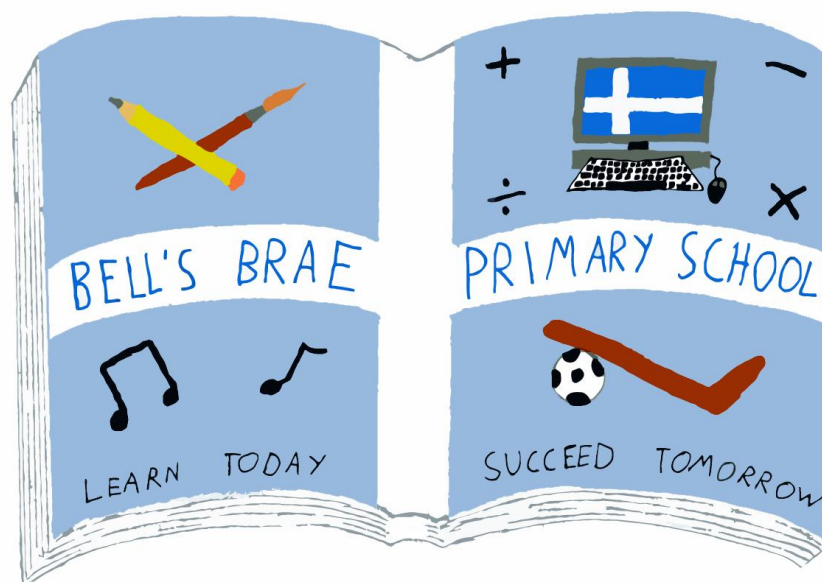# Bell's Brae Primary School

Improvement Plan/ Standards and Quality Report

2017 – 18

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Section 1 – Our School   a) The School and its Context

Bell's Brae Primary School is the largest primary school in Shetland and is situated in the centre of Lerwick. The school's catchment area includes much of the town itself and stretches as far north as Frakkafield.

The school roll has remained relatively steady for a number of years. Its current roll is 365. This includes 60 children in the Early Learning and Childcare (ELC) setting – not all children are in the setting every day. At present 65 children attend the school from outwith the school's catchment area.

There are 14 classes in the Primary Department and 2 classes in the ELC setting. Each ELC class can accommodate up to 28 children in each session, with one of them offering an extended session. An ASN Department, catering for pupils with a wide range of additional support needs, is attached to the school.

The school is managed by a team of 4 promoted staff. In the Primary Department there are 14 class teachers, one full-time ASN teacher and two part-time ASN teachers. A number of Learning Support Workers provide additional support for pupils. There are part-time specialist teachers of physical education (PE), music and art and visiting instructors provide instrumental music tuition.

Within the ELC setting, staffing currently consists of 2 teachers, 2 Early Years Workers and 4 Early Years Assistants, all of whom work on a part-time basis.

We have one full time and two part-time clerical assistants, two full-time caretakers, two school auxiliaries, two crossing attendants/learning support assistants and two part-time supervisory assistants.

Class teachers in the ASN Department are supported by a team of learning support workers and one part-time clerical assistant. There is also a part-time PE teacher. Additional input is provided by therapists, the specialist teachers for the visually impaired and the teacher for the hearing impaired.

Good links have been developed over the years between Bell's Brae Primary School and the other schools in the Anderson High School cluster. Effective links have also been established with local ELC settings and with the Home Visiting Education Service.

The school encourages parents/carers to be involved in the education of their children and has an "open door" policy. Parents are offered two appointments with their children's class teacher(s) annually and pupil reports are distributed in December and May each year. This past session we introduced a Learner Led Event where each child shared their learning with their parents/carers.

The school has a website from which handbooks, policies, blogs and other documentation can be viewed and downloaded. The school has an active and supportive Parent Council.

At Bell's Brae Primary School we aim for everyone to be:

Honesty

SUCCESSFUL LEARNERS who:
- Always try their best
- Fulfil their potential in numeracy and literacy skills
- Can use technology for a range of purposes
- Show enthusiasm and enjoyment in learning
- Are encouraged to take on new challenges

CONFIDENT INDIVIDUALS who:
- Are happy, healthy and active
- Respect and value themselves and others
- Are developing independence
- Have the ability to make informed choices
- Believe in themselves and know their own strengths and needs

Helping others

Freedom

Vision statement

Bell's Brae strives to create an ethos of achievement and enjoyment where everyone feels safe, supported, valued and respected in order to develop life skills, reach their full potential and gain happy memories.

Family

Loyalty

RESPONSIBLE CITIZENS who:
- Are members of an inclusive global community
- Care for others and their environment
- Understand different beliefs and cultures
- Are encouraged to participate in political, economic, social and cultural life

Achievement

Responsibility

EFFECTIVE CONTRIBUTORS who:
- Are creative, enterprising and show initiative
- Can communicate and work co-operatively with others
- Are resilient

School Improvement Plan 2017-18

Love

Friendships and Relationships

Security and safety

Section 2 – Audit
a) How pupils were consulted and involved in decisions

The views of pupils are of particular importance when decisions require to be made concerning the life and work of the school. In order to ensure that learners are consulted and to maintain a strong pupil voice throughout the school, the following arrangements are in place.

- Pupils in P3-7 have the opportunity to elect a representative to serve on the Pupil Council. These pupils attend regular meetings and consult with all pupils when appropriate.

