Aith Junior High School

Standards & Quality Report
2022-23

and

School Improvement Plan
# 2023-24

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, the National Improvement Framework, 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 2023/24. 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:

- ➢ Placing the human rights and needs of every child and young person at the centre of education
- ➢ Improvement in children and young people's health and wellbeing
- ➢ Closing the attainment gap between the most and least disadvantaged children and young people
- ➢ Improvement in skills and sustained, positive school-leaver destinations for all young people
- ➢ Improvement in attainment, particularly in literacy and numeracy.

The National Improvement Drivers are:
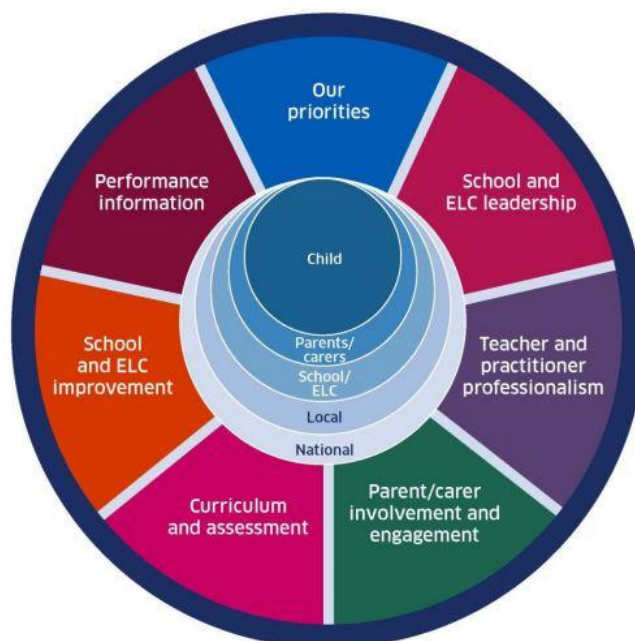
Contextual analysis of the school

Aith Junior High School is rural all-through school situated at the head of Aith Voe at the heart of the community on the west side of Shetland. It is a non-denominational school catering for pupils from Early Years to secondary four and some pupils beyond this. The primary department enrols pupils from the local catchment areas that include Sandsound, Bixter, Aith, Clousta, Gonfirth, East Burrafirth, Twatt, Tresta and Gruting.

The secondary department enrols pupils from Aith primary and our associated primary schools of Happyhansel, Sandness and Skeld. At the end of S4, pupils move on to positive destinations including transfer to the Anderson High School for secondary five, college, training or employment.

Currently the school has a roll of 241 pupils. There are presently 23 pupils in the Nursery. Pupils join the Early Years throughout the year following their third birthdays. There are 102 pupils in the primary, organised into five classes and 116 pupils in the secondary department.

Our Nursery department has recently been extended and refurbished and offers 1140 hours of early learning and childcare. Staffing in the Nursery includes a Nursery teacher, senior practitioner, two practitioners, a support worker and a modern apprentice.

The West Mainland Leisure Centre, adjacent to the school provides PE facilities for pupils.

The Aith Community Hall is located near the school. We hire space in the hall for exams, concerts, Christmas parties and services, specialist drama and music group visits.

The Aith church is situated next door to the school. We are encouraged to use it for any services throughout the year. We benefit greatly from these resources within the community.

The School Library is organised by a member of the Library Service staff. This service extends to the associated primary schools through regular provision of resources for specific topics.

Parent volunteers help with activities and there is an active Parent Council.

Shetland Islands Council provide a wide range of support services including science technicians who supply chemicals for topic kits, a technology technician who helps to maintain equipment in Craft & Design, an ICT technician who ensures that IT resources are up to date and working efficiently. Specialist support in aspects of learning and teaching or social, emotional or behavioural difficulties is also available.

Aith Junior High School has a positive working relationship with many agencies throughout Shetland and has links with other schools throughout the world through both

the primary and Modern Language department.

Pupils in the Secondary department have the opportunity to complete National Qualifications with final exams taking place in May.

Our Vision, Values and Aims.

Vision

Working Together To Be The Best We Can Be.

Values

Inclusive - Safe - Ready - Respectful - Achieve

Aims

To create a safe, happy and caring environment where children, practitioners, families and community work together to ensure that everyone is encouraged to have a voice and is valued as a member of our school community.

To ensure a flexible, balanced and progressive curriculum that enables children to become confident individuals, effective contributors, responsible citizens and successful learners.

To provide high quality Learning and Teaching designed to enable all children to achieve their full potential.

To support and facilitate the continuous lifelong professional learning of staff, building on their knowledge and skill to ensure a high quality, challenging learning experience for all learners.

To promote Health and Wellbeing, kindness and a respect for diversity and fairness.

To foster and maintain effective partnerships with families, outside agencies and the wider community.

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Collaboration and consultation with our stakeholders in session 2022/23

Who?	When?	How?	What did we find out?
Staff	Sept 2022 Dec 2022 Feb 2023 May 2023 Termly	self-evaluation meetings Staff meetings	• The focus on literacy is having a positive impact. Keep this focus ongoing. • Tracking and monitoring systems are embedded. • Targeted input from a teacher through the Strategic Equity Fund made a significant difference to pupil achievement. Continued input from a teacher would enable pupils to close the gap, increase attainment, especially for pupils who are close to achieving a level. • Staff have a very good knowledge of pupils. Information is shared with staff at appropriate times. • Staff and pupils engage in the assessment of Health and Wellbeing using the wellbeing wheel. • Due to limited accommodation, there is a lack of space and privacy for individual and small group sessions. • Priorities for year ahead should continue to have a focus on Literacy, supporting pupils in class and wellbeing of pupils. • Staff value the input of agencies that work closely with staff and pupils.
Children and young people	May 2023 Twice yearly Termly	Questionnaire and discussion Wellbeing indicators Pupil council meetings	• Almost all pupils feel safe in school and home as they have trusted adults and somebody to speak to. • Most pupils rate their mental and physical health as high. • Continue to support pupils with HWB • Developing confidence and mental health has a positive impact on achievement. • Pupils enjoy working with and realise the importance of the

