older children learning a variety of social skills as well as gaining a deeper understanding of each subject through working on teaching it to others.

Parents came in to school to enjoy a school lunch with their children class by class over the third and fourth terms of the year. This was highly successful and will be run again next year. It helped to address myths about school dinners as well as being an opportunity to invite parents in to see a different aspect of their children's school experience and have a taste of the excellent dinners our canteen prepares.

World Book Day was celebrated by joining a Glow meet with Michael Rosen. He was very funny and had all the children engrossed in his poems.
Kirkwall Grammar School Wind Band held a concert for the children in the school. We were all very impressed by their talent and hope they come back to play again.

Some of our P7s joined the Shetland Youth Wind Band during 2010 and went on tour to Aith, Whiteness and Tingwall. Ms Simpson was lucky enough to accompany the young people on this trip and was very proud of how our P7s interacted with the secondary students as well as how they all performed with confidence to their very appreciative audiences.

There were a number of very successful individual, duet and group performances at the Schools Service Music Festival with gold and silver awards being achieved by many. All our musicians did very well and made us all proud. Two of our groups were asked to play at the Gala Concert where we were presented with the Schools Shield for ‘Outstanding Contribution to the Festival’. The Music Festival was a great success due mainly to the hard work of our instrumental and music staff and the commitment of the pupils, parents and staff involved.

A highlight of the year was the first South Mainland Up Helly Aa on 12th March. The Guizer Jarl, Mr David Smith, and his squad of men and women invaded the school to the full sound of all the Dunrossness children singing the Up Helly Aa song to them. They were very impressed with the children as they went round their classes showing them their costumes and speaking with them about the festival. Mr Smith presented Ms Simpson with a plaque for the school to mark the occasion.

A piano soiree was held one evening in May for piano pupils to perform to an invited audience of parents and friends followed by nibbles. The children played beautifully and the event gave these individual performers an opportunity to show their skills to an appreciative audience.

Ms Caroline Adamson came into school to teach P6 how to carry out minor repairs and routine maintenance on their bikes prior to their cycle training with Mr Williams. This was an excellent session and we hope to make it a regular part of our programme.

Active Schools Coordinator, Mr Jake Williams supported the school well in training our playleaders, providing cycling training for P6 and Club Golf coaching for P5.

We took part in Walk to School week with most of the school walking to school from the Boddam Playing Fields where we arranged for the busses to drop the children.

Pupils attended various sports days out including athletics, badminton, table tennis, swimming, hockey, football and netball tournaments in our school and at Sandwick, Brae and Clickimin and at the South Mainland Sports Day at Sandwick Junior High. Pupils were then picked to represent the South Mainland for the County Sports Competition in Lerwick where the team did very well indeed. Individual pupils have excelled at their chosen sports and have represented Shetland in football, and swimming on the Scottish Mainland. A number of our pupils have represented their clubs and Shetland in a variety of prestigious horse-riding events throughout the U.K.

Mrs Joan Smith represented Scotland in the Ladies Squash national competition in Cardiff. We were very proud of her achievement in getting onto the national squad and competing very well in the event.
School Sports Day, organised by Mrs Joan Smith, was attended by a large crowd of parents and well-wishers and thoroughly enjoyed by the children and staff. It included a full programme of events for children, staff and parents. The Sports Shield was awarded to the winning team, the Tirricks.

Parents' Open Day gave an opportunity to celebrate our successes and let parents and friends of the school wander from class to class to view the wonderful displays of work throughout the whole school. Primary 7 had set up their heritage boards in the hall and this work was viewed by many. The displays were very varied and included examples of some exceptional work.

Visitors not already mentioned included Mr Tam Baillie, the new Children's Commissioner; Mrs Helen Connor, EIS President; Mr Bruce Eunson, Shetland Forwirds; Mr Brian Nicholson of Hom Bru who accompanied our P2/3 class in their assembly rendition of 'Da Trowie Sang'; Rocio to teach belly dancing; Ms Maria Leask to teach traditional dancing; Ms Niella Nell, visiting textiles artist; Mrs Hilde Bardell to talk about Fair-trade; Mrs Janice Adamson, STEM advisor; Mr Tony Mockford to train P5 and P7 in First Aid; Niall Cruickshank to talk about Sumburgh during WWII and Mr Matthew Lawrence, ballet instructor who helped to choreograph the Christmas play.

We would like to extend a huge 'thank you' to all the above and to the many more individuals who have played a wide and varied role in helping to provide our pupils with a diverse and enjoyable educational experience.