- The Pupil Council meets on a regular basis and is proactive in generating ideas and initiatives

- The Pupil Council is consulted by school management on matters affecting the quality of learner experience

- Learners' views are established using a variety of methods including informal discussions, the use of questionnaires, carousel activities and class representatives

- Informal channels of communication are promoted through eco committee, Junior Road Safety Officers (JRSO's) and other mentoring schemes

- Pupil publications, notice boards, e-portfolios and school events provide opportunities to communicate the views of learners

- Learners' evaluations are used by teachers when planning programmes of work and determining approaches to learning and teaching

b) Strategy for parental engagement

- To continue to provide an ethos whereby parents/carers feel welcomed and that all staff are approachable
- To ensure that all staff are confident in engaging with parents/carers
- To provide clear, specific and targeted information for parents/carers
- To use a variety of approaches to engage parents
- To consult with parents/carers regularly and share the findings
- To put in place measures to overcome any barriers to parents being involved in their child's education, which will include home visits from ELC staff
- To work closely with others in order to improve outcomes for families
- To engage families in learning and promote lifelong learning

c) Previous Development Priorities

The following table shows our progress towards last year's priorities and gives an indication of next steps:

Development Priority	NIF Priority/Driver QIs	Evaluation of Progress and impact	Next Steps
1) To review and update current coverage of Es and Os across interdisciplinary learning, ensuring that all planning reflects significant aspects of learning and the progression framework. To have in place a system for tracking the progress of all learners	HGIOS? 4 QIs 2.2, 2.3, 1.1 NIF Priority Improvement in attainment NIF Driver School improvement, Performance Information	*Good progress has been made in this area. Aspects of this action plan changed as the year progressed.* • During the August in-service teachers worked collaboratively to look at the interdisciplinary studies (IDLs) at their stages and the bundles of Es and Os. • They carried out a review of their IDLs identifying things that were no longer relevant and some duplication. Some new IDLs were identified and staff have begun to plan these. • A procedure for tracking has been established within the school. This consists of tracking meetings where a detailed spreadsheet is populated. This spreadsheet ties in well with the school's reporting procedures and avoids duplication. From the tracking document it is easy to identify pupils at risk of underachieving.	• Class teacher to plan any new IDLs which have been identified and consider resourcing • Consider LA's guidance on curriculum planning and the Tracking, Monitoring and Moderation Strategy • Continue with tracking meetings and to discuss evidence which supports teacher judgement • Consider use of standardised assessment and how this can be incorporated in to the tracking document
To develop a school literacy policy which will raise attainment in literacy To develop a coherent approach to literacy planning across the school To identify children at risk of underachieving and put in place measures to bridge the attainment gap	HGIOS? 4 QIs 3.2, 2.4, 1.1, 2.5, 2.6 NIF Priority Improvement in attainment, particularly in literacy NIF Driver School improvement, Assessment of children's progress	*Very good progress was made in this area.* • A Literacy Working group was established which met and devised an audit. Audit completed by teachers in stages Sub groups formed and have: • Read and discussed feedback from audit for their area of literacy. • Become familiar with Shetland Schools Literacy Strategy. • Become familiar with the benchmarks for Literacy and English • Identified what resources/programmes are to continue • Identified resources that are no longer to be used • Researched good programmes/resources to fill identified gaps • Started to write down suggested progressive programmes of study for some areas. • Staff have received training in VCOP and have begun to use this in P4-7 classes • Reading materials have been catalogued • Greater engagement and enthusiasm in reading for all. All P4-7 classes have been	• Develop programme of study in literacy for learners in the ASN department • Share policy with all teaching staff and begin to implement • Staff to become familiar with literacy benchmarks once these are finalised

		• involved in the First Minister's Reading Challenge • Children at risk of underachieving are identified and detailed plans are in place for targeted interventions.	• Implement PEF action plans
To embed French into the everyday curriculum throughout the school	<u>HGIOS? 4 QIs</u> QI 1.2, 2.2, 2.3 <u>NIF Driver</u> Teacher professionalism, School improvement	*Very good progress continues to be made in this area. All learners in P1-7 classes have been learning a foreign language.* • All staff are familiar with plplatform and have had development time to work independently and collegiately with their stage partner on 1+2. • All class teachers continue to deliver a foreign language in their class as evidenced by an increasing confidence in daily school life. • Staff provide engaging and interesting language learning activities which the pupils enjoy. • Some staff have attended training sessions. • Strong visual displays in classrooms. • Pupils in P5-7 have had a six week block of Mandarin. They have thoroughly enjoyed this. A lunchtime club to P5 pupils has been available. • Class displays and assembly are containing French/German.	• Continue to deliver a foreign language in classes • Engage with the local authority and cluster schools as we consider our approach to L3
To update our PSE programme to ensure it takes account of modern life, including the safe use of mobile technologies To develop a policy which includes the safe use of mobile technologies, using Scottish Government guidance.	<u>HGIOS? 4 QIs</u> 3.1, 3.2, 2.2, 2.5 <u>NIF Priority</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> School improvement	*Very good progress was made in this area.* Early in the year staff had the opportunity to engage with the RSHP national document. A whole staff meeting was held where staff commented on what they felt should be included in a RSHP programme. • Working group established. • Materials reviewed and Programme of Study updated in line with new Government and local guidance. • Policy written and information/resources added to include the safe use of mobile technologies. Materials have been shared and agreed by staff and are ready to be shared with the Parent Council for comment.	• Staff to implement revised programmes and policy • Share materials with the Parent Council

d) **Factors Influencing the Plan**

SCHOOL FACTORS INFLUENCING THE IMPROVEMENT PLAN

Focus Groups of pupils meet with school staff every term. We ask them questions which allow us to reflect on the impact of current priorities and identify any future priorities.

In May 2017, a focus group of pupils in P4-7 was held to discuss the National Improvement Priorities and gain their input into our priorities and what they think will help them make progress. Their comments can be found in speech bubbles on the action plans.

When parents/carers were in school for their parent/teacher appointments in February they were encouraged, along with their child(ren), to assist us in reviewing our current vision, values and aims as well as identifying future priorities.

