

Bell's Brae Primary School



Standards & Quality Report 2018-19

and

School Improvement Plan 2019-20

Introduction

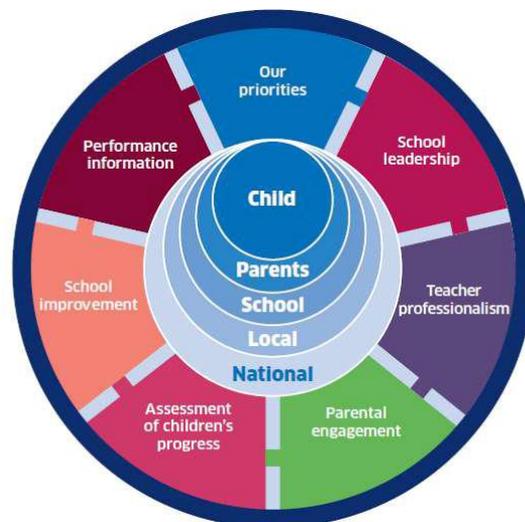
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, Getting it Right for Every Child (GIRFEC), and Developing the Young Workforce.

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. We have been asking ourselves - staff, pupils, parents/carers, and other partners - the questions contained in this Standards and Quality Report. Our self-evaluation - involving staff, pupils, parents/carers, and other partners - is in the pages that follow, along with our main improvement priorities for session 2019-20. This report is based on the quality indicators in *How Good is Our School?* 4th Edition (2015) and *How Good is our Early Learning and Childcare?* (2016) and on the priorities and drivers of the National Improvement Framework.

The current National Improvement Priorities are:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

The National Improvement Drivers are:



Context of the School

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 350. This includes 56 children in the Early Learning and Childcare (ELC) setting - not all children are in the setting every day. At present 54 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, two full-time ASN teachers and one part-time ASN teacher. 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.

This session we have begun planning for the expansion of our ELCC to 1140 hours. Over the summer holidays 2019 walls will be knocked down to create one big room with free flow access outdoors. We have begun to increase our staffing and have appointed a Senior Practitioner and new support workers.

This session two clerical assistants left so we put hours together to create a clerical supervisor post alongside two part time clerical assistants. We also have 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. 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. Our Learner Led Event is held in September, where each child shares their learning with their parents/carers.

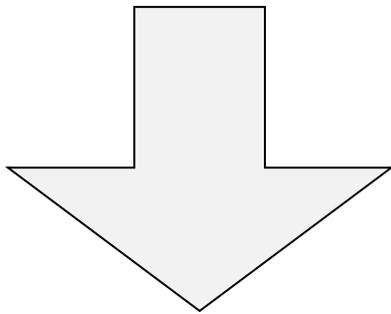
The school has an up to date website from which handbooks, policies, blogs and other documentation can be viewed and downloaded. The school has an active and supportive Parent Council

Our Vision

"Bell's Brae is a community where everyone achieves and gains happy memories."

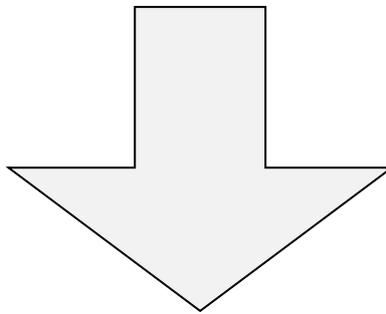
So, we want everyone:

To
LEARN



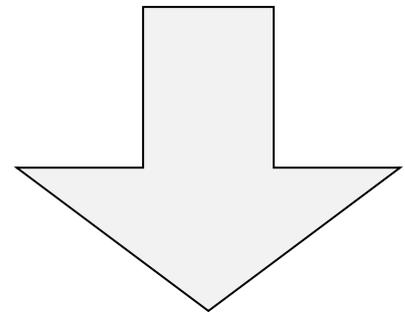
- We always try our best and **enjoy** challenge
- We develop our life skills and **resilience**
- We are **confident** in our own abilities and know our own strengths and needs

To be
SAFE



- We **care** for others and our environment
- We are **responsible**, including in our use of technology
- We are **healthy** and active and make informed choices

To be
RESPECTED



- We communicate and work **co-operatively** with others
- We are **nurturing** and show compassion
- We promote equality, recognise differences and are **inclusive**



How has the school engaged pupils in decisions about improving its work?

- 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. The Head Teacher and Pupil Council Chair and Vice Chair hold a Pupil Drop In session on the first Monday of every month.
- 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 Voice assemblies allow pupils to influence practices in the school.
- A Focus Group of pupils met with the Head Teacher and Depute Head Teachers to let us know what changes they had seen from the current school priorities and what ideas they had for us to incorporate in taking forward next year's priorities.

How has the school engaged parents and carers in decisions about improving its work?

- Annually we seek parental views on the work of the school and have used a variety of different methods to do this- surveys, two stars and a wish, verbal comments at parents' events and questionnaires
- This session we asked parents to complete a questionnaire on our Parental Involvement and Parental Engagement
- We seek comments on our work from the Parent Council at the termly meetings

How has the school engaged its staff in decisions about improving its work?

- Staff feedback is sought regularly at staff meetings
- Annually staff are asked to reflect on the progress of our current improvement plan and to consider priorities for the next year. This session staff inputted into the completion of the self-evaluation Scoping Paper.
- Staff volunteers are sought every year to participate in a Focus Group to review all self-evaluation evidence and draft up improvement plan action plans.
- Draft action plans, staff development activities, calendar of events and the working time agreements are all shared with staff in May for approval or suggested amendments.
- The final draft improvement plan and Standards and Quality Report is shared with all staff in June for comment

How has the school engaged community partners in decisions about improving its work?

- Following input from partners we ask them to complete a questionnaire linked closely to our school values

Standards & Quality Report 2018-19

Monitoring and Measuring the Impact of the School Improvement Plan 2018-19

Terms 1 & 2, **Term 3**, **Term 4**

| Priority Number | Implementation | Impact | Evidence of Impact | Next Steps |
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| To improve attainment | <p>A large number of teaching staff received training in Metacognition and Growth Mindset.</p> <p>Some staff received additional training on 'My Brilliant Brain'</p> <p>Teaching staff have had time to review the Northern Alliance Numeracy pathway and have agreed to adopt this within the school</p> <p>All staff were involved in identifying opportunities for learning in literacy and numeracy within the school environment.</p> | <p><i>For learners:</i></p> <p>Learners are using the language of Growth Mindset and are familiar with it.</p> <p>A number of learners have increased knowledge of the brain and how it changes and develops as they grow.</p> <p><i>For practitioners:</i></p> <p>Teaching staff have an informed knowledge of Metacognition and the benefits of encouraging a Growth Mindset approach with</p> | <p>Pupil Voice - assembly and in classes</p> <p>Wall displays</p> <p>Tracking meetings</p> <p>Pupil work</p> <p>Teaching staff views</p> | <p>Due to the ELC Expansion the SEAL training is not a priority for the ELCC staff.</p> <p>Training for all staff on Emergent Literacy strategies</p> <p>Finalise the Mathematics and Numeracy Policy</p> <p>Continue to use and become more familiar with</p> |

Pupil Voice:

- We now have two ERIC reading sessions every week
- We have been learning about symmetry outside with the new boxes
- We have good new classroom library books
- We know about Growth Mindset and have been doing work on it in class