			Youth Worker to develop the Pupil Council. Starting to use How Good is OUR School.
Parent and Carers	Nov 2021 March 2022 June 2022	Microsoft Forms	• Families have missed in person contact with school staff. • 75% wanted in person parents'' evenings and most of the remaining families requested phone calls. • Some commented that the meetings were too short following the return to in person evenings. • Staff and school community make it a supportive school. • Inclusion is a key aspect of the school. • Pupils should take confidence with them into the future following Covid.
Community and other stakeholders	Termly	Parent council meetings Cluster meetings Skills Development Scotland. Youth Services. Early Help Team	• Parent council are supportive of the school approach to Covid-19 recovery and renewal. • The flexible approach to parents' evenings was welcomed and supported. • Parent council support the school: policy development and funding for resources. • Space in the school is a concern especially around individual support for pupils and small groups for activities including reading and lunchtime. • Positive relationships with all agencies at the school. • Interagency work supports individuals and groups within the school. • The support to families from the Early Help team was welcomed.

Standards & Quality Report
2022-23

Progress made with the Priorities from our 2022-23 School Improvement Plan

NIF PRIORITIES	NIF DRIVERS	1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
-Improvements 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 -Improvement in employability skills and sustained, positive school leaver destinations for all young people *(highlight as appropriate)*	School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information Curriculum and assessment	1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning

Priority 1: Raising attainment in literacy with a focus on writing

What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required ?
85% of leaners across the school to be on track with writing. Pupils to have a clear understanding of writing outcomes to achieve levels. To provide high quality literacy experiences to all pupils whilst strengthening the home/nursery link with parents/carers.	Undertook Talk for Writing training as a school. Staff attended 4 sessions with consultant Nicole Piper to continue to develop and evaluate literacy through: An understanding of the 3I's: Imitation, Innovation and Independent Application Met as a staff at collegiate sessions to discuss successes and next steps. Shared the findings of the Shetland Writing Pilot with all staff. To try strategies (i.e. encourage staff to leave time for pupils to edit work) and review effectiveness in all curricular areas in collegiate time through year. Secondary staff training on Writing across the curriculum – sharing of benchmarks for writing at level 3.	78% of pupils from P1 – S3 were on track with their writing in June 2023. 85% of pupils transitioning from nursery to P1 were on track for literacy. Achievement of a level data – June 23 for writing: P1 – 62% P4 – 73% P7 – 77% S3 – 75% Improvement in punctuation from a baseline of 75% to 85% of learning in primary. Attainment in writing through NSA data. Majority of P7 and P4 pupils achieved the Scottish Average band or beyond with 36% of P7 pupils in the top band (band 11) and 35% of P4 pupils achieving top band (band 9).	Broadening involvement in cohort 3 of the National Writing Programme which starts in September. Second Level teachers undertook Shetland writing pilot, First Level teachers and management involved in next phase of literacy programme, to be shared with all staff and evaluated at end of year. Develop Talk for writing progression pathway collegiately with staff (to be discussed during INSET) to keep workload manageable Two teachers to participate in National writing program for 23/24 Moderation of writing within third

	Targeted support was put in place in literacy for identified pupils.

Nursery staff collaborated with multi-agency staff including Speech and Language therapy and Health Visitor.

The Nursery setting supported Lauren Walterson (SLT NHS) in developing Early Years Toolkit on the NHS Shetland Speech and Language Therapy website.

All Nursery staff attended training in using the Early Years Toolkit on the NHS Shetland Speech and Language Therapy website.

Provided opportunities in the nursery to develop literacy through everyday experiences.

Made careful observations of children in the nursery focusing on talking, listening, reading and writing skills in meaningful experiences. | Placing the learner, through formative assessment, at the heart of the planning, teaching and learning process.

Staff have a shared understating of what standards we are aiming to achieve in writing.

Tracking data including Achievement of a level.

Classroom observation including pupil jotters.

Tracking and monitoring processes in place in Secondary, Primary and Nursery departments – Development Overviews, Highland Literacy tracking.

Two winners from school in Shetland Writing Competition – one overall, one for dialect writing.

Nursery staff have confidence using the Early Years toolkit to support children in literacy development.

Nursery children enjoy quality experiences, spaces and interactions in the setting which support the development of language and literacy skills. | and fourth level. This has the aim to increase the numbers of pupils achieving levels 3 and 4 in S3.

Share the Early Years Toolkit with nursery parents and carers. |

NIF PRIORITIES	NIF DRIVERS	1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
-Improvements 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 -Improvement in employability skills and sustained, positive school leaver destinations for all young people	School and ELC Leadership Teacher and practitioner Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information	1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning

Priority 2:. Tracking, Monitoring and moderation

What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required?
To ensure all teachers and practitioners follow the guidance included in the updated Shetland strategy for Tracking, Monitoring and Moderation. Raise attainment of pupils. To develop robust methods of tracking and monitoring for all nursery pupils for Literacy and Numeracy curricular areas.	Reviewed current practice in line with Shetland strategy. All teachers trained in the use of SEEMIS for tracking. SEEMIS updated with tracking information 2 times per year at the times of school monitoring and reports. Online form trialled by Pupil Support staff to monitor health and Wellbeing. Identified gaps, record and monitor ASN pupil progress/needs bi-annually Identify pupils and enable interventions to raise attainment. Shared discussions of practice at Nursery Teacher and Senior Practitioner Network meeting	Streamlined and easily accessible by required staff. More robust tracking data. Useful for audit, and targeting support and staffing Achievement of a level data. Evidence and data gathered is consistent, meaningful and contributes towards the next steps for all pupils. Increased staff knowledge of tracking information. Improved transitions for children moving from Nursery to P1. Increased staff knowledge of developing next steps for nursery children. Using tracking and monitoring information to enhance and develop the nursery environment	SMT to moderate – information shared with staff of quality assurance calendar as agreed in WTA Visit other schools to moderate and learn best practise of tracking and monitoring procedures. Continue target setting with pupils To share tracking and monitoring information with Nursery parents.