School staff were asked to think about the 'gaps' in Bell's Brae and suggest strategies to address these. They were also asked to suggest ways in which we could improve attainment in literacy and numeracy and improve the Health and Wellbeing of pupils.

The results of these audits were shared with all staff. A focus group of staff analysed the results and from these audits, and along with other evidence collated through the year, identified the strengths of the school and the areas for development. These are as follows:

AREAS FOR DEVELOPMENT

The National Improvement Framework Drivers

Driver	Area of Strength	Areas to Develop
School Leadership	Leadership and teamwork at all levels	Engagement with implications of governance review.
Teacher Professionalism	High quality learning and teaching High quality learning opportunities that allow learners to regularly engage with the wider community Learners that are well behaved, motivated and respectful	Engage with Northern Alliance initiatives and developments. Continue to provide opportunities for moderation in school and cluster to ensure accurate teacher judgement of a level. SEAL training.

Parental Engagement	Ethos - welcoming, friendly and approachable	Family learning, particularly in literacy and numeracy.
	A caring and nurturing environment	Participate in the 'Read, Write, Count' programme.
Assessment of children's progress	Systems in place for reporting to parents/carers on learners' progress.	Increase the percentage of children achieving curriculum levels in numeracy and literacy.
	Tracking system in place that identifies pupils in need of support and further challenge.	Implement new standardised assessments.
School improvement	Staff committed to self-evaluation and their own professional development.	Improve levels of pupil punctuality.
Performance information	Use of data enables us to target interventions.	Tracking system on SEEMIS

All staff have taken part in a professional performance review. This allowed staff to speak about their achievements over the year and areas in which they wish to develop further.

Information and feedback on events, visits and other school activities are based on diaries, newsletters to parents and evaluations by pupils, staff and parents.

The Parent Council have been asked for their comments and feedback on a variety of new initiatives and developments during the session.

LOCAL AUTHORITY FACTORS INFLUENCING THE IMPROVEMENT PLAN

The Schools and Quality Improvement Service Plan for 2017-18 provides information on the main priorities from Children's Services School and Quality Improvement. Some of these priorities will require input from schools.

Evidence gathered from the Quality Assurance visits by the school's Quality Improvement Officer further backed up the belief that the school is performing well and has the capacity to improve.

Circular 018/2017/**I** issued by Children's Services specified priorities which must be included in School Improvement Plans.

NATIONAL FACTORS INFLUENCING THE IMPROVEMENT PLAN

The National Improvement Framework and The Scottish Attainment Challenge:
The key priorities within the National Improvement Framework (NIF) are:
- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvements in children and young people's health and wellbeing;
- Improvements in employability skills and sustained, positive school leaver destinations for all young people.

As part of the Education (Scotland Act) 2016, there is a statutory requirement for schools and local authorities to report on aspects of the NIF.

We have taken on board the advice Education Scotland have issued in 'Driving Excellence and Equity: Advice on School Improvement Planning 2017/18'.

How Good Is Our School, 4th Edition & How Good Is Our Early Learning & Childcare:
Schools will continue to engage with these documents for self-evaluation and self-improvement purposes and in referencing progress in relation to the aims and drivers within the NIF.

Tackling Bureaucracy
Schools need to continue to consider ways of tackling bureaucracy to reduce teacher workload.

e) The school's performance

How well do children and young people learn and achieve?
(Q.I. 2.3 Learning, teaching & assessment; 3.2 Raising attainment & achievement)

Our school ethos and culture reflects a commitment to children's rights and positive relationships.
 The overall attainment of children in literacy and numeracy across the school is very good.
In literacy and numeracy most children achieved the early level by the end of P1. In writing and numeracy most children achieved the first level by the end of P4 with almost all achieving this in reading and listening and talking. By the end of P7, almost all children achieved second level in listening and talking, most in reading and the majority achieving this in writing and numeracy.
Overall, our learners are successful, confident individuals who exercise responsibility and contribute to the life of the school and the wider community. The priorities in our school improvement plan have had an impact on improving the achievements, attainment and well-being of our learners, and the work of our school. Learners are aware of their strengths and needs as learners and are satisfied that their views are taken into account.

Strengths

We continue to promote and encourage an ethos of high expectation throughout the Bell's Brae community. Learners have made progress on their prior learning. This has been evidenced through support plans, IEPs, class work, review meetings involving allied health professionals, results of both formative and summative assessments and teachers' professional judgements. Through classroom visits and examples of pupil work, it is evident that in classes learners are provided with challenging tasks, activities and experiences and there is a breadth of learning opportunities for children. Almost all children are achieving well and making appropriate progress in their learning.

The overall quality of learners' experiences is very good and in some cases excellent. Almost all pupils are motivated and actively engaged in their learning. Learning experiences are planned with a focus on skill development as well as the acquisition of knowledge. An assessment strategy has been drawn up with all teachers that identifies clear and focussed assessment tasks to evidence depth of learning and identify next steps.

The greater emphasis on reading throughout the school has seen improved pupil engagement and enjoyment. This is evidenced through pupil voice during a focus group discussion and on the pupil page in the end of year report.

IEPs are in place for pupils as appropriate and these identify achievable targets involving pupils and parents in the process. Regular meeting with ASN teachers and MT ensure that support for learning is targeted at those children most in need of support.

Through the processes of Personal Learning Planning and 'Assessment is for Learning' strategies, our pupils continue to be involved in planning their own learning and personal development and are showing increasing skills as learners. High quality feedback makes them aware of their progress and strengths as learners and what they need to do to improve. Learners are treated with equality, fairness and respect. Staff regularly share learning intentions and success criteria with learners. Learners get regular feedback on their work. This feedback includes next steps for the learner.