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| | <p>A large number of staff attended in-service training on literacy and numeracy outdoors. Resources for this are on the pool for all staff to access.</p> <p>Two members of staff have planned sessions for staff on Emergent Literacy - moving towards a whole school approach</p> <p>New resources to support numeracy have been purchased to allow for a more practical approach to the learning and teaching of numeracy</p> <p>Staff in the ASN department are piloting the use of a new IEP format. Within these they are using the language of the continuum of engagement as detailed in 'Milestones' doc.</p> <p><i>All staff have received input on Emerging Literacy approaches - Fine Motor Skills. This has seen some class teachers identifying learners in their class and</i></p> | <p>the learners in their classes.</p> <p>A clear pathway is in place to support the planning and monitoring of progress in numeracy.</p> <p><i>For parents:</i></p> <p>Our P1 parents/carers have gained knowledge of the principles of the Emergent Literacy approaches.</p> <p><i>For learners:</i></p> <p><i>Increased motivation when learning outdoors.</i></p> <p><i>Interesting and engaging approaches to literacy and numeracy learning</i></p> | | <p>the Northern Alliance Numeracy Pathway</p> <p>Staff to attend cluster in-service on 'feedback and next steps' in January 2019</p> <p><i>Finalise the Mathematics and Numeracy Policy</i></p> <p><i>Continue to use and become more familiar with</i></p> |
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| | <p>providing them with input in this area.</p> <p>Outdoor learning resources have been purchased and three 'outdoor learning' boxes are available for use. The resources have been carefully selected to provide further outdoor learning opportunities in literacy and numeracy</p> <p>The Northern Alliance Numeracy Pathway is being used to inform planning and assessment. Class teachers have been introduced to the Local Authority numeracy tracking document.</p> <p>Numeracy policy has been drafted.</p> <p>All teaching staff took part in a cluster event discussing 'effective feedback and next steps'.</p> <p>During a Pupil Voice assembly learners shared examples of 'feedback' they receive and the benefits</p> | <p>Feedback to learners is clear, direct and ensures it supports further learning.</p> <p>Learners show an understanding about what feedback is and how it supports their learning.</p> <p>Targeted interventions to improve fine motor skill development</p> <p><i>For practitioners:</i></p> <p>Staff have a range of resources available to support outdoor learning</p> <p>Staff have had time to revisit feedback and next steps</p> <p>Numeracy teaching is more in line with the benchmarks</p> <p>Increased confidence around</p> | <p>Class visits</p> <p>Pupil Voice</p> <p>Feedback from staff</p> | <p>the Northern Alliance Numeracy Pathway</p> <p>Continue with SEAL and Emergent Literacy - add to SIP 19/20</p> <p>Utilise Number Notions packs</p> |
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| | <p>Teaching staff received more training on Emergent Literacy - focus was on information carrying words and the use of questioning</p> <p>Teaching staff carried out professional reading on feedback and then worked in levelled groups to consider what constitutes 'good feedback in Bell's Brae'. This information was recorded and is now displayed throughout the school</p> | <p><i>what is taught at each stage</i></p> <p><i>For practitioners:</i></p> <p>Staff have a better understanding of the Emergent Literacy approach and how this can be beneficial all through the school</p> <p><i>For learners:</i></p> <p>Learners who struggle with processing are given more time to organise their thinking and plan their input.</p> <p><i>For practitioners:</i></p> <p>Professional dialogue and enquiry has allowed all staff to have a good understanding of feedback and have a written reminder on display.</p> | <p>Feedback from staff</p> <p>Presentation given to staff</p> <p>Feedback from staff</p> <p>Posters</p> | <p>On SIP 19/20</p> |
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| | ELCC staff have visited other settings to observe how they are implementing aspects of SEAL and Emergent Literacy | <p><i>For learners:</i></p> <p>Learners will receive consistent feedback linked to learning intentions.</p> <p><i>For practitioners:</i></p> <p>Staff have gained knowledge of different approaches that can adapt for our setting</p> | Feedback from staff | On SIP 19/20 |
| To provide high quality family learning opportunities | <p>Staff have become familiar with both local and national advice around Family Learning</p> <p>Teaching staff worked in stages to audit against some of the challenge questions from QI2.5</p> <p>Home Learning worksheets have been developed and distributed to families</p> <p>Teaching staff are now beginning to explore ways to provide family learning opportunities through their homework tasks</p> | <p><i>For learners:</i></p> <p>Most learners in P4-7 have a better understanding of what family learning is, what they do already and what other things they can do.</p> <p>Increased opportunities for family learning have motivated learners</p> <p><i>For practitioners:</i></p> <p>All have a better understanding of what family learning is and</p> | <p>Pupil Voice assembly - Nov 18</p> <p>Minutes of stage meetings</p> <p>Pupil voice</p> <p>Family learning worksheets</p> | <p>Finalise questionnaire and distribute to parents/carers</p> <p>Develop strategy for Parental Improvement and Engagement and implement changes</p> <p>Seek opinion of ELCC parents/carers on soft finish</p> |

Pupil Voice:

- Our teachers has been encouraging us to get outside instead of doing homework
- I have used the Family Choice board and tidied my room
- Our homework has encouraged us to ask family members questions linked to our homework. We have completed more research at home.
- Mv family attended the Bingo night

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| | <p>The Read, Write and Count resource is being used for regular homework activities in P4</p> <p>A draft questionnaire on Parental Involvement and Engagement has been produced by school staff and Parent Council members</p> <p>Learners in P4-7 have considered activities they do already for family learning and have suggested further ideas for school staff to implement.</p> <p>Sports Committee and Active Schools offered a range of activities for pupils and parents to try at the Learner Led Event</p> <p>A soft finish is in place in ELCC</p> <p>A Parental Involvement and Parental Engagement questionnaire was</p> | <p>the benefits of it.</p> <p>Almost all teaching staff are aware of the national drive to improve family learning across establishments</p> <p><i>For parents:</i></p> <p>Parents/carers of children in P1 have an understanding of what activities can support their child's learning at home e.g. motor skill activities, being read to</p> <p>The majority of parents/carers of children in ELCC learn alongside their child during the soft finish. They can see staff and other parents modelling play activities/learning activities</p> <p><i>For learners:</i></p> <p>Increased opportunities to learn alongside family members</p> | <p>P1 teacher presentation</p> <p>Photos of parents/carers in ELCC</p> <p>Parental opinion</p> | <p>Finalise draft strategy for Parental Improvement</p> |
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| | <p>distributed. Returns were shared with staff and the Parent Council. These returns alongside the local authority's strategy supported us in drafting a Bell's Brae Parental Engagement and Involvement Strategy.</p> <p>A number of classes have been encouraging family learning through a variety of homework tasks</p> <p>A 'Family Choice' board was distributed to all families suggesting a range of family activities within the local</p> | <p><i>For practitioners:</i></p> <p>Staff have a better understanding of the different elements of parental engagement and involvement</p> <p>Learners engaged and motivated whilst carrying out homework tasks</p> <p><i>For parents</i></p> <p>Parents have had the opportunity to influence changes to our approaches to parental involvement and engagement</p> <p>They are provided with ideas to engage their children in home learning in a fun and active way which involves them.</p> <p><i>For parents</i></p> <p>Increased parental awareness of</p> | <p>Feedback from Parent Council tasks</p> <p>Displays</p> <p>Feedback from pupils, staff and parents</p> <p>The family choice board was shared and minuted at the</p> | <p>and Engagement and implement changes</p> <p>A more consistent approach to promoting family learning homework activities.</p> |
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| | <p>community.</p> <p>Read Write Count packs have been used by P4, 5 and 6.</p> <p>ELCC parents' attention has been drawn to the concept of 'Loose Parts Play.'</p> | <p>the range of activities through which they can support their children's learning.</p> <p><i>For learners</i></p> <p>Greater opportunity to have their learning enhanced through interaction with family.</p> <p>Shared success of their family learning with peers through discussion and display boards.</p> <p><i>For practitioners</i></p> <p>Increased awareness of the type of activities that could be provided as homework activities for families.</p> | <p>Parent Council Meeting.</p> <p>Feedback from staff pupils and parents.</p> | <p>Encourage teachers to plan more family learning activities as homework.</p> <p>Continue to engage with Read Write Count packs.</p> <p>Embedding 'Loose Parts Play' as part of SIP.</p> |
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| <p>3 Pupil Equity Fund</p> | <p>A Punctuality Leaflet has been produced and distributed</p> <p>A breakfast club is available daily</p> <p>A nurture room is in place at all times</p> <p>Identified learners are getting more opportunities within the community</p> <p>Families who are in need of support have been identified and these children are</p> | <p><i>For learners:</i></p> <p>More learners are arriving at school on time</p> <p>A nice friendly environment is available every morning where learners can have something to eat before 0900</p> <p>Increased experiences in the community</p> <p>Increased self esteem</p> <p><i>For practitioners:</i></p> <p>Less disruption to early morning routines</p> <p>Some learners are more engaged in classroom based activities for increased length of time</p> <p><i>For parents:</i></p> <p>A generic reminder about its importance seems to have</p> | <p>Levels of lates have improved - particularly for some families</p> <p>Photographs</p> <p>Pupil Voice</p> <p>Boxall profiles</p> <p>Tracking meetings</p> | <p>Increase use of car to get identified children to school</p> <p>Further opportunities within the community for children attending 'Living Room'</p> <p>Erection of Polycrub and utilise with learners</p> <p>Begin link with local business 'The String'</p> |
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Pupil Voice:

- I have really enjoyed going out with the 'Living Room' and have gained better social skills.
- Tons of people go to the breakfast club. It's really, really good. It gets everyone together and everyone talks and laughs. The good thing is you can go and don't have to eat it is more of a social event.
- The study club is really helpful and has made sure I do better homework as I take my time.