	Nursery children are tracked against literacy, numeracy and health and wellbeing outcomes three times a year. Tracking and Monitoring from Nursery passed onto P1 teacher at the end of School Year.	and experiences offered with an emphasis on intentionally improving quality.	

NIF PRIORITIES -Improvements 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 -Improvement in employability skills and sustained, positive school leaver destinations for all young people *(highlight as appropriate)*	NIF DRIVERS School Leadership Teacher and practitioner Professionalism Parent/carer involvement and Engagement Assessment of Children's Progress School Improvement Performance Information School and ELC leadership	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning

Priority 3: Embed Vision, Values and Aims into School Ethos

What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required ?
Vision Values and Aims (VVA) shared with all stakeholders. Pupils, staff and parents know the schools Vision and Values. Adapt the Nursery Vision, Values and Aims in line with the whole school Vision, Values and Aims	Assemblies with classes to discuss VVAs. Focus groups with pupils. Display of Vision and Values around the school and in classrooms. Visuals on doors at school entrance to help reinforce ethos for pupils, staff and wider school community. From wider school community it was agreed on the following: Vision – Working together to be the best we can be Values – Safe, Ready, Inclusive, Respectful and Achieve Created meaningful displays to show VVA around the school. Input from pupils around creativity. Nursery teacher and senior practitioner and the	Beginning to embed the language in everyday class discussions Creative involvement allowing for ownership and understanding. Helping to build and maintain a cohesive and supportive school community.	Use as positive strategy for encouraging high standard of behaviour/attitude/achievement.

	senior management team and nursery staff ensured that the nursery VVA linked in with the school VVA to promote a shared approach.		

Pupil Equity Fund Reporting, 2022/23

Project/intervention: Targeted literacy, numeracy and HWB Support.
What was your gap? Teacher judgements, pupil HWB assessments, feedback from families, GIRFEC plans.

Interventions for Equity Interventions for Equity | Self-evaluation | National Improvement Hub (education.gov.scot)

*(highlight the interventions that apply***)**

Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact

Planned Outcome		**Measures of impact on learners**
High Level of attendance at school. Aim for 95% attendance. Wellbeing indicators to be at level 70% or above for pupils. Maintain achievement of pupils in Literacy and Numeracy – 85% achieving a level at end of P1,4, 7 and S3. Calm, safe space to start the school day if required. This will support achievement of pupils.		98% of pupils have attendance over 80%. 90% of pupils have attendance over 85% 75% of pupils have attendance over 90% 39% of pupils have attendance over 95% Wellbeing questionnaire results show an average of Safe 90%, Healthy 83%, Achieving 82%, Nurtured 89%, Active 83%, Respected 82%, Responsible 81%, Included 83%. Parental feedback at meetings including GIRFEC meetings confirm improvements are being made. Attainment levels in S4 show 95% achieved 1 or more National 5 and 73% of pupils achieving 5 or more National 5's. This was above the Scottish average. Library loans continues to be very high especially in classes with accelerated reading. Accelerated reading scores continue to be high for pupils showing high levels of engagement with reading. Due to staff ill health, we were unable to start using Achieve 3000.
Teaching and Learning	x	
Leadership		
Family and Community		

Leadership of Change (QI 1.3)
Developing a shared vision, values and aims relevant to the school and its community.

As a school community, we strive to achieve the highest possible standards and success for all learners and this is reflected in our shared vision, which all stakeholders have been involved. "*Working Together To Be The Best We Can Be*" with the following values as a working basis as agreed by the school community "*Inclusive - Safe - Ready - Respectful - Achieve*". With ongoing active collaboration, the school and community have increasing ownership of the vision, values and the associated aims as shown;

Our clear understanding of the social, economic and cultural context in which children and young people live alongside their families, shapes the aims alongside our awareness of current policy and practice.

Aims

- To create a safe, happy and caring environment where children, practitioners, families and community work together to ensure that everyone is encouraged to have a voice and is valued as a member of our school community.

- To ensure a flexible, balanced and progressive curriculum that enables children to become confident individuals, effective contributors, responsible citizens and successful learners.
- To provide high quality Learning and Teaching designed to enable all children to achieve their full potential.
- To support and facilitate the continuous lifelong professional learning of staff, building on their knowledge and skill to ensure a high quality, challenging learning experience for all learners.
- To promote Health and Wellbeing, kindness and a respect for diversity and fairness.
- To foster and maintain effective partnerships with families, outside agencies and the wider community.

All staff show commitment to shared educational values and professional standards. Senior leaders provide strong leadership, which has enabled our school and wider community to develop, promote and sustain an aspirational vision, which underpins our continuous improvement. Through planned program of collegiate events, class interactions and communications with parents/guardians, the school vision has taken form.

As a result of ongoing active collaboration, the school community have increasing ownership of the vision, values and aims and they are embedded into school life where opportunities to relate them to activities in school, communicating them to raise awareness in external bodies

and in discussions with pupils when pertinent are all contributing to utilising vision and values purposefully.

All members of school community have been involved and the new vision and values have been clearly communicated to the wider school community.

All staff have a very clear understanding of the social, economic and cultural context of the local community and current educational policy. They use this knowledge well to shape the vision for the school. The underlying culture within the school is a high expectation of achievement by all pupils, parents and staff

Through effective leadership at all levels, our school community is working together to turn the shared vision into a sustainable reality.

In 2023-2024, we will continue to promote our Vision, Values and Aims by ensuring they are visible in all communications and around the school building.