Our learners' views are valued and they have a clear vision for the school. Pupils place most value on friendships and developing life skills. Pupils have begun to consider their own learning and how it can be improved. They take part in regular reflection on their learning and are becoming skilled in this area. Pupils are actively engaged in their learning and assessment. Pupils' views are sought through the Pupil Council, Eco Committee, JRSO's and through Focus Groups. To ensure that learners see these groups as worthwhile, and their involvement in them valued, regular meetings are timetabled and take place during class time. Pupils contribute to their annual report by stating what they have enjoyed during the session and in which areas they were happy with their progress.

Pupils' achievements are celebrated in the school, through assemblies, the media, on e-portfolios and on the school website. Pupil work is displayed in classrooms, and shared with others in open areas, through assemblies and in the community.

Pupils achieve in a range of activities for personal and wider recognition. Throughout the year individual children have taken part in outside accreditation such as music examinations and sporting events. During the year almost all pupils have had the opportunity to take part in various competitions on an individual or team basis. Almost all pupils took part in the annual school sports and P3-7 classes and the ASN Department pupils took part in an annual swimming gala. The school football, netball and hockey teams and athletics team competed in the interschool competitions. All pupils were superb ambassadors for Bell's Brae. Two teams participated in the Primary Netball League which took place after school. This showed great commitment and dedication from the netball players. Pupils in P5 and P6 have had the opportunity to work with Scottish Opera. As well as gaining confidence from this experience they developed their skills in performing and listening.

Pupils from P1-7 have the opportunity to take part in musical performances, demonstrating what confident individuals they were as they showcased their musical and performance skills.

A number of P6 pupils sat their Bikeability test and successfully passed.

Behaviour, both in the school and when classes are participating in visits to the wider community, is excellent and often commented upon by visitors to the school.

This session children have experienced many well-planned learning visits to places of interest within the local community such as Shetland Museum, Michael's Wood, Northlink, Burradale Wind Farm, Burland Croft Trail and Old Scatness Dig. Primary 7 pupils took part in a trip to Edinburgh . These visits have allowed children to extend their curiosity and understanding of the wider world. Many visits to the museum have allowed pupils to deepen their understanding of how the past influences the present and the future.

This session we continued to provide further opportunities for our learners to achieve success through a wide range of after school/lunchtime activities.

Areas for Development
- To implement the recommendations in the Local Authority's Strategy document on tracking, monitoring and moderation in the broad general education. This will include reviewing our cluster approach to profiling.
- To use our Pupil Equity Funding (PEF) money effectively by ensuring we put measures in place to bridge the attainment gap.
- To review our approaches to literacy and numeracy and ensure they reflect best practice and raise attainment.

How well is the school helping children and young people to develop and learn?

(Q.I. 1.2 Leadership of learning; 2.2 Curriculum; 2.4 Personalised support; 2.5 Family Learning; 2.7 Partnerships)

Bell's Brae school continues to develop learning and teaching in line with Curriculum for Excellence. Our curriculum has a clear rationale based on the 4 capacities. All children and young people are encouraged and supported to achieve their potential through the provision of a carefully planned curriculum which endeavours to meet the very specific individual needs of each child. We have a range of effective systems in place to facilitate collegiate working.

Strengths

The curriculum follows national and local guidelines and shows clear evidence of breadth and balance. It continues to be revised in line with the recommendations contained of "A Curriculum for Excellence" and "Assessment is for Learning".

We take on board national and local advice to improve the experience of our learners. This session all class teachers have been on working group to review aspects of our literacy delivery. Through this they have reviewed current practice and recommended improvements.

Increasing use is being made of formative assessment strategies and this will continue to be developed. The effective use made of Information and Communication Technology (ICT) is having a positive impact on pupils' learning experiences.

The school's arrangements for pupils' care and welfare are very good. Bell's Brae successfully promotes healthy lifestyle choices through the health education programme and by providing healthy lunches and a tuckshop.

Whilst the quality of learning and teaching is of a high standard in Bell's Brae Primary, the school continues to strive to bring about improvements to the learning experiences of pupils. There is a purposeful learning environment at all stages and pupils are encouraged to exercise initiative and take responsibility for their learning.

There is a wide range of experience and expertise among the teaching staff who make use of a variety of teaching methods and differentiated approaches. Within ELC, play is used fully to motivate the children and enhance their development. On a daily basis the pupils have a choice of activities using a wide variety of different resources. All teachers encourage active learning and pupil voice on report cards evidences how much they enjoy this.

Teachers plan their lessons thoroughly and provide a good range of learning activities. Staff work collegiately through our Planning, Assessment and Moderation (PAM) cycle to ensure learners are provided with motivating and challenging learning experiences and assessment tasks which demonstrate breadth and depth of learning.

The use of praise underpins learning and teaching throughout Bell's Brae. Work has continued throughout the session to ensure that standards of pupils' behaviour and discipline remain high. A 'Rights Agreement' is implemented in the school community. This is promoted regularly with everyone being reminded of their rights and responsibilities. Pupils are very familiar with these.

The quality of pastoral care for pupils and their personal and social development is very high. Staff work collectively to maintain a climate where mutual trust, respect and confidence are evident throughout the school. Staff are alert to the emotional, physical and social needs of individual pupils and effective arrangements are in place throughout the school for the care and welfare of pupils. Feedback from pupils, parents and staff confirm that the school environment achieves high standards of care and welfare.

Inclusion and support for learning is a key strength of the school. The needs of pupils who require additional support are regularly reviewed. There are individual learning programmes in place for pupils with the greatest needs. Individual learning plans have been developed to ensure that all targets planned are SMART (Specific, Measurable, Attainable, Realistic, Timely).
Staff are committed to Getting it Right For Every Child. GIRFEC principles and procedures are now embedded in practice to ensure that needs are identified and addressed. In classes learners are becoming familiar with the Health and Wellbeing indicators SHANARRI (Safe, Healthy, Achieving, Nurtured, Active, Respected, responsible, Included).