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| | <p>supported in getting to school</p> <p>The Polycrub has begun to be erected</p> <p>Punctuality continues to be monitored and letters are distributed to relevant families</p> <p>The PEF spreadsheet has been updated to identify improvements and trends</p> <p>An update of Clicker 7 has been purchased using PEF funds</p> <p>Lunchtime club is provided daily</p> | <p>improved punctuality for some families, who had high levels of lateness</p> <p><i>For learners:</i></p> <p>Children from these families have a noticeable increase in attendance and punctuality.</p> <p>Learners who struggle during social times have a place to go resulting in a successful lunchtime for them</p> <p><i>For practitioners:</i></p> <p>Staff are able to identify learners in need of support</p> <p>Pupils coming in to school on time and being provided with a breakfast has ensured that more learners are ready to learn.</p> <p>Learning can begin promptly after breaktimes</p> | <p>Attendance and punctuality stats</p> <p>Ethos in breakfast club</p> <p>Pupil Voice</p> <p>Lunchtime club monitoring</p> <p>Feedback from parents re. study club and breakfast club</p> | <p>Erection of Polycrub and utilise with learners</p> <p>Begin link with local business 'The String' and 'Turrifield'</p> <p>Continue to monitor punctuality and implement strategy</p> <p>Continue with current plans for PEF next session.</p> <p>Draft clear guidelines for access to the 'Lunchtime Club'</p> |
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| | <p>A small group of P3 non-swimmers have been provided with additional lessons at the Scalloway Pool- transport provided by school car</p> <p>A large number of trips have taken place by Living Room Groups</p> | <p><i>For parents</i></p> <p>Support is in place to ensure that their children can get to school/ELCC regularly and on time</p> <p><i>For Learners:</i></p> <p>Developing their water confidence, valuable life skills and water safety. Widened knowledge of Shetland geography</p> <p><i>For Learners:</i></p> <p>Widened knowledge of Shetland geography. Experiential learning. Developing life skills</p> <p><i>For practitioners:</i></p> <p>Further developed relationships with learners. Staff fully seeing the benefits of a nurturing approach and in taking learning</p> | <p>Feedback from learners and PE teacher</p> <p>Photos of trips</p> <p>Feedback from pupils and staff</p> <p>Boxall profiles</p> <p>Review minutes</p> | <p>Encourage parents to take their child swimming to consolidate their new skills</p> <p>Ongoing input from ASN outreach group to further develop staff knowledge and understanding of child development and SEBN/strategies to support this in different settings.</p> |
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| | ASN teacher delivered an awareness raising session on the key principles of nurture with support staff | <p>out in the community.</p> <p><i>For practitioners:</i></p> <p>Increased knowledge</p> <p>Leadership development for ASN teacher</p> | Completed questionnaires | Provide further sessions to more staff |
| Maintenance Plan | <p>A 'Peerie Makers' group is up and running on a weekly basis</p> <p>A study club runs twice a week</p> <p>A daily lunchtime club is in place</p> <p>Two teachers have spent time looking at the ICE pack to cover SHANARRI. They have shared it with teaching staff and have encouraged staff to trial it.</p> | <p><i>For learners:</i></p> <p>Increased opportunities for learners to acquire a new skill and/or attend a new group/activity</p> <p>A venue is available at lunchtime to support learners who can find social times challenging for a variety of reasons. This ensures the majority of children have an enjoyable breaktime.</p> <p><i>For practitioners:</i></p> <p>Less playground issues spill into</p> | <p>Register</p> <p>Pupil Voice</p> <p>Parental opinion</p> | <p>Update and share outdoor learning policy</p> <p>Finalise HWB pathway which incorporates ICE pack if purchased</p> <p>Technologies programme of work</p> |

Pupil Voice:

- We have liked the after school clubs
- We would like even more outdoor learning
- The Ice Pack helps us with relationships and online safety.

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| | <p>A chess club has been arranged to begin in Term 4.</p> <p>The ICE pack was trialled by staff and with everyone's agreement it was purchased. It provides a progressive programme covering aspects of HWB. A programme of work for HWB at first and second level was produced.</p> <p>All staff have had the opportunity to evaluate the school using QIs 1.3, 2.3, 3.1, 3.2</p> <p>Learners in P6 and 7 have received input from Skills Development Scotland on different occupations and the skills needed. Interested learners have</p> | <p>learning time following breaktimes. Less distressed behaviour from some learners</p> <p><i>For parents:</i></p> <p>A venue and staff are available to support families after 3pm.</p> <p><i>For learners:</i></p> <p>Some learners are provided with further opportunities out with school hours.</p> <p>Learners are provided with a progressive programme of HWB</p> <p>Learners are encouraged to consider their wider achievements</p> <p>Empowerment</p> <p><i>For practitioners:</i></p> <p>Staff have a clear framework to follow in HWB</p> | <p>Class visits</p> <p>Wider achievement forms</p> <p>Pupil Voice</p> <p>School Tours</p> | <p>Continue to implement HWB pathways</p> <p>Digital Learning on SIP plan for 19-20</p> <p>Track and monitor wider achievement</p> <p>Involve learners in identifying ways to celebrate wider achievement</p> |
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| | <p>completed application forms for the role of 'School Tour Guide'.</p> <p>Learners have worked with Mrs Wadley to complete 'prompt sheets' for the Tour Guide</p> <p>A P4-7 Pupil Voice assembly was held around the area of Wider Achievement. Learners were encouraged to consider what this was and then all completed a document detailing what they do -in school, at home, in the community and to consider what skills they are developing</p> | <p>Staff have a better understanding of where we are as a school and what we can do to improve our work in these areas.</p> <p>Staff have more information about their learners activities outwith school and can begin to identify any gaps</p> <p><i>For parents</i></p> <p>New families to the school will be provided with a tour by our 'School Tour Guides' and will see how confident, articulate and respectful our learners are</p> <p><i>For Learners:</i></p> <p>The learners have an increased understanding of different achievements and how these are developing their different skills.</p> | <p>Completed sheets</p> <p>Feedback from learners</p> | <p>Finalise recruitment process for Tour Guides and provide training</p> <p>On SIP 19/20</p> |
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| | <p>through this.</p> <p>The chess club has run regularly for P5 pupils</p> <p>The Tour Guides have begun their roles.</p> <p>A group of pupils spoke during a local Leadership event about how they have Lead their learning in school.</p> <p>Staff and parents have been provided with the opportunity to comment on the Outdoor Learning Policy. This has not been finalised.</p> | <p><i>For practitioners:</i></p> <p>We have a better understanding of what the pupils are doing outside of school and where the gaps are</p> <p><i>For learners:</i></p> <p>Pupils are empowered and are developing their leadership skills. Real enjoyment</p> <p><i>For practitioners:</i></p> <p>Demonstrated to all staff the importance of pupil leadership and the benefits associated with this.</p> <p><i>For practitioners/parents:</i></p> <p>A common understanding of how Outdoor Learning is taken forward in Bell's Brae.</p> | <p>Feedback from pupils and those who have experienced the Tour Guides</p> <p>Video of presentation - website</p> <p>Feedback</p> <p>Completed document</p> | <p>All staff to implement policy</p> |
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| Quality Indicators from How Good is our School? | How well are you doing? What's working well for your children? | How do you know? What evidence do you have of positive impact on children? | Hard evidence | What are you going to do now? What are your improvement priorities in this area? | How would you evaluate this QI using the HGIOS? six-point scale? |
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| <p>1.3 Leadership of Change</p> <ul style="list-style-type: none"> • <i>Developing a shared vision, values and aims relevant to the setting and its community</i> • <i>Strategic planning for continuous improvement</i> • <i>Implementing improvement and change</i> | <p>There is a shared vision, values and aims which are know by all. Pupils, parents and staff were all involved in reviewing these in 2017 to ensure they are still relevant and pertinent:</p> <ul style="list-style-type: none"> ○ Reflects the community we serve ○ Children at the centre ○ Incorporates all the wellbeing indicators ○ Links to our Rights Charter ○ Values Characters to assist learners to relate to them <p>Our vision supports our ethos.</p> <p>All staff embed the vision, values and aims through learning, teaching and pastoral care.</p> | <p>The majority of stakeholder groups are aware of our vision, values and aims and its core messages.</p> <p>The ethos demonstrates the Vision, Values and Aims and it is referred to when talking to pupils.</p> <p>Stakeholder involvement in devising and reviewing V,V and A.</p> <p>Staff and pupils demonstrate this vision and our rights agreement through their work and behaviour.</p> <p>Feedback from visits and visitors is always positive.</p> <p>Staff have access to pastoral</p> | <p>Completed V,V and A document</p> <p>Values Characters</p> <p>Feedback from stakeholders from Feb 2018</p> <p>Rights charter</p> <p>Partners feedback forms</p> <p>SEEMIS - pastoral notes</p> | <p>Continue to raise the profile of our V, V and aims with all stakeholders</p> <p>Continue to update our Curriculum Rationale document</p> <p>Make use of the new ASN Quality Standards.</p> | <p>5</p> |