Strategic planning for continuous improvement

Senior leaders create conditions where staff feel confident to initiate well-informed change and are committed to collective responsibility in the process of change. Staff review, reflect on and evaluate pupil attainment data on an annual basis including the data from Achievement of a Level, National Standardised Assessments (NSA) and INSIGHT data with a view to taking forward any improvements.

We ensure proposed changes demonstrate the interconnectedness of the school and community in improving learning and outcomes for children and young people. We undertook to raise attainment in writing with a focus on writing across the whole school including all subjects in the secondary stages. Impact monitored through observation, tracking data and monitoring pupil jotters along with parental feedback. External assistance for training and supporting staff (Speech & language therapist, Talk for Writing (multi-part course) Improving tools for writing, Shetland (previously looked at level 2, this year level 1), Maths Recovery (ages 4-8) Greg Bottril (magic mirror) and Emerging Literacy teacher for Shetland).

The Head Teacher and Depute Head regularly review tracking and monitoring data across the school and annually review NQ exam results to identify trends, outliers and discuss results with staff offering support when necessary.

Senior leaders effectively guide and manage the strategic direction and pace of change. A commitment to planning and implementing strategies for school improvement. Developments take account of our capacity for improvement and providing staff with opportunities to consider and embed changes. Foster opportunities for pupils and parents to be involved in school self-evaluation. Pupil council to undertake in 2023-2024 some auditing activity utilising the HGIOS tool kit for children and young people.

SMT plan time for professional dialogue, collegiate learning and self-evaluation, so that all members of the school community can contribute to school's plans for continuous improvement. All staff show commitment to continuous lifelong professional learning, building on their knowledge and skill to ensure a high quality, challenging learning experience for all learners. Self-evaluation using HGIOS4 + HGIOELC documents well established and a cyclical approach to revisit themes taken.   Staff engage in self-evaluation on aspects of school life as well as on their own learning and teaching to play an active role in identifying school improvements and developments.

Implementing improvement and change
Staff at all levels take responsibility for implementing change and promoting equality and social justice across all their work. Staff are confident in using SHANARRI/RSHP/Zones of Regulation which is firmly embedded into the school year to discuss, track and monitor pupil Health and Wellbeing.   Additionally, knowledge the staff have about children, families and the community enables them to meet children's needs well.
Study clubs are offered by almost all secondary subjects (Nov – Mar) and additionally, 8 NQ subjects offered sessions during Easter break as learning and teaching has been significantly disrupted due to weather. These are well attended and valued by staff and pupils alike.

We continually reflect on and develop our practice taking account of our self-evaluation and vision for continuous improvement.   For example, staff benefit from a professional review process that supports them to reflect on their practice, celebrate successes and set objectives for the coming year. All Secondary staff participate in local Subject Development Groups, which include opportunities for discussing changes to course content, assessment preparation and cross marking to incorporate diligence in terms of external moderation and verification processes for the National Qualification subjects. Some teachers are involved with Northern Alliance subject groups and the SQA as markers.

Children and young people have developed increased capacity to respond and adapt to change. For example, primary pupils discuss their progress across the curriculum with teaching staff, set personal targets and record reflections into learning logs on a weekly basis, with learner conversations surrounding skills as a focus.

We have effective strategies in place to monitor and evaluate the impact of changes on outcomes for learners and the work of our school. For example, SMT receive weekly update from Pupil Support/ASN staff on pupil progress/issues so allowing ongoing monitoring of individuals and adjustments to provision where felt appropriate in order to improve their experience within the school.

Further develop opportunities for pupils to lead learning and improvement will be ongoing process.

Self-evaluation grade on the HGIOS?4 six-point scale: 4

Learning, teaching and assessment (QI 2.3)
Learning and engagement
The ethos and culture of our school reflects a commitment to children's rights and positive relationships. Our children and young people are eager and active participants who are fully engaged, resilient, highly-motivated and interact well during activities. The ethos within the school and classes is very positive. Most pupils behave very well, are enthusiastic and a significant number of primary pupils are keen in looking after the outdoor school environment. Pupils are involved with a variety of activities, which give them worthwhile opportunities for wider achievement. Some of these achievements are through partnership working and are welcomed to enhance the curriculum further. The overall attainment of pupils, across the various stages at Aith Junior High School is consistently very good.

Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Staff make good use of progression pathways across all curricular areas. Pupils are interviewed regularly by their Pupil Support Teacher, to discuss their progress across the curriculum, set targets and implement strategies to improve attainment.

Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning. Pupils access iPads then also laptops as they progress through primary. Secondary pupils have access to IPads, laptops and their own mobile phones when appropriate. Mobile device policy promotes responsible use in class time.

They understand the purpose of their learning and have opportunities to lead the learning. Our learners are successful, confident and responsible. Pupils experience well planned lessons/projects with daily opportunities to experience varied, differentiated, active lessons with effective support and challenge.

They contribute effectively to the life of the school and wider community in a range of well-planned activities. Examples - Pupil councils, Road safety officers, Tuck shop crew, Young Ambassadors, Play Leaders training, Task Force, Gardening Club.

They know that their views are sought, valued and acted upon through the pupil council and small breakout groups.

In 2023-2024, we intend to add digital champions within the primary and secondary stages.

Quality of teaching
Our teaching is underpinned by our shared school vision and values. Shared understanding of high quality learning and teaching has be included

in staff collegiate sessions and used to create and maintain the Learning and Teaching and Assessment policy and classroom observation and feedback.

We use a wide range of learning environments and creative teaching approaches.   Pupils are given opportunities/responsibilities to lead learning on a regular basis and staff are encouraged to be creative in their thinking.