Regular reviews are held for pupils with additional support needs. Staff know pupils well and are aware of the need to set targets with and for individual pupils. The range of activities and the pace of work are tailored to meet the needs of all pupils.

Termly tracking meetings take place. These provide an opportunity for class teachers to discuss the progress of learners with members of the management team and identify strategies and interventions to use to support individual learners.

Support has also been provided from the home-link teacher, speech and language therapy, occupational therapy and the sensory service. Positive attitudes and tolerance are promoted through Personal and Social Development, Religious and Moral Education and Circle Time.

Bell's Brae is a welcoming school and parents/carers are encouraged to participate in their child's learning. We have effective mechanisms for communicating and consulting with parents/carers that make good use of face-to-face contact, newsletters, e-mail, website, surveys and telephone calls. We have an annual audit which feeds into the improvement plan. This session, we have amended our reporting procedures so that parents/carers have received two written reports and have a formal appointment with the class teacher. In September our first Learner Led event was held where the

learners took ownership and responsibility for sharing their learning with their parents/carers. This was an extremely successful event.

The Early Years staff have contact with parents on a daily basis and this ensures that the needs of the pupils are being discussed regularly.   ELC staff send weekly emails to parents/carers sharing the learning and activities that have taken place during the week. A 'soft finish' has been introduced to encourage parents/carers to regularly spend time in the ELC setting so that they can witness their child(ren)'s progress first hand as well as experiencing what is happening in our ELC setting on a daily basis. This has been very well received by parents/carers. A series of 'drop in' sessions for the children due to start in the next session and their parents/carers have taken place. These have enabled ELC staff to build positive relationships with families from the earliest stage possible.

Very good links exist with the Parent Council and other outside agencies. Parental views have been sought on a number of issues this session. These views have been valued, practice has been amended and parents/carers have been given feedback on their suggestions.

Most pupils maintain a very good level of attendance. However, there continues to be a number of unauthorised absences due to holidays being taken during term time. We have seen an increase in the number of learners turning up late to school. Parents/carers are reminded of the importance of punctually so that valuable learning is not missed. We will continue to promote this.

The school stages a range of events that the community can attend. We continue to strengthen links with the local business community to support the school's development of enterprise education.

Over the year we have had a number of visits from outside agencies. The feedback from these agencies has always been extremely positive. These agencies always compliment us on the happy, enthusiastic, well-disciplined pupils.

Areas for Development
- To develop a standardised approach to dealing with issues of punctuality and support families where necessary
- To engage more families in family learning – targeting groups as defined in our PEF plans

How well is the school improving the quality of its work?
(Q.I. 1.1 Self-evaluation for self-improvement; 1.3 Leadership of change)

All staff are strongly committed to improving the experiences of learners through on-going reflective practice and professional dialogue.
Triangulated evidence shows that the school is making very good progress with improving

the quality of its work. We are engaging in moderation, self-evaluation and development activities to ensure that staff are continuously increasing their skills and knowledge.

Strengths

Rigorous procedures for self-evaluation continue to be developed to ensure that the focus is on improving learning and teaching. Staff engage in self-evaluation on aspects of school life as well as on their own learning and teaching. Our calendar of monitoring and tracking is constantly being revisited and regular class visits my member of promoted staff take place.

We have very effective systems to gather the views of staff, parents, learners, partners and others about the quality of our work

Our Quality Assurance Policy has an emphasis on self-evaluation and continuous improvement.

We ensure that learning is the central focus of our improvement plan and always consider the impact developments will have on the pupils.
We are committed to planning and implementing strategies for improvement. Developments in our school take account of our capacity for improvement and staff have time to consider and embed changes.

We have a very positive school ethos, which is built on trust, teamwork and genuine concerns for staff and pupils. We reinforce an atmosphere of collective responsibility and mutual support. A number of staff have taken on leadership roles in working groups and through delivering in-service and parents' information sessions. We reinforce a culture where staff feel able and confident to take lead roles within and beyond the classroom. Working groups play an important part in taking this forward.

We have strong links with our cluster schools/settings to ensure that pupils are well supported during the transition process. Transition arrangements are well established in all sectors of the school. These arrangements are effective and highlight the school's approaches to inclusion, particularly the teamwork with partner agencies.

We are fortunate to have support from an Active Schools Co-ordinator.

Parents/carers are receiving more information about the work of the school and the learning experiences of their children. We continue to inform parents on a termly basis of their child's targets in all curricular areas. We listen closely to the views of parents/carers and use information received to influence improvements and developments. Parents participate well in relevant meetings and school events. Attendance on parents' evening is approximately 98%. A new website on Glow is allowing us the opportunity to provide parents with information about learning on a regular basis.

We implement a variety of effective systems for gathering the views of staff, parents,

learners and others on the quality of our work. As individuals, and with colleagues, we evaluate our work and make improvements.

Our school calendar of staff development time is linked directly to the SIP with additional opportunities for staff training made.

A strong sense of team and collegiality exists amongst all staff.   We share good practice and all staff evaluate their own class work as reflective practitioners on a regular basis and make improvements.

Staff have begun to engage with 'How Good Is Our School? 4' and 'How Good Is Our Early Learning and Childcare' . Members of teaching staff have undertaking leadership courses – Into Headship and Middle Leaders. Others are willing to train as facilitators for Teaching Learning Communities.

Staff development time is clearly linked to the results of self-evaluation and improvement activities.

A Focus Group of Learners were recently able to give us clear examples of how the current improvement plan has impacted on their learning and how their experiences in Bell's Brae have supported us in meeting our school vision.