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| | <p>Staff take good account of the social, domestic, economic and cultural context of children and their families. A large number of staff have received input on ACEs</p> <p>Teaching staff maintain their GTCS standards. Staff have opportunities to develop their leadership roles and responsibilities.</p> <p>A large number of staff willingly take on leadership roles - Eco-committee, JRSOs, SIP Focus Group, SIP working groups, Pupil Council etc. Through these roles staff present to and train their colleagues during staff development time.</p> <p>Staff are involved in self-evaluation processes using HGIOS 4 and challenge questions and always consider the impact of improvements on learners.</p> <p>Staff collectively agree priorities for change and both individually and collectively work to implement and develop improvement priorities.</p> <p>Senior Leaders guide the strategic</p> | <p>notes and take these in to account when planning for all learners. All staff share information to ensure relevant staff are aware of each child's wellbeing.</p> <p>PRD processes have been completed with GTCS standards as benchmarks. Staff have identified next steps and development needs. These mainly link to School and National priorities.</p> <p>Professional discussions demonstrates staff's commitment, involvement, leadership and ownership of change -within own classes and as a school.</p> <p>Detailed working time agreement in place</p> <p>Dedicated development time, SIP Focus Group and SIP procedures in place. Local authority positive feedback on SIP and current work</p> | <p>Example of staff Professional Learning Plans</p> <p>Focus Group emails Minutes of Eco-committee and Pupil Council minutes</p> <p>Completed SIP and working time agreement</p> <p>CPD sessions on signing for staff across schools and parents being run by a member of school staff</p> <p>School timetable</p> <p>Completed audit document</p> | <p>Continue to raise awareness of ACEs</p> <p>Continue to provide and promote leadership opportunities for all staff.</p> <p>Continue moderation through cluster activities and out with.</p> <p>Embedding use of benchmarks.</p> | |
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| | <p>direction and pace of change and create opportunities for all staff to be fully involved in self-evaluation, agreeing priorities and implementing change.</p> <p>Leadership of change in recent years has impacted positively on children learning experiences in a number of key areas.</p> <p>Pupils play a role in leading parts of their learning.</p> <p>Pupils are involved in identifying and discussing the school's priorities.</p> <p>A Pupil Drop In Session every month has been established where the HT and Chair and Vice Chair are available to hear pupil suggestions.</p> <p>An ethos of collegiate working existing and time is protected for professional dialogue and self evaluation. Weekly dedicated time is provided to P1-7 teaching staff to meet with their stage partner to plan, assess and moderate programmes and learning.</p> | <p>The impact of previous priorities can be seen in classes e.g. Modern Languages in all classes, introduction of VCOP to improve writing, SHANARRI, growth mindset</p> <p>Pupils are able to talk about their learning. Teachers use formative assessment to adapt learning and plan next steps. Children have led on sharing learning experiences at the Learner Led event. Pupils have helped shape values of the school. Pupils have made great changes to the school through the Pupil Council and Pupil Voice Pupils are involved in identifying success criteria and assessing their learning.</p> <p>Timetable</p> <p>Leadership of developments is shared between schools. Staff have opportunities to share good practice with other</p> | <p>Previous SIP Minutes of MT meetings</p> <p>Curriculum Rationale document</p> <p>Learner Led Event invites</p> <p>Values Characters designs</p> <p>Pupil Drop In book Pupil Council minutes/Round up Feedback at assemblies</p> | <p>Further develop pupils' skills in reflective language.</p> | |
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| | <p>School improvement process very well embedded and all staff are involved in the process.</p> <p>Cluster support is very good.</p> <p>Staff within the ASN department have engaged with The Milestones to Support Learners with Complex Additional Support Needs and have improved how they track the progress of learners.</p> <p>Personal Focussed Risk Assessments are in place</p> <p>Feedback from learners is provided through updated 'My Meeting' resources</p> <p>A rolling programme of training on record keeping, assessments, confidentiality and good practice is in place for ASN support staff</p> | <p>staff across the cluster. Some moderation work has been undertaken.</p> <p>Evaluations of IEPs are robust and identify next steps. A common language is used by all staff.</p> <p>All staff and parents are aware of any required adaptations and these are implemented to ensure learners are challenged appropriately and in the right environment.</p> <p>Pupil Voice is heard clearly and appropriately.</p> <p>Staff are aware of their roles and responsibilities. There is a standardised approach.</p> | <p>Minutes of Cluster HT meetings</p> <p>Completed IEPs</p> <p>Completed risk assessments</p> <p>Completed resources Pupil Voice</p> <p>Training notes Training powerpoint LSW duties</p> <p>Observations Feedback from Care Inspectorate</p> | <p>Encourage parents/carers to provide written feedback on targets and progress Protect time for professional dialogue around the moderation of targets.</p> <p>Include language of milestones in training</p> | <p>4</p> <p>4</p> |
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| | <p>Within the ELCC practitioners have an overall understanding of the school's vision</p> <p>ELCC practitioners have engaged in a range of professional learning opportunities e.g. SEAL, Emergent Literacy</p> <p>All ELCC staff are involved with the planning and refurbishment of the ELCC expansion. Staff are encouraged to take ownership of the new setting.</p> | <p>Practitioners put the vision into practice on a daily basis</p> <p>Activities in the ELCC are based on the principles of Emergent Literacy</p> <p>Staff are engaging in professional enquiry and looking online to identify best practice around settings, resources and pedagogy.</p> | <p>Photos Videos Weekly News Developmental Overviews</p> <p>Staff feedback Information board</p> | <p>Ensure vision shapes the ELCC expansion</p> <p>Further training in these areas and to further embed this in the ELCC setting</p> <p>Involve learners and parents in the plans for the ELCC environment</p> | |
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| <p>2.3 Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> • Learning and engagement • Quality of interactions • Effective use of assessment • Planning, tracking and monitoring | <p>Keen and enthusiastic pupils involved in the teaching and learning process. Children behave very well in classes across the school</p> <p>The learning environment is built on positive nurturing relationships. Learner's experiences are challenging and enjoyable. Our learners are successful, confident and responsible. Children at all stages are engaged by a range of interesting and relevant learning activities. Digital technology is used to support learning.</p> <p>The purpose of the lesson is made clear to learners. Learners are encouraged to share their ideas and opinions.</p> <p>Bell's Brae children are developing the skills to confidently talk about their own strengths and development needs as individual learners. They take on leadership roles. Learners are consulted</p> | <p>Pupils are using the language of learning and are becoming more confident about what the expectations are.</p> <p>Weekly classrooms visits by MT - discussed and minuted with next steps considered, school website, pupil's work in jotters and on displays.</p> <p>Feedback from learners, parents, visitors, staff and members of the community</p> <p>Staff have a clear overview of their pupils, strengths and needs. High quality learning experiences are provided in classes</p> <p>Pupil conversations, P7 Pupil profiles, Pupil Reports.</p> <p>Pupil groups - Pupil Council, Eco-</p> | <p>Folios of Evidence Recognition of Wider achievements</p> <p>Minutes of MT meetings Pupil jotters Tracking spreadsheets</p> <p>End of year reviews P7 profiles School website Review meeting minutes Evaluated IEPs Daily diaries</p> | <p>Continue to track and celebrate pupil achievements in and out of school and identify gaps and skill development</p> <p>Embed use of National benchmarks to support assessments</p> <p>Consistent approach adopted for a Folio of Evidence</p> <p>Update our</p> | <p>4</p> |