Learning is enriched and supported by our effective use of digital technologies. Emphasis on ensuring pupil provision across school with staff utilising web resources to reinforce learning, e.g.- Accelerated Reading, SCARF (HWB), Tig-Tag/Twig (Science/Social Studies), Barefoot (ICT), Sumdog (maths), Education City (maths and literacy), Morning Challenge, French (Memrise), Scholar (NQ), Achieve (NQ)

Our explanations and instructions are clear. We observe learners closely to inform appropriate and well-timed interventions and future learning. Lessons observed during year as part of school quality assurance with classroom practice discussed with practitioners. We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners.   Pupils are encouraged to discuss and reflect upon the skills that they are developing as part of the learning process resources such as Blooms Taxonomy reading question fan and metacognition question fan available for all Primary Teachers.

We use feedback effectively to inform and support progress in learning. Feedback from pupil council members on what makes a good lesson. Good relationships with parents by SMT/PTs, demonstrated though feedback from informal communication and formal discussion on pupil progress at parents' evenings. Termly evaluations done with pupils in Primary, plenaries done at regular intervals, AifL strategies used, KWL (knowledge, what I want to know, what I have learned) used in cross curricular/project work.

Effective use of assessment
Assessment is integral to our planning of learning and teaching. A variety of formative and summative assessments are used to support pupil learning/teacher judgements of a level, gauge pupil progress, help to form next steps and inform staff on additional support required and appropriateness of challenge set and pace of current work. Classroom observations, both formal and informal along with discussions with pupils and staff show that our pupils are engaged and motivated

We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.   Our assessment evidence is valid and reliable. Teachers use a wide range of assessments including standardised tests and Assessment is for learning strategies used to monitor pupil progress.

At key milestones, our assessments provide reliable evidence, which we use to report on the progress of all children and young people.

The attainment of pupils is recorded regularly using a variety of assessment mechanisms, across the various stages at Aith Junior High School so that reporting is up to date.

Across our learning community, we have shared high expectations, and have arrangements for moderation across stages and across the curriculum. Staff reflect on their own practice and also engage with other colleagues to moderate work to help make decisions on pupil attainment. Where necessary, secondary teaching staff have support from colleagues in other centres for moderation/cross marking.

Planning, tracking and monitoring
We plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum. Learners are fully involved in planning learning. Planning including the use of benchmarks is proportionate, identifying what is to be learned and assessed. Delivery of lessons include sharing learning intentions and creating success criteria with pupils. SEEMIS used in Primary and Secondary departments as part of the tracking and monitoring process.

As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas. All ELC/Primary staff understand the importance of play and its positive impact on learners' progress. Purposeful observation of learners take place regularly to track pupil progress. Ongoing reflection on teaching practice and conversations between practitioners to discuss L&T and impact on our learners.

This includes for those facing additional challenges, for example young carers, looked after children and those living with financial hardship. We use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners. Weekly support meetings ensure interventions are targeted at identified pupils. Regular review of ASN provision to ensure provision is being used effectively. Tracking and monitoring demonstrates that children are making progress and where support is required.

Regular reporting to parents with intervention if required. Tracking and Monitoring periods through SEEMIS system, completed by teachers twice yearly during reporting periods and monitored by the management team. The school leadership team refer to a monitoring schedule for Learning and Teaching. This is shared with staff. Pupil progress discussed regularly with home, pupil progress tracked using SEEMIS and our school based reporting systems. Regular communication take place with parents to discuss pupil progress.

Self-evaluation grade on the HGIOS?4 six-point scale:4

Ensuring wellbeing, equity and inclusion (QI 3.1)

Wellbeing

As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families. The nursery has an emphasis on ongoing provision of high quality experiences for children encompassing all aspects of ELC provision – staff, curriculum, delivery models and the environment (both indoor and outdoor). All staff and pupils have a shared understanding of the Wellbeing indicators, which are tracked by staff. These can enable staff to identify any issues and plan appropriate actions or interventions. School community and other agencies use same terminology with simpler terms used for understanding with younger children. Mindfulness now part of the curriculum for identified secondary pupils.

Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual. Pupil Support Teachers / Primary Teachers are aware of pupil concerns and deal with them effectively. Pupil Support Teachers regularly meet with pupils individually to discuss personal topics. Regular pupil progress meetings allow all staff the opportunity to gain understanding of pupil needs throughout the school. Feedback from school visitors and when pupils are out of school on trips, is positive and often stated voluntarily to staff.

We know and have evidence of how (all of our) children and young people feel in regards to the well being indicators; safe, healthy, achieving, nurtured, active, respected, responsible and included. We try to ensure all staff and partners feel valued and supported. Well-being indicators adapted for use with younger pupils and visual aspects employed to help them comprehend better. See Me, See Change initiative is included in 2023/24 improvement plan. Mindfulness and self-regulation techniques have been adapted in all Primary classes to help build focus, concentration and emotional resilience.

Our learners benefit from the high-quality education which we provide for all children and young people. Staff and partners listen and respond to pupils. If pupil(s) share concerns, these are acted upon/passed on as necessary. Several topics and one-off events, create environments where pupils have opportunities to discuss Health and Wellbeing topics.

Relationships across the wider school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. Children are treated with respect and dignity class charters made with

consideration of articles from UNCRC and staff are kept informed of significant events in a child's life so that appropriate support is provided. Transitions throughout the school are well embedded into the fabric of the school year.

All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community, embedding schools Vision, Values and Aims. HWB progression pathway for all stages, shared with cluster primary partner schools. There is an ethos of mutual respect. Visitors often comment that they find pupils polite and respectful. Having a member of staff from the Anchor project supports families and young people in the school.

We consider each child and young person as an individual with his/her own needs, risks and rights. Mindfulness and self-regulation techniques have been adapted in all Primary classes to help build focus, concentration and emotional resilience. Staff provide access to lunchtime clubs & safe havens. These provide pupils with activities where they can pursue an interest with their friends. Use of regular well being indicators/ tools from zones of regulation to gauge individual HWB across stages.