Areas for Development
- To continue to support staff with the GTCS Professional Update
- To continue to develop opportunities for distributed leadership among staff
- To make use of SEEMIS for tracking and monitoring
- To encourage staff to visit each other's classroom with a possible 'Lesson study' approach

Priority	**NIF Priority** - Improvement in attainment, particularly in literacy **NIF Driver** – School improvement, Performance Information, Parental engagement, Assessment **QIs** – 2.2 (Curriculum), 2.3 (Learning, teaching and assessment), 2.5 (Family Learning), 3.2 (Raising attainment and achievement/Securing children's progress)
Target	To improve attainment in literacy

Desired Outcomes	Implementation strategies	Timescale	Personnel	Resources/ Staff development	Monitoring
The majority of learners are achieving their desired Curriculum for Excellence (CfE) level	Implement new literacy policy	14 August 2017	Teaching staff	New policy	Tracking meetings and standardised test results– CT/MT
	Consider our approaches to assessment and the introduction of the new national standardised assessments in literacy to support teacher judgement as part of the ongoing tracking process.	September 2017	Teaching staff	Standardised assessments	
Opportunities for family learning in literacy are provided which will improve educational outcomes for all children	Familiarisation with literacy benchmarks once finalised	29 August 2017	Teaching staff		Class visits – CT/MT
	Extend and embed First Minister's Reading Challenge	Aug 17 – June 18	Teaching staff, pupils and parents library staff		Discussions with staff, parents and pupils
	Participate in the Read, Write, Count programme	Aug 17 – June 18	P4-7 teaching staff, pupils and parents	Read, write and count materials	
	Participate in the Northern Alliance Emerging Literacy Project.	June 17 – June 18	P1 teachers	Northern Alliance Training + associated documentation.	
	Implement targeted interventions as per Pupil Equity Funding (PEF) plans			Highland Literacy website.	

Pupil Voice: This helps us:
- Dictionary work
- Extended writing – we have assessment criteria
- Picking own group novels
- VCOP

Pupil Voice: We would like:
More novels for older pupils (Library), More Fictional books/factual books, Quieter space for groups – like the idea of the link area changing, More help with reading from adults in smaller groups, More imaginative story writing, More ERIC time. CT reading at same time, After daily mile for ERIC time, More L&T activities – we really enjoy them, Less text books and more group work, Rotating group – extend to other classes, Even amount of reading for everyone when reading in a group, Poetry and rhyming words, Find out what type of Learners are in classes and meet needs
Homework more fun ie/spelling games

Monitoring and Evaluation Update

1 – To improve attainment in literacy

Evaluation		Evidence (How do we know?)	
Target	Nov 2017	February 2018	June 2018
To improve attainment in literacy	Class visits observe new literacy policy in action. Identify and support pupils requiring targeted interventions. To use tracking meetings to discuss each pupil's progress based on teacher judgement.	Parental comments on Read, Write, Count programme	Attainment Levels

Priority	NIF Priority - Improvement in attainment, particularly in numeracy NIF Driver – School improvement, Performance Information, Parental engagement, Assessment QIs – 2.2 (curriculum), 2.3 (Learning, teaching and assessment), 2.5 (Family Learning), 3.2 (Raising attainment and achievement/Securing children's progress)				
Target	To improve attainment in numeracy				
Desired Outcomes	Implementation strategies	Timescale	Personnel	Resources/ Staff development	Monitoring
The majority of learners are achieving their desired CfE level

Opportunities for family learning in numeracy are provided which will improve educational outcomes for all children | Establish a working group to:
• Audit current practice
• Explore resources
• Identify and share good practice
• Review and update policy

Consider our approaches to assessment and the introduction of the new national standardised assessments in literacy to support teacher judgement as part of the ongoing tracking process.

Familiarisation with numeracy benchmarks once finalised

Participate in the Read, Write, Count programme

Access high quality staff development – SEAL/Numeracy Hub

Implement targeted interventions as per PEF plans | 13 March 2018

September 2017

28 September 2017

Aug 17- June 18

24 October | Working group members

Teaching staff

Teaching staff

P4-7 Staff, pupils and parents
Teaching staff | Numeracy Hub Benchmarks

Number Talks books and video

SEAL training (Stages of Early Arithmetical Learning) | Tracking meetings and standardised test results– CT/MT

Class visits – CT/MT

Discussions with staff, parents and pupils |

Pupil Voice: This helps us:

- Number squares/whiteboard
- Hit the button/Maths magician/sum dog
- Playing games
- Skoolbo
- Miss Williamson says game
- Around the world/Buzz/bingo
- Outside for maths

Pupil Voice: We would like:
Make maths fun – Introduction game and finish with game, Less textbook maths, More check-ups, More group maths, More murder mysteries, Put children into groups so they get help if they need it

Evaluation		Evidence (How do we know?)	
Target	Nov 2017	February 2018	June 2018
To improve attainment in numeracy	Class visits observe new literacy policy in action. Identify and support pupils requiring targeted interventions. To use tracking meetings to discuss each pupil's progress based on teacher judgement.	Parental comments on Read, Write, Count programme	Attainment Levels