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| | <p>on their needs and pupil voice is encouraged at review meetings.</p> <p>Class teachers are well prepared and clear in their explanations to learners. They make good use of the IWB to support their teaching.</p> <p>Our learners have worthwhile opportunities to learn and achieve beyond the classroom</p> <p>Use of core formative assessment strategies from P1 - P7. Recent input for teaching staff on effective feedback has ensured that learners are provided with a range of high quality written and verbal feedback.</p> <p>Holistic assessments are planned regularly and demonstrate the progress of learners across a number of curricular areas.</p> <p>Attainment steady this session with some pupils exceeding expectations.</p> <p>Variety of summative assessments used to support judgements.</p> | <p>committee etc and assembly presentations</p> <p>List of trips within local community - museum, Northlink, Scatness dig, beach, Mareel. Use of PEF fund to enable wider range of opportunities</p> <p>Whole school assessment strategy in place. Learners are clear about next steps and supported to achieve these</p> <p>PAM plans are embedded and assess skills and knowledge</p> <p>Seen increase in attainment and achievements</p> <p>Data is carefully analysed and this informs the planning process and strategies adopted for individuals.</p> | <p>My meeting booklets</p> <p>Northern Alliance Assessment data</p> <p>School website and photos</p> <p>Assessment strategy</p> <p>Class visits Jotters Feedback from staff and learners</p> <p>PAM plans</p> <p>Planning guidelines Complete plans</p> | <p>programme of digital learning 3-12 and consider resources</p> <p>Continue to take part in Northern Alliance Emerging Literacy Project</p> <p>Continue to provide moderation opportunities between staff to ensure shared standards.</p> <p>Revisit importance of quality feedback and next steps</p> | |
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| | <p>Planning is proportionate and manageable and identifies what is to be learned and assessed.</p> <p>Tracking meetings with MT focus on purpose of plans, impact of assessment. Tracking spreadsheet recently revised. Attainment is a focus of improvement plan and tracking used as part of the process to monitor progress, form next steps, inform support required and inform challenge and pace.</p> <p>Pupil progress reports are reader friendly and support sharing progress to parents. Involve pupils in sharing their views.</p> <p><i>ASN staff use a range of creative learning and teaching approaches, which help to motivate learners</i></p> <p><i>Where the learners have the capacity they are involved in setting their own success criteria</i></p> <p><i>A range of low and high technologies is in use to support learning and teaching.</i></p> | <p>Consistent collegiate approach to planning in place.</p> <p>Targeted support identified for pupils. Regular ASN/MT meetings to review pupil progress and discuss any concerns raised by staff or parents.</p> <p>Calendar of reporting updated to ensure parents/carers get regular information and that pupils are involved in sharing their learning.</p> <p><i>Learners are engaged and making effective progress</i></p> <p><i>Motivated learners</i></p> | <p>Within the ASN department IEP evaluations embed the theory and language of the continuum of engagement</p> <p>Tracking spreadsheets SEEMIS</p> <p>Calendar of reporting Sample interim and end of session reports</p> <p>In-service training</p> <p><i>Class visits Review meetings Feedback from staff</i></p> <p><i>Class visits Examples of work Photos</i></p> | <p>Continue to Implement Scottish National Standardised Assessments</p> <p><i>Skill development of staff Family learning for parents/carers</i></p> | |
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| | <p>Learners know what is expected of them during lessons and staff use a variety of techniques to promote positive behaviour and engagement</p> <p>All ELCC staff understand the importance of play and how to ensure it has a positive impact on learner's progress</p> <p>Within the ELCC setting purposeful observations of learners take place. Practitioners have a good sense of the curriculum and child development.</p> <p>All ELCC staff input in to literacy and numeracy tracking documents and developmental overviews</p> | <p>Learners are motivated and can access the curriculum</p> <p>Routines are in place that learners are aware of. Learners settle quickly to activities. A big emphasis is placed on pupil voice.</p> <p>Almost all learners are happy and achieving. Balance of self directed and adult directed play.</p> <p>Learners are achieving. Their progress is tracked using Developmental Overviews. Specific amendments to the curriculum are made for some learners</p> <p>Helps inform observation and further planning</p> | <p>Videos Pupil Voice Class visits Review meeting minutes</p> <p>Feedback from staff Progress of learners Feedback from parents/carers</p> <p>Overviews IEPs GIRFEC meetings</p> <p>Completed documents</p> | <p>Further develop strategies for involving ELC learners in planning for their own learning opportunities.</p> <p>Review current process with new staff and new approaches</p> | |
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| <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • Wellbeing • Fulfilment of statutory duties • Inclusion and equality | <p>Pupils' wellbeing sits at the heart of all we do and this is clearly understood by all stakeholders.</p> <p>All staff know pupils very well and promote a nurturing ethos and environment. There is an ethos of mutual respect where relationships are positive and supportive.</p> <p>Children's knowledge and understanding of the GIRFEC wellbeing indicators is developing well</p> <p>Children are treated with respect and dignity and recognised for their worth</p> <p>Careful support of pupils alongside other professionals, particularly, health and social work. Service Level Agreements are in place to support</p> | <p>The pupils are confident, happy and enjoy the whole school experience.</p> <p>Attendance levels are high, pupils want to come to school.</p> <p>Positive relationships provide consistently positive models for pupils.</p> <p>Pupils can assess their wellbeing and can describe how the school and others support their wellbeing across all indicators.</p> <p>Whole school participate in Daily mile and are making links between physical activity and health</p> <p>All staff have had CP training</p> | <p>Attendance data</p> <p>Tracking spreadsheet</p> <p>Pupil Shanarri work</p> <p>CP training spreadsheet</p> <p>RSHP programme and guidelines</p> | <p>Encourage the continuation of good attendance, promotion of positive relationships and wellbeing.</p> <p>Promote improved punctuality and provide support for any families having difficulties in this area.</p> <p>Raise awareness of the Rights of</p> | <p>5</p> |

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| | <p>partnership working.</p> <p>Staff have a working knowledge of statutory requirements and codes of practice and this is embed into the day to day life of the school.</p> <p>Staff are kept informed of any significant events in children's lives so they can plan accordingly and provide the necessary support to individuals.</p> <p>Robust processes in place for child protection and other statutory duties. Staff training includes Child Protection, GIRFEC training, further developing the nurturing school approach and individual CPD.</p> <p>Careful planning in place to support the breadth of pupil needs - supported by ASN teacher where necessary. Supports a progressive learning experience. Enhanced transition in place for identified children</p> <p>Assemblies stimulate discussion and thought about global citizenship, diversity, faith and well-being.</p> <p>Staff are proactive at tackling issues or</p> | <p>and follow the Interagency Child Protections Procedures</p> <p>School links with other agencies and partners are utilised to support the wide range of need of pupils.</p> <p>Staff are aware of and use the Dyslexia toolkit. Monthly MT/ ASN mainstream teacher meetings are held to discuss how pupil needs are being met and to consider any new pupils that require support.</p> <p>The school has developed nurturing approaches and the ethos is warm and friendly. Nurture groups support a significant number of learners.</p> <p>Embedding of values and rights throughout the school and reference to them in reflective practice. PEF plans, Monitoring meetings, Transition plans</p> | <p>Assembly plan and presentations</p> <p>Dyslexia assessments</p> <p>Living Room timetable</p> <p>Spreadsheet detailing PEF criteria</p> <p>Review minutes GIRFEC plans CSPs</p> | <p>the Child.</p> <p>Implement SHANARRI programme so that there is clear progression in children knowledge and skill development in this area. Assess pupil wellbeing using the SHANARRI web. Implement ICE pack lessons.</p> <p>HWB pathway</p> <p>Look across the wider community to see where we can tap into to enhance learning</p> | |
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| | <p>misconceptions through their learning and teaching - proactive and reactive.</p> <p>We have effective strategies in place which are improving attainment and achievement for children facing challenges.</p> <p>A breakfast club and study club have been established for all learners. A lunchtime club is available for learners who have shown that they struggle with the busy playground environment. After school clubs</p> <p>The school works with a range of partners to improve outcomes in health and wellbeing.</p> <p>Through our school values the school community openly discuss inclusion, participation and equality. An ethos of inclusion exists.</p> <p>A range of augmentative and alternative communication is in use and promoted widely through the school community.</p> <p>Staff have a very good understanding of</p> | <p>No exclusions</p> <p>Large number of placing requests</p> <p>Lunchtime club ethos</p> <p>Attendance at clubs</p> <p>After school clubs, buddies, school nurse, dental team etc. Pupils actively involved in Sports Committee events and clubs.</p> <p>All learners are using a range of communication strategies</p> <p>Individualised approach</p> <p>Effective support in place for</p> | <p>Breakfast Club register Letters to parents/carers</p> <p>Active schools Gold School Sport Award Sports events Inter-school meets Netball Leagues Use of 60:40 and Swimming facilities.</p> <p>Assemblies Pupil Voice Class visits</p> | <p>experiences and involve staff training if required.</p> <p>Make use of the new ASN Quality Standards.</p> <p>Consider mixing playgrounds once a week Consider criteria in place for attendance at lunchtime club</p> <p>Continue to have a 'Sign of the week' Promote the new Sign book'</p> | |
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| | behaviours as a means of communication. A wide range of approaches and strategies are in use to support individual children | learners Calmer and more productive learning environment | Class visits IEPs Review minutes Pupil Voice | | |
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| <p>3.2 Raising attainment and achievement (HGIOS)</p> <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> | <p>The overall attainment of children in literacy and numeracy across the school is good.</p> <p>By the end of June 2018 most children in P1 had achieved early level in Listening and Talking and Numeracy and the majority in Reading and Writing. In P4 most children had achieved first level in Listening and Talking and Reading with the majority achieving this in Writing and Numeracy. And by the end of P7 most children had achieved second level in Listening and Talking, Reading and Writing with the majority achieving this in Numeracy.</p> <p>Attainment in literacy and numeracy continue to be improvement priorities in</p> | <p>Overall school results in literacy, numeracy and health and wellbeing show good progress and impact of improvements.</p> <p>Data from assessments, along with moderated teacher judgement informs planning and support.</p> <p>Regular self-evaluations from a wide range of evidence- pupil focus groups, classroom visits, learners work, evidence on school website, performances.</p> | <p>Attainment data</p> <p>Tracking spreadsheets</p> <p>Gap spreadsheet</p> <p>PEF plans</p> <p>SEEMIS tracking and monitoring</p> <p>Minutes of MT meetings</p> <p>Minutes of ASN/MT meetings</p> <p>Barnardos outcomes</p> <p>Boxall profiles</p> | <p>Further embed professional dialogue around pupil attainment and predictions - look at identifying learners who are "on track", "exceeding expectations" and "requires support"</p> <p>Implement PEF plans to raise attainment as per individual plans.</p> | <p>4</p> |