We ensure children and young people are active participants in discussions and decisions which may affect their lives. Individual teachers allow informal discussions within class setting.

Fulfilment of statutory duties
We comply and actively engage with statutory requirements and codes of practice. Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people. PSE has been updated with reference to the RHSP resource. SCARF resources and the Wellbeing Zone (Highland Psychological Services) are used in school for the delivery of elements of the HWB curriculum. Staff are committed to Getting it Right For Every Child across the school. These principles are embedded in practice and staff work to ensure that needs are identified, addressed and supported. Staff and partners are aware of the wellbeing of pupils with good communication existing between staff and external services. Staff are aware of the child protection guidance which has been produced by the local authority and adopted in the school. All staff have participated in Child Protection training and management engaged in authority In training and all have read the refresher documentation on staff roles and responsibilities on a yearly basis.

Inclusion and equality
We ensure inclusion and equality leads to improved outcomes for all learners. All learners are included, engaged and involved in the life of the school. The schools core values of Inclusive, Safe, Ready, Respectful and Achieve are leading to a very positive climate for learning, both in lessons and around the school. The school has a nurturing and inclusive ethos, which is underpinned by very positive and supportive

relationships between young people and staff. Attainment and Attendance levels are generally high for almost all pupils. Where identified individuals are facing challenges, strategies are in place to identify and meet needs. SMT, ASN and Pupil Support Staff meet weekly to review pupils, consider individual progress where issue(s) have been identified and discuss approaches/support, which can be put in place to support pupil(s). Majority of pupils using school grounds during social times. Daily mile gives pupils opportunity to talk with staff. Good uptake for garden & grounds club. Polycrub being used by pupils and support staff and produce supplementing canteen for lunches. Outdoors still popular during inclement weather. Increased numbers of pupils commuting by bicycle with increased covered shelters now on site for 20 bicycles. Outside play/use of outdoor spaces encouraged including the grass, tree zones, multicourt, Michaelswood and the Polycrub/Garden & Grounds club. Primary participates in the daily mile and all primary pupils participate in two periods of physical education per week, one of which is delivered by a specialist PE teacher. The school also embraces outdoor learning through the Outdoor Learning coordinator who takes upper pupils and secondary groups for Outdoor Education sessions throughout the year. The Bikeability programme is embedded into school year and combined projects with Michaelswood.

We aim for all children and young people to feel very well supported to do their best. Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner. The school has a safe, nurturing, inclusive environment. School staff are approachable, available to provide support on demand with a good knowledge of the pupils. There are high expectations with staff and pupils regarding behaviour. The school very much maintains a consistent approach towards discipline based on fairness. Young pupils benefit from the school's high priority towards providing a range of social and emotional support. They have access to a range of counselling support available from services including the Schools Counselling Service, Youth worker and school nurse. Support is also available in school through voluntary services and school partners including the ASN outreach department, Active Schools, DYW and staff from Skills Development Scotland. Pupils are generally happy and the ethos in school is positive. Pupil come and speak to staff and share their news. Post mindfulness programmes, pupils more willing to share their feelings. Positive feedback from parents (family phone calls) and feedback from pupil, staff and parent questionnaires.

We understand, value and celebrate diversity and challenge discrimination. The curriculum includes opportunities for pupils to hear from spiritual and religious visitors.

We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs. HWB progression

pathway for all stages, shared with cluster primary partner schools.

Improvement priorities
Continue to ensure parents are fully aware of the Wellbeing indicators. Promote links on school website, and highlight to parent council. Health and Wellbeing questionnaire shared with Nursery parents

Continue to develop partnership working with the Anchor Team in order to support families in need of assistance.

Continue to support nurture activities when possible.

Further enhance outdoor seating locations in school grounds and develop outdoor learning opportunities.

Self-evaluation grade on the HGIOS?4 six-point scale: 5

Raising attainment and achievement (QI 3.2)

Across all curriculum areas we focus on attainment continuously over time and/or maintained consistently high standards of attainment for all learners.

INSIGHT data used by staff to discuss school performance and identify trends.

SQA National Qualifications results for S4 pupils

	% pupils achieving 5 or more Credit Level / N5	% pupils achieving 5 or more General Level / N4	% pupils achieving 5 or more Foundation Level /N3
2023 (NQ)	72.7%	95.4%%	95.4%
2022 (NQ)	85.2%	96.3%	96.3%
2021 NQ (Covid-19 Alternative Curriculum Model)	71.4%	92.9%	92.9%
2020 (NQ/Covid-19)	76.5%	100.0%	100.0%
2019 (NQ)	81.8%	86.4%	86.4%
2018 (NQ)	58.3%	91.6%	91.6%
2017 (NQ)	100.0%	100.0%	100.0%
2016 (NQ)	66.7%	95.2%	95.2%
2015 (NQ)	66.7%	91.6%	95.8%
2014 (NQ)	70.8%	100.0%	100.0%

- 2020 grade based on teacher judgement of candidate ability and 2021 results based on the Alternative Curriculum model using quality assured demonstrated evidence over the session

Almost all pupils are motivated and engage fully in their learning, both in class and through home learning. This is shown through regular monitoring of pupil progress through reports created from SEEMIS on pupil progress through levels and changes noted for individual pupils.

By the end of P1, the majority of pupils achieved early level in reading and writing. Most pupils achieved Listening and Talking and numeracy.

By the end of P4, the majority of pupils achieved first level reading, writing and numeracy. Almost all achieved listening and talking.

By the end of P7, most pupils achieved second level in numeracy, reading, writing and listening and talking.

By the end of S3, most pupils had achieved third level in reading, writing, numeracy and listening and talking.

Our staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing.   Staff use evidence of pupil learning from class along with information from NSA data. Practice exams are used in S4 to help support pupils in their understanding of where to improve.

Tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition.