Priority	NIF Priority – Improvement in children and young people's health and wellbeing NIF Driver – School improvement, Performance Information, Teacher professionalism QIs – 1.5 (Management of resources), 2.4 (Personalised Support), 2.5 (Family Learning), 3.1 (Ensuring wellbeing, equity and inclusion), 3.2 (Raising attainment and achievement/ Securing children's progress)				
Target	Improve opportunities and provision for all pupils that impact on their physical, social and emotional health				
Desired Outcomes	Implementation strategies	Timescale	Personnel	Resources/ Staff development	Monitoring
All learners have an increased awareness of SHANARRI (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included) and are developing the skills and language to discuss their own wellbeing Staff are equipped to support learners	Review existing Outdoor Learning programme- incorporate daily mile Establish a working group to: • Identify areas to develop within school grounds • Source funding and resources • Consult staff/parents • Identify and implement ways to improve grounds Review current arrangements in place at breaktimes and lunchtimes and identify improvements Establish a working group to: • Review feedback on breaktime and lunchtime arrangements, finalise arrangement and share with staff to facilitate change • Develop SHANARRI programme* • Incorporate SHANARRI in relevant documentation* Implement targeted interventions as per PEF plans	23 November 2017 20 February 2018 12 September 2017 16 January 2018 *Term 1	Teaching staff Working group members Eco-committee All staff Working group members Pupil Council members	Grounds for Learning Wellbeing indicators and SHANARRI documentation	Staff and pupil feedback

Pupil Voice: This helps us:

- Daily Mile
- Gym
- Break times
- Learning about bullying
- Eco-committee
- Incentive for behaviour
- After school activities
- Encouraged to eat healthy

Pupil Voice: We would like:
Different sports at playtimes, More circle time, More food education- analyse what we are eating, Bodies – look at stereotypes and body image in books/online, Count steps – pedometers, Breakfast club, Cooking, More baking tatties at lunchtime

Evaluation		Evidence (How do we know?)	
Target	Nov 2017	February 2018	June 2018
All learners have an awareness of SHANARRI and are developing the skills and language to discuss their own wellbeing Staff are equipped to support learners	Focus group of pupils to feedback about playtime and lunchtime arrangements	Focus group of pupils to feedback about playtime and lunchtime arrangements	Focus group discussion with pupils re. SHANARRI Audit staff regarding how they have incorporated Outdoor Learning in their delivery of the curriculum

Section 3 – b) Maintenance Plan

Development Priority	Actions needed	Responsibility	Resources/Costing	Criteria for Success
1+2 (languages)	• Continue to deliver a foreign language in classes • Engage with the local authority and cluster schools as we consider our approach to L3	P1-7 Class teachers MT	plplatform	Learners continue to enjoy engaging lessons in French or German
Interdisciplinary Learning (IDL)	• Class teacher to plan any new IDLs which have been identified as appropriate to our context and consider resourcing	Class teachers	Potential new resources	Plans and resources in place for new IDLs ensure pupil's experience breadth and depth in their learning
Profiling	• Work with cluster schools to consider our approach to profiling and the folio of evidence to be kept	Cluster Head Teachers Teaching staff	Local Authority Strategy for Tracking, Monitoring and Moderation Glow?	A folio of evidence is in place for each learner, which supports the awarding of levels, setting next steps and sharing progress with parents
Reporting	• Consider LA's guidance on reporting, curriculum planning and the Tracking, Monitoring and Moderation Strategy • Train staff in using SEEMIS to complete interim and annual reports and tracking and monitoring data	Teaching staff	Local Authority Strategy for Tracking, Monitoring and Moderation SEEMIS training	The procedures in place ensure staff are aware of the progress all pupils are making and can share this with parents/carers in a non bureaucratic manner.
Relationships, Sexual Health and Parenthood (RSHP)	• Documentation to be shared with Parent Council • Staff to implement revised programme and policy	Head Teacher Class teachers	RSHP policy	Our learners have the skills and knowledge to keep themselves safe and make good choices regarding relationships and sexual health.
Website	• Keep using Glow for a school website and ensure it remains current	MT/Clerical	Glow	The school website is modern, current and providing parents/carers with relevant information

Section 3- c) Development Time

Tuesdays 1510-1610 (unless otherwise stated)

	Date 2017/18	Development	Personnel
Term 1	14 August	Literacy policy	In-Service – all staff
	15 August	Class set up	In-Service – all staff
	Tue 29 August	Literacy benchmarks	stage meetings
	Tue 12 September	HWB- lunchtime/breaktimes	All staff
	Thurs 28 September	Numeracy benchmarks	stage meetings
Term 2	23 October	IDL and resourcing/EAL	In-Service – all staff
	24 October	Numeracy – SEAL/Hub	In-Service – all staff
	Tue 31 October	Numeracy – audit of current practice	stage meetings
	Thurs 23 November	Outdoor learning – update programme	Teaching staff /stage
Term 3	8 January	Cluster Moderation activities/	In-Service – all staff
	Tue 16 January	SHANARRI	stage meetings
	Tues 20 February	School ground improvements	stage meetings
	Thurs 1 March	Audit/self-evaluation	All staff
	Tues 13 March	Numeracy – feedback from working group	Teaching staff
Term 4	Thurs 19 April		stage meetings
	Tues 8 May	Consider audit results from staff, pupils and parents – Focus Group feedback	All staff
	Tues 22 May		stage meetings
	Thurs 7 June	Draft SIP/S&Q report	All staff
	Thurs 21 June		stage meetings

In-service days	
Whole staff meetings	
Teaching staff meetings	
Teaching staff – double meetings	

Section 3 – d) Collegiate agreement

BELL'S BRAE PRIMARY SCHOOL SESSION 2017-18

Activity	Time per week
Teaching	22.5 hours
Personal time (preparation and correction)	7.5 hours
Collegiate time	5.0 hours
Total	35 hours

Total collegiate time available 38 weeks x 5 hours = 190 hours

Activity	Total
Partnership with parents/carers	25
Reports / Profiling/tracking	40
Staff development time	20
School Improvement Priorities	26
Planning, Assessment and Moderation	30
Liaison/consultation - class teachers/ASN teachers/MT	25
Professional Review and Development	6
Time left for other activities/duties	18
TOTAL	**190**

SHETLAND ISLANDS COUNCIL
Children's Services Department

Pupil Equity Funding School/Cluster Plan 1

SCHOOL/CLUSTER:	Bell's Brae Primary

PEF: TOTAL FUNDING ALLOCATION:	£48,000

TARGET GROUP(S)

Please specify stage(s) and numbers indicating criteria for selection. Attach as Appendix 1.
Pupils in P1-7 who are consistently late.