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| | <p>line with reducing the attainment gap.</p> <p>Teachers use the curriculum pathways and have begun to use benchmarks to underpin their teacher judgement. Children's achievement in and out of school are celebrated in classes and at assemblies</p> <p>Tracking meetings address responsibilities and approaches.</p> <p>Children with barriers to learning are identified and regularly reviewed. Their progress is closely monitored.</p> <p>Learners in the ASN department have IEPs, Personal Needs Care Plans and GIRFEC child's plans. These identify short term and long term targets. All learners are making good progress in meeting their targets.</p> <p>Transition for Early Years Pupils is clearly planned and good links exist with local providers. Transition programme welcomed by parents.</p> <p>In the ELC children are making good progress.</p> | <p>Minutes of review meetings Evaluated IEPs Links with AHPs</p> <p>Individual trackers are in place for literacy and numeracy in the ELC. Developmental Overviews</p> <p>A comprehensive transition programme from primary to secondary in place. Enhanced transition available for pupils who need additional support. Pupils requiring targeted</p> | <p>ELC development overviews</p> <p>Transition programmes HOP</p> | <p>Continue involvement in the Northern Alliance Emergent Literacy programme and promote strategies throughout the school</p> <p>Continue to involve pupils and seek their views</p> <p>Track pupil achievements in and out of school and identify gaps and skills.</p> | |
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| | <p>Teaching staff trained in Metacognition and have begun to implement strategies An effective partnership is in place with the Anderson High School to support transition.</p> <p>There have been no exclusions in the past 7 years Attendance levels are good.</p> <p>Our PEF plans focus on closing our gap with money being used to fund additional staff for nurture</p> | <p>interventions to support transition have been identified and staff are working with appropriate ASN Outreach workers</p> | PEF plans | <p>Increase number of opportunities that learners get out in the community</p> | |
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| 2.2 Curriculum: Theme 3 Learning and development pathways | The curriculum is built firmly on the school's vision, values and aims. Children are aware of the schools VVA and in most instances adhere to the 'Rights | Revised V,V, A Rights agreement Workshops with children Assemblies - focus of week on | V, V, A Rights Charter | Further embed frameworks including Education | |

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| | <p>Agreement'</p> <p>Pupils are supported in class through careful planning of learning experiences. Differentiation is always carefully considered.</p> <p>Knowledge of interdisciplinary learning is developing with a better focus on a rationale for learning and consideration of deeper learning through a focus on specific Es and Os.</p> <p>The Living Room provides a range of focussed, nurturing experiences for identified children</p> <p>Good use of digital technology to support pupils' learning across all areas of the curriculum.</p> <p>Teachers plan and track using progressive curriculum pathways in literacy and numeracy</p> <p>Programmes of work for RSHP and RME ensure progression.</p> <p>Curriculum planning takes account of national guidance for CfE. Staff refer to the Es and Os and are beginning to</p> | <p>bulletin for everyone to know</p> <p>Carefully planned and designed curriculum with a robust impact on learners and measured against benchmarks.</p> <p>Almost all pupils actively engaged and learning.</p> <p>Professional discussion and judgements - shown in planning, evaluations and ASN files</p> <p>Nurture groups support pupils PSE needs Planning for individuals happens as a team approach.</p> <p>Curriculum pathways in place ensure there are shared expectations among staff.</p> <p>Evidence across all areas of the curriculum to engage and motivate pupils and enhance the learning experiences</p> | <p>Curriculum Rationale</p> <p>Boxall profiles</p> <p>ASN/MT minutes Pupil Summary Sheets</p> <p>Curriculum Pathways</p> <p>Programmes of work</p> | <p>Scotland material. Continue to moderate using benchmarks across the cluster.</p> <p>Continue to update Curriculum Rationale document</p> <p>Update programme of digital learning as per revised Es and Os</p> <p>HWB pathway to be finalised</p> | |
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| | <p>consider the National Benchmarks.</p> <p>Children learn a second language from P1 onwards. In P4-6 children get a block of learning in Mandarin. Improved links with the AHS Modern Languages Dept ensure pupils in P7 experience both French and German before entering their secondary education.</p> <p>Staff work well together to keep the curriculum under review and refreshed. Links with the local community have been considered when reviewing IDLs to ensure that children's local knowledge is good and that the learning context is relevant and meaningful.</p> <p>The careers transition project currently in place provides a useful context to support young people's move to secondary school.</p> <p>Pupils throughout the school are exploring possible careers through a range of activities in school, visits outwith school and visiting speakers. Also welcome work experience participants into our school</p> <p>Some staff have been on training on the importance of Outdoor Learning.</p> | <p>Staff PRDs Timetable</p> <p>IDL plans and programme i.e Lerwick, Fishing and heritage</p> <p>Cluster careers project. IDL plans and programme</p> <p>Support for the Work Experience programme in place. Pupils awareness of future opportunities are heightened</p> <p>Outdoor Learning Policy in place</p> | <p>Cluster careers project document IDL plans Assemblies with links to workforce</p> <p>Work experience programme participants</p> | <p>Policy to be reviewed</p> | |
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| Quality Indicators from How Good is our School? | How well are you doing? What's working well for your children? | How do you know? What evidence do you have of positive impact on children? | Hard evidence | What are you going to do now? What are your improvement priorities in this area? | How would you evaluate this QI using the HGIOS? six-point scale? |
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| <p>2.7 Partnerships - theme 3 Impact on children and families</p> <p>The impact of parental involvement on improving children learning.</p> | <p>Parents active in school as volunteers, audiences and Parent Council to support the work and life of the school.</p> <p>The Parent Council is highly supportive and proactive in supporting school improvement. The PC were instrumental in bringing all stakeholders round the table to improve approaches to traffic and parking around the school.</p> <p>Parents are part of the improvement planning process. Views and opinions are asked for and their feedback is responded to and acted upon.</p> <p>Most parents are positive about the school and have told us that they feel staff are approachable</p> <p>Staff work well with a range of agencies to support learning and</p> | <p>Parents can talk about their children's learning and express views.</p> <p>The annual self evaluation process includes a clear explanation of parental comments and how these have been considered.</p> <p>Parents have fed back that they enjoy being included in the life of the school through a variety of opportunities, e.g. Learner Led Event, performances, seasonal parties, accompanying classes on trips/visits, etc.</p> <p>Ongoing parental evaluations and established relationships</p> <p>Pupils see good relationships and mutual respect.</p> | <p>Minutes of PC meeting Parents as volunteers</p> <p>Feedback from parents/carers (Self-Evaluation folder)</p> | <p>Continue to develop parental knowledge and understanding of learning and build on that knowledge in partnership working.</p> <p>Implement PEF plans which will include more family learning.</p> <p>Continue to roll out 'Read, Write and Count' initiative with families of children in P4-7</p> <p>Improve family</p> | |

| | | | | | |
|--|---|--|---|---|--|
| | <p>willingly take on board advice from support agencies such as SLT, OT to improve outcomes for children.</p> <p>Staff worked well together to improve the approach to reporting to parents.</p> <p>The Parent Council is highly supportive and pro-active in supporting school improvement.</p> <p>Parent Council actively organising family events within school encouraging parental/family involvement engagement.</p> <p>Signing classes for parents</p> <p>Weekly information newsletter is sent to all parents/carers which details through photographs key examples of learning through the week.</p> | <p>GIRFEC reviews</p> <p>Improved approaches to reporting to parents have resulted in better understanding of learning in school and ways of learning.</p> <p>High uptake and demand for tickets.</p> <p>Provides a stimulus for discussion in the home.</p> | <p>Sample review minutes</p> <p>ELCC weekly news</p> <p>Active Social Media Page, ticket sales, photos</p> <p>Feedback from parents Newsletters</p> | <p>learning approaches throughout whole school</p> <p>Review approach</p> | |
|--|---|--|---|---|--|

School Improvement Plan 2019-20

Factors Influencing the Improvement Plan

School factors

- 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.
- We have received £37,200 of Pupil Equity Funding
- We are committed to reducing bureaucracy and do this by ensuring all policies and procedures aim to ensure that workload is manageable.