Overall quality of learners' achievement
Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens. The school participates in the Youth Philanthropy Initiative (YPI). Pupils also participate in a Leadership Academy with Active Schools. These activities help develop pupil leadership across the school. In 2023, we were able to resume the final event whereby 6 groups of pupils (S3 cohort) vied for the £3000 prize for their chosen charities. Sporting events are well attended by pupils from the school.

Pupils are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.   Pupils have an extensive range of wider achievement options where identified individuals receive additional courses to experience personal growth or where pupils themselves opt into the wider life of the school. Examples are Bikeability, Transition events, Young Ambassadors, Pupil Council, Tuck shop crew, Junior Road Safety Officers, Youth Voice representatives,Task Force, Play Leaders, Gardening Club and Sporting competitions and training opportunities.

As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements. Pupils are encouraged to set their own targets and review these regularly. Primary pupils compete learning portfolio and secondary keep an e portfolio to assist them with creating their S3 profile.

Equity for all learners
We have effective systems in place to promote equity of success and achievement for all our children and young people. Progression framework in place for curricular areas. Weekly update meetings between ASN, Pupils support and SMT to discuss identified individuals' progress and next

steps. Personalisation and choice for senior pupils allows pupils to access flexible curriculum in S3 and S4. Integration of TEAMS into learning and teaching so pupils have regular access to resources, homework etc. Study clubs are well attended and registers kept to record participating pupils. Whole staff progress meetings on pupils within a cohort prior to parents evenings. Through collegiate working, teachers plan learning and teaching to ensure appropriate challenge and progression.

We have raised the attainment of all our learners and in particular, our most disadvantaged children and young people.   Provision of digital devices to identified individuals/families to assist pupils learn at home and reduce digital divide. Strong links with cluster schools/settings to ensure that incoming pupils are actively supported during transition. Pupil are involved with a variety of activities which give them opportunities for wider achievement including through partnership working. NSA diagnostic data/teacher judgements/SQA results used to analyse individual pupil performance.

All our learners consistently move into sustained positive destinations when they leave school. The overall attainment of leavers at Aith Junior High School is very good across all levels. All 2023 cohort moved on to positive destinations. Outside agencies are regularly involved in pupils future after Aith e.g.- SDS (whose input ensures that virtually all senior pupils move onto sustainable destinations), Bridges, Moving on, Developing the Young Workforce and Employability Gateway.

Improvement priorities.
Continue to regularly track and monitor pupils through the school taking into account the local vulnerability criteria to ensure appropriate support and interventions are in place where possible.

Continue to use our pupil equity fund to target pupils and groups to raise attainment.

Strategies to allow pupils to identify and track their skills.

Strategies to improve attainment in Literacy continued and amended during the year.

Secondary teacher continue to adapt learning materials to meet forthcoming changes to National Qualifications.

Self-evaluation grade on the HGIOS?4 six-point scale: 4

School Improvement Plan
2023-24

Factors Influencing the 2023-24 School Improvement Plan

Local authority factors	National factors and drivers
 • Shetland Islands Council National Improvement Framework Plan • Children's Services, Recovery and Renewal Plan • Children's Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting • SIC Strategy for Parental Involvement 2022	 • Curriculum for Excellence • Realising the Ambition • National Improvement Framework • The Scottish Attainment Challenge • Education Reform and Empowerment • Getting It Right for Every Child • Developing Young Workforce • Digital Learning and Teaching Strategy • The Equity Audit • "Learning Together": Scotland's national action plan for parental involvement etc. 2018-2021
School factors • Self-evaluation from 2022-23 • Quality Assurance visits • Review of previous School Improvement Plan • Pupil Equity Funding. • Time • Resources	**Local factors** • Cluster meeting including areas of collaboration.
UNCRC • Pupil Council members have the opportunity to participate in the UNICEF Rights Respecting Schools Bronze award whereby pupils will be engaged with SMT to support UNCRC (United Nations Convention on the Rights of the Child)	**Tacking Inequalities, Poverty Proofing and Cost of the School Day** • Removal of costs for Home Economics. French dictionaries and calculators supplied to all pupils at the end of P7. • ICT devices allocated to families who require support. • Anchor project to have a base at Aith School for a day a week to support individual families.

Improvement Priorities for 2023-24

NIF PRIORITIES	NIF DRIVERS	1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
• Placing the human rights and needs of every child and young person at the centre of education. • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly in literacy and numeracy. *(highlight as appropriate)*	• School and ELC leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement • Curriculum and assessment • School and ELC improvement • Performance information	1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning

Priority 1: Raising attainment in literacy and Numeracy.

Data/evidence that informs this priority:	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
Staff feedback. Achievement of a level data	By June 2024, 85% of leaners across the school to be at least on track with writing. (Current – 78%) By June 2014, 85% of learners across the school to be at least on track with Numeracy. (Current 77%) To provide high quality literacy and numeracy experiences to all pupils whilst strengthening the home-school link with parents/carers.	Primary teachers to participate in improving writing program. Primary teachers to participate in Numeracy training with a focus on Maths recovery. Continue to implement Talk for Writing strategies as a school. To continue to meet as a staff to discuss successes and next steps. Whole school focus on literacy and numeracy – identify change ideas and implement. Research and produce a baseline assessment for primary 1 pupils in Numeracy. Produce a numeracy resource that can be shared with parents on techniques and strategies to be used at home.	HT DHT PTs Primary At least 2 primary teachers for improving wring program. At least 1 primary teacher for numeracy training. Staff meetings. Information for staff	Tracking data including Achievement of a level. Classroom observation including pupil jotters. Tracking and monitoring processes – Development Overviews, Highland Literacy tracking. Feedback from parents. Evaluation and reflection on practice with multi-agency staff and nursery staff.