PROJECT TITLE:	On Time And Ready To Learn!

STRETCH AIM
(Who? What? By how much? By when?)

Improve punctuality for 95% of children, with the highest level of lateness, by Easter 2018.

PRIMARY DRIVERS
(Must include involvement of key stakeholders i.e. parents)

- Raising parental awareness of the need for punctuality to support learning.
- Increase pupil desire to be at school early.

SECONDARY DRIVERS
(Key actions to be taken – including frequency, responsibility (who?), resources. These should relate to primary drivers)

• Leaflet prepared and shared with parents to ensure they understand the detrimental effects of the pupils arriving late and highlighting the schools new structured procedures to combat this.	Management Team to prepare week 1 of term 4. Parents of new pupils will be made highly aware of expectations regarding punctuality.
• Introduce Breakfast Club two mornings a week where pupil lateness is most significant	Staff to be identified/recruited August 2017
• Pupils are all able to access a healthy breakfast.	All pupils August 2017

PROJECT BASELINE DATA
(Please indicate what the baseline and outcome measurements will be – this must relate to the stretch aim)

Number of children who have been late greater than 14 times at the end of term (averaging once per fortnight).

OUTCOMES

Improved punctuality
Improved attainment for identified children
Less disruption to classes with latecomers

MONITORING TIMELINE: TERMLY WITH QIO
(What and when)

RESOURCES AND COSTS

Items	Actual Cost(s)
• Staffing for breakfast club	£4477.00
• Food for breakfast club	£800.00
• Canteen to be used	
•	
•	

HEAD TEACHER SIGNATURE:	
DATE:	

Pupil Equity Funding School/Cluster Plan 2

SCHOOL/CLUSTER:	Bell's Brae Primary

PEF: TOTAL FUNDING ALLOCATION:	£48,000

TARGET GROUP(S)

Please specify stage(s) and numbers indicating criteria for selection. Attach as Appendix

  1. EAL pupils who are not making appropriate progress.

PROJECT TITLE:	Supporting targetted EAL pupils

STRETCH AIM
(Who? What? By how much? By when?)

100% of identified EAL pupils will improve their baseline vocabulary and be able to utilise this in all areas of Literacy by June 2018.

PRIMARY DRIVERS
(Must include involvement of key stakeholders i.e. parents)

- Increase in English conversational skills

- Pupil confidence

- Increase in staff confidence in their ability to support EAL pupils

SECONDARY DRIVERS
(Key actions to be taken – including frequency, responsibility (who?), resources. These should relate to primary drivers)

• Provide opportunities for children to talk in a small group with a dedicated adult	• Dedicated staff member
• Parents and carers will be invited to attend every six weeks.	• Dedicated staff member
• A suite of resources is sourced to support learning and teaching for EAL pupils	• Dedicated staff member/ASN staff
• CPD opportunities considered	• Management Team

PROJECT BASELINE DATA
(Please indicate what the baseline and outcome measurements will be – this must relate to the stretch aim)

Measure through standardised vocabulary test to identified EAL pupils.

OUTCOMES

Raise attainment for identified pupils in all areas.
Improved confidence and self esteem.
Reduce isolation.

MONITORING TIMELINE: TERMLY WITH QIO
(What and when)

RESOURCES AND COSTS

Items	Estimated Cost(s)
• Dedicated staff member	£15000
• EAL workbase established	£3000.00
• EAL suite of resources	£500.00
• CPD training	£
•	

HEAD TEACHER SIGNATURE:	
DATE:	20.04.17

SHETLAND ISLANDS COUNCIL
Children's Services Department

Pupil Equity Funding School/Cluster Plan 3

SCHOOL/CLUSTER:	Bell's Brae Primary

PEF: TOTAL FUNDING ALLOCATION:	£48,000

TARGET GROUP(S)

Please specify stage(s) and numbers indicating criteria for selection. Attach as Appendix

1. Pupils who have been identified as being "experience poor".

PROJECT TITLE:	Rich experiences

STRETCH AIM
(Who? What? By how much? By when?)

Enhance the HWB of the pupils identified as being "experience poor" through a range of nurturing experiences by June 2018.

PRIMARY DRIVERS
(Must include involvement of key stakeholders i.e. parents)

- Range of rich experiences in and out of school

- Nurturing approaches at school and home

SECONDARY DRIVERS
(Key actions to be taken – including frequency, responsibility (who?), resources. These should relate to primary drivers)

• Provide opportunities for identified children to access real life experiences on a weekly basis, e.g. visiting beaches, using public transport, etc.	• Dedicated staff members
• Parents and carers will be encouraged to be actively engaged in and follow up on new experiences every six weeks.	• Dedicated staff members
• Lunchtime club and after school study club to be available daily.	• Dedicated staff members

• Review the use of the current nurture space within the school.	

PROJECT BASELINE DATA
(Please indicate what the baseline and outcome measurements will be – this must relate to the stretch aim)

Measure through Barnardo's wellbeing outcome 6.1.
Boxall profile
Standardised test for literacy and numeracy (tracking document)

OUTCOMES

Improved social skills.
Positive socialisation with peers.
Increased choice of activities/opportunities.
Shared family experiences.
Build capacity/resilience to meet child's needs.

MONITORING TIMELINE: TERMLY WITH QIO
(What and when)

RESOURCES AND COSTS

Items	Actual Cost(s)
• Dedicated staff member	£16.691
• Trips and activities outwith school.	£1000.00

HEAD TEACHER SIGNATURE:	
DATE:	20.04.17