Local factors

- For the past three years Bell's Brae has been involved in the Northern Alliance Emergent Literacy Programme

Local authority factors

- Shetland Islands Council NIF Plan
- Schools and Quality Improvement Service Plan
- SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting
- SIC Strategy for Parental Involvement 2018

National factors

- National Improvement Framework
- "Learning Together": Scotland's national action plan for parental involvement etc. 2018-2021

| Priority | NIF Priority - Improve attainment in literacy and numeracy | | | | |
|--|---|---|--|---|---|
| Target | To improve attainment | | | | |
| Desired Outcomes | Implementation strategies | Timescale | Personnel | Resources/ Staff development | Monitoring |
| Most or almost all are achieving the desired Curriculum for Excellence Level | <p>Familiarise and utilise NA numeracy tracking document and develop resources to support the learning and teaching</p> <p>Identify targeted interventions to support children experiencing difficulties in numeracy/literacy</p> <p>Embed SEAL approach/Emergent Literacy in ELCC and P1</p> <p>Continue to develop SEAL approach/Emergent Literacy throughout the school</p> <p>Explore approaches to effective learning and teaching in numeracy and literacy. Implement and evaluate strategies that facilitate this throughout the whole school environment.</p> <p>Provide opportunities for peer observations of these approaches.</p> <p>Develop a shared understanding of what good L&T looks like</p> <p>Encourage Family Learning:</p> <ul style="list-style-type: none"> • use activities posted on website (family choice grids) • invite parents to see maths in action at Pupil Led Event • challenge preconceptions regarding maths for both parents and learners <p>Improve resource pool for Numeracy/Literacy for staff to share resources for each organiser on staff pool</p> | <p>03.09.19 07.01.20 Term 1</p> <p>Throughout the year</p> <p>SEAL - 3/10/19 28/11/19 EL- 15/01/20 30/4/20 Num - 28/10/19, 19/5/20 Lit - 6/1/20</p> <p>T2 - Numeracy T4 - Literacy</p> <p>Throughout the year</p> <p>Aug 19</p> | <p>All teachers</p> <p>ASN teachers/MT</p> <p>Early Level Staff</p> <p>ASN and CT</p> <p>CT throughout school</p> <p>CT at all stages</p> <p>SMT</p> <p>CT at all stages</p> | <p>Catch up Maths Catch Up Literacy</p> <p>SEAL training Time Time for sourcing resources</p> <p>Time - class cover by MT</p> <p>Ideas for challenges Time for staff to organise activities</p> <p>Money Time</p> | <p>Tracking meetings</p> <p>Teacher comments Class visits</p> <p>Feedback from parents/carers Feedback from pupils</p> <p>Feedback from staff</p> |

Pupil Voice:

- More problem solving
- 'My spelling workbooks' up the school
- Brain breaks during extended writing – BMT activities or daily mile
- Murder Maths
- More group work
- Numeracy games on the computer

| | | | | | |
|---|---|--------------------|------------------|---|---|
| Priority | NIF Priority - Improve employability skills | | | | |
| Target | To provide high quality learning experiences in technologies | | | | |
| Desired Outcomes | Implementation strategies | Timescale | Personnel | Resources/ Staff development | Monitoring |
| <p>All learners are provided with age appropriate activities that equip them with the skills to use technologies safely and appropriately in learning, life and work.</p> | Develop a pathway which incorporates the National benchmarks and ensures progression through early, first and second levels. | 19/8/19 | Class teachers | Examples from other settings (Technologies folder) | Feedback from pupils |
| | Identify training and resources implications around the new pathways. | 5/11/19 | Class teachers | | Staff development opportunity (Susan Sey) |
| | Identify staff with relevant skills and knowledge to provide staff development in ICT upskilling. | 5/11/19 | All staff | MT | Class visits |
| | Audit current hardware and software and source new resources, equipment and funding. | Nov 19 | | | |
| | Engage in professional enquiry to identify good practice through using technology to improve learning and teaching. Implement strategies that are appropriate to our setting. | 18/2/20 10/3/20 | Teaching staff | Glow National Improvement Hub | |
| | Identify digital leaders to skill up staff and pupils. | Sept 19 | Teaching staff | Enhancing Learning and Teaching through the use of Digital Technology | |
| | | | | EEF Using Digital Technology to improve learning | |

Pupil Voice:

- More ICT time
- More STEM activities
- Scratch (programming)
- Word processing skills
- Digital leaders – pupils teaching other pupils
- Hardware that works
- Better and more headphones

| Priority | NIF Priority - | | | | |
|--|---|---|---|---|--|
| Target | To expand high quality provision in our ELCC setting | | | | |
| Desired Outcomes | Implementation strategies | Timescale | Personnel | Resources/ Staff development | Monitoring |
| <p>Learners will benefit from an EY curriculum that is underpinned by a strong shared understanding of the critical role of play in how young children learn.</p> <p>The EY environment provides challenge for all learners and encourages curiosity, creativity and independence.</p> | <p>ELCC staff will explore early learning theories and different approaches in EY to define what informs our own pedagogy and use this to update our curriculum rationale in relation to the new environment.</p> <p>ELCC staff will work closely as a team and with learners, parents and partners to further embed the setting's vision, values and aims to better reflect the new expanded service.</p> <p>Develop a robust system of self-evaluation that develops leadership at all levels, supports continuous improvement and maintains quality.</p> | <p>Ongoing throughout the year</p> <p>See target 1 for details of literacy and numeracy development</p> | <p>ELCC staff</p> | <p>HGIOELC, "Building the Ambition" "Building the Curriculum 2" SEAL Emergent Literacy</p> <p>Time for staff to work individually and as a group.</p> | <p>Updated curriculum rationale.</p> <p>Feedback from practitioners, parents and learners.</p> |
| | <p>Reorganisation of the learning environment, both indoors and outdoors, so that it is 'free flow' and inspires learning every day.</p> <p>Ongoing discussion and audit of experiences/opportunities to ensure they enable learners to lead their own learning and be 'curious', e.g. loose parts play, messy outdoor play, etc.</p> <p>Review pattern of the nursery day and the roles of individual staff within it, e.g. time spent interacting with children, define purpose of 'non floor time', etc. Manage staff rotas/ children's rota</p> | <p>August 2019</p> <p>Ongoing throughout the year.</p> <p>Term 1</p> | <p>ELCC staff</p> <p>ELCC staff</p> <p>DHT, Senior Practitioner, Practitioners, Support Workers</p> | <p>ELC cluster meetings</p> <p>Purposeful visits to other settings</p> | <p>Feedback from practitioners, parents and learners.</p> <p>Tracking learner progress..</p> |

Pupil Voice:

- Good to give children a chance to play outside and get fresh air and sun
- Wall with buttons and switches (sensory)

| PEF Action Plan | | | | | | |
|--|---|--|--|---|---|---------------|
| What data/evidence informs this priority? | Outcomes | Interventions | Expected Impact | Measures | Resources and cost £37,200 | Actual Impact |
| <p>Lateness figures have improved as recorded in our 'Gap' spreadsheet. Increased attendance at Breakfast Club. This indicates that the interventions should continue as they are effective.</p> | <p>Continue to improve punctuality for 95% of children, with the highest level of lateness, by Summer 2020.</p> | <p>Update and re-issue a 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.</p> <p>Identified pupils are collected from the family home and taken to school. Maintain frequency of our Breakfast Club at five mornings per week.</p> | <p>Decreased lateness figures Improved attainment for identified children</p> <p>Less disruption to classes with latecomers</p> <p>Improved links/support for identified families</p> | <p>Monitor lateness figures (SEEMIS) Monitor attendance at Breakfast club (Sign in sheets) School tracking and assessment</p> | <p>LSW £20620 (30hrs)</p> <p>Food £2200</p> <p>Car insurance, petrol and servicing £2,500</p> | |
| <p>35% of our 'identified pupils' continue to have limited opportunities to participate in a range of experiences out with school</p> | <p>Continue to enhance the HWB of the pupils identified as being "experience poor" through a wider range of nurturing experiences by July 2020.</p> | <p>Continue to provide opportunities for identified children to access real life experiences on a weekly basis, e.g. visiting beaches, using public transport, Polycrub etc. Ensuring literacy and numeracy learning through this curriculum. Parents and carers will be encouraged to be actively engaged in and follow up on new experiences every six weeks.</p> <p>Lunchtime club to be available daily.</p> <p>Study club to be available twice a week. Provide a nurture classroom and clear written information for staff and parents</p> <p>Continue to ensure staff are aware of ACEs and strategies to support stress reduction (ie. Massage, mindfulness, brain break etc.)</p> | <p>Improved social skills.</p> <p>Positive socialisation with peers.</p> <p>Increased choice of activities/opportunities.</p> <p>Shared family experiences.</p> <p>Build capacity/resilience to meet child's needs.</p> <p>Improved behaviour and engagement</p> | <p>Boxall profiles for Living Room groups</p> <p>Monitor attendance at Study Club</p> <p>Review GIRFEC outcomes</p> | <p>ASN teacher (5hrs) £9000</p> <p>Trips and activities £1000</p> <p>Polycrub resources £1000</p> | |

Pupil Voice:

- More small play equipment in P5-7 playground
- Opportunities for music making after school

Pupil Voice:

- Board of recognition 'Superstars Wall' or 'Brag Wall'

| Development Priority | Actions needed | Responsibility | Resources/ Costing | Criteria for Success |
|---|--|---------------------------|--|--|
| Wider achievement | <ul style="list-style-type: none"> • Identify and agree consistent approach across the school to recognise wider achievement (19.8.19) • Identify regular time for wider achievement and leadership opportunities for all pupils | Teaching staff | | <p>Staff are gathering, tracking and monitoring wider achievements</p> <p>Learners wider achievements are celebrated in school</p> |
| HWB framework | <ul style="list-style-type: none"> • Finalise HWB framework • Complete Early level HWB pathway • Implement across the school | Teaching staff | | <p>The HWB of our learners is enhanced through their participation in learning opportunities that are progressive.</p> <p>Learners' experiences in HWB are tracked</p> |
| Outdoor Learning | <ul style="list-style-type: none"> • Implement Outdoor Learning Policy • Encourage | All staff | Possibly more outdoor learning equip Polycrub | <p>Improved HWB and motivation</p> <p>Learners are able to transfer skills and knowledge to the outdoor environment</p> |
| Further promote school values and link to Rights of the Child | <ul style="list-style-type: none"> • Assembly programme delivered on ROC • Raise profile of Rights of Child with all staff (22.8.19) • Staff refer to these during day to day interactions with learners | MT All staff | RRS website | The whole learning community have a shared understanding of children's rights. |
| Continue Signing | <ul style="list-style-type: none"> • Sign of the week identified and shared throughout the school and website | All staff | | The whole learning community are building up their signing vocabulary and their ability to communicate |
| Self- evaluation - make use of ASN standards/guidelines | <ul style="list-style-type: none"> • ASN teachers/MT review standards and identify which areas to focus on • All staff introduced to standards and begin to audit against some of these (17.9.19) | ASN/MT | Shetland ASN Quality Assurance standards | Current provision is evaluated against local standards. Areas for improvement are identified and actioned. |
| Review programme of assembly | <ul style="list-style-type: none"> • Seek pupil feedback on assemblies • Seek feedback from chaplains | Pupils/MT MT/Chaplains | Pupil Voice Assembly | Programme of assembly is in place which is relevant, meaningful and enjoyable |
| Improve experience for all learners during breaktimes | <ul style="list-style-type: none"> • Staff on duty at breaktimes are provided with time to discuss and agree what good support looks like • Establish clear criteria for access to Lunchtime Club • Review use of playground and consider free flow between playgrounds • Feedback from learners on their experiences during social times - canteen, playgrounds and indoors | Supervisors/MT | Time on in-service day in August 2019 Pupil Voice | All staff, who are supervising, are aware of how best to support pupils during social times to ensure positive experiences for all |

Pupil Voice:

- Signing – up to two signs in a week. Specific signs around the school i.e. drink in canteen
- Really like idea of free flow playground
- Leadership opportunities – More pupils teaching other things, clubs linked to careers

Pupil Voice:

- Assemblies – not every week
- Like it when we have visitors
- Too long and sitting on floor – pupil would like some changes

Development Time

Tuesdays 1510-1610 (unless otherwise stated)

| | Date 2019-20 | Development | Personnel |
|--------|-------------------|---|------------------------|
| Term 1 | 19 August | Wider achievement /Technology pathway | In-Service - all staff |
| | 20 August | Class set up | In-Service - all staff |
| | Thurs 22 August | Rights of the Child | All staff |
| | Tue 3 September | Wider achievement Numeracy tracking | Teaching staff |
| | Tue 17 September | ASN standards | All staff |
| | Thurs 3 October | SEAL | Teaching staff |
| | | | |
| Term 2 | 28 October | Numeracy - Learning and teaching | In-Service - all staff |
| | 29 October | LA programme | In-Service - all staff |
| | Tue 5 November | Technology - training and resources | Teaching staff |
| | Thurs 28 Nov | SEAL | Teaching staff |
| | | | |
| Term 3 | 6 January | Moderation/Literacy - learning and teaching | In-Service - all staff |
| | 7 January | Numeracy - Learning and Teaching | In-Service - all staff |
| | Tue 15 January | Emergent Literacy | Teaching staff |
| | Tues 18 February | Technology - Learning and teaching | Teaching staff |
| | Thurs 20 February | | In-Service - all staff |
| | Thurs 27 Feb | Audit/self-evaluation | All staff |
| | Tues 10 March | Technology - learning and teaching | Teaching staff |
| | | | |
| Term 4 | Thurs 30 April | Emergent Literacy | Teaching staff |
| | Tues 5 May | Consider audit results and draft action plans | All staff |
| | Tues 19 May | Numeracy | Teaching staff |
| | Thurs 4 June | Draft SIP/S&Q report | All staff |
| | Tues 23 June | | Teaching staff |
| | | | |

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

Section 3 - d) Collegiate agreement

BELL'S BRAE PRIMARY SCHOOL SESSION 2019-20

| 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 39 weeks x 5 hours = 195 hours

| Activity | Total |
|---|------------|
| Partnership with parents/carers | 25 |
| Reports / Profiling | 40 |
| Staff development time | 20 |
| Professional Enquiry | 10 |
| 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 | 13 |
| TOTAL | 195 |

Acronyms

| | |
|------------------|--|
| ACEs | Adverse Childhood Experiences |
| ASN | Additional Support Needs |
| CfE | Curriculum for Excellence |
| CP | Child Protection |
| CPD | Continuous Professional Development |
| CT | Class teacher |
| ELCC | Early Learning and Childcare Centre |
| Es and Os | Experiences and Outcomes |
| GIRFEC | Getting it Right for Every Child |
| GTCS | General Teaching Council for Scotland |
| HGIOS | How Good is Our School? |
| HWB | Health and Wellbeing |
| IDL | Interdisciplinary Learning |
| IEP | Individual Educational Programme |
| JRSO | Junior Road Safety Officer |
| LSW | Learning Support Worker |
| MT | Management Team |
| PAM | Planning, Assessment and Moderation |
| PEF | Pupil Equity Funding |
| PRD | Professional Review and Development |
| PSE | Personal, Social and Emotional |
| QI | Quality Indicators |
| RME | Religious and Moral Education |
| RSHP | Relationships, Sexual Health and Parenthood |
| SEAL | Stages of Early Arithmetical Learning |
| SEEMIS | Educational Management Information System |
| SHANARRI | Safe, Healthy, Active, Nurturing, Achieving, Respected, Responsible, Included |
| SIP | School Improvement Plan |
| VCOP | Vocabulary, Connectives, Openings, Punctuation |
| VV and A | Vision, Values and Aims |