		Targeted support in Literacy and numeracy for identified pupils using tracking and monitoring information. class observations with a focus on Literacy and numeracy. **Nursery** Maximise opportunities to develop literacy and numeracy through every day experiences Provide open-ended and structured materials which can support and challenge learning in literacy and numeracy. Undertake careful observations and interactions, using what we know about the children's interests and family life to enhance literacy and numeracy experiences in meaningful environments within the setting.	ELC Teacher, Senior Practitioner, all nursery staff. Greg Bottril training on 'Story Dough' Highland Literacy Website - Words-Up training. Realising the Ambition, HGIOELC, Care Inspectorate Quality Framework. Lauren Smith – Emerging Literacy Teacher for Shetland New books sourced through school librarian to support literacy and numeracy in the nursery. ELC Quality Network meetings for all staff once a term. Visits to other settings to share practice.	

NIF PRIORITIES	NIF DRIVERS	1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
• Placing the human rights and needs of every child and young person at the centre of education. • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly in literacy and numeracy.	• School and ELC leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement • Curriculum and assessment • School and ELC improvement Performance information	1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning

Priority 2: Skills development

Data/evidence that informs this priority:	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
Staff feedback Parent feedback Pupil feedback	By June 2024, 85% of learners from P5 – S3 will understand what skills are, and set targets to develop. By June 2024, all teachers will have created opportunities for children to recognise and develop their skills Develop early meta-skills for children in the nursery setting to support preparation for transitions into school.	In-Service activity with SDS staff for all staff to attend. Planned for August 2023. • Staff to become familiar with the concept and language of meta-skills • Understand the connection between the development of skills in education and their application in the workplace. • Understand and make use of resources to help embed these in teaching practice. • Tracking and recording meta-skills development. Staff from SDS who are regular visitors to the school to meet with pupil in groups and individually to discuss their skills and how to track and develop them. In the nursery continue to provide high quality play experiences supported by knowledgeable	HT DHT PTs Alicia Hunter - SDS ELC Teacher, Senior Practitioner, all nursery staff.	Staff and pupil self-evaluation on skills.

		staff and open ended resources to challenge and extent children's thinking.		

NIF PRIORITIES	NIF DRIVERS	1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
• Placing the human rights and needs of every child and young person at the centre of education. • ==Improvement in children and young people's health and wellbeing== • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly in literacy and numeracy.	• ==School and ELC leadership== • ==Teacher and practitioner professionalism== • Parent/carer involvement and engagement • Curriculum and assessment • School and ELC improvement Performance information	1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.2 Curriculum ==2.3 Learning, teaching and assessment== 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning

Priority 3: Support for pupils

Data/evidence that informs this priority:	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
Local Authority priority. Northern Alliance priority.	By June 2024, all staff will have an awareness of CIRCLE framework and use it within their sector to support learners. By June 2024, all S3 pupils will have had training to understand and support the school tackle metal health stigma and discrimination (See me see change	Collegiate time at August In-service to consider CIRCLE principles, led by staff from inclusion team from School's Service. Nursery department collegiate session separate to primary and secondary staff. Self – evaluation of environments to CIRCLE standards. Training for 2 members of staff from See Me See Change on introducing a school approach to tackle mental health stigma and discrimination. Training disseminated to all school staff. Training for S3 pupils on See Me See Change approach.	HT Inclusion department staff Gillian Isbister Claire Adamson Laura Matthewson Sylvia Mercer	Staff feedback on impact of training and implementation, observations pupil feedback

		Identify and support a group of S3 pupils to develop a school action plan to support all school pupils.		

Pupil Equity Fund – Planning and Reporting

PEF Allocation 2023/24 £12250	Carry forward from 2022/23: £8700

| Project/intervention: Targeted Literacy, Numeracy and HWB support

What data/evidence informs this? (what is your gap?) Tracking documentation, Family feedback, GIRFEC plans. ||

Interventions for Equity   Interventions for Equity | Self-evaluation | National Improvement Hub (education.gov.scot) *(highlight the interventions that apply*)

Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact

Planned Outcome		Details of project/intervention:	Resources and Lead Person	Measures of impact on learners
High Level of attendance at school. Aim for 95% attendance. Wellbeing indicators continue to be at level 80% or above for pupils. Maintain achievement of pupils in Literacy and Numeracy – 85% achieving a level at end of P1,4, 7 and S3. (baseline 70% literacy 75 numeracy) Calm, safe space to start the school day if required. This will support achievement of pupils.		Soft start supported by school staff. Nurture groups with a focus on social skills and inclusion. Targeted literacy and Numeracy support.	22.5hpw LSW HT ASN teacher Accelerated reading program National 5 revision materials.	tracking and monitoring Wellbeing questionnaire monitoring. progress in literacy Progress in numeracy. Feedback from learners and parents.
Teaching and Learning	x			
Leadership	x			
Family and Community				

Aith Junior High School   Working Time Agreement 2023-24

Secondary Teacher

Configuration of collegiate time within 35-hour week:

Activity	Time	Total	Teacher audit
Teaching	27 x 50 min	22.5	
Personal Time (Prep, assessment, tracking & monitoring)	7.5 hours	7.5	
Collegiate Time	5 hours	5	
Collegiate Time - total	39 x 5h	195	195
Collegiate times including meetings moderation (SIP)	20 x 1.5h	30	
Subject development groups	8	8	
Parents' meetings (2.5hr meeting + 1hr prep)	4 x 3.5h	14	
Reporting and monitoring (30 minutes per pupil)		44	
Personal Review and Development Interviews/self evaluations (2 meetings and 2 x 1 hour preparation)		4	
SQA activity (including moderation)		10	
Development of priorities in SIP		10	
Flexibility – including the preparation of learning resources for children who are self-isolating.		75	
		195 hours	

School Signature…………………………………………………………..

Teacher Representative Signature …………………………………………….

Primary Teacher

Activity	Time	Total	Teacher audit
Teaching	22.5 hours	22.5	
Personal Time	7.5 hours	7.5	
Collegiate Time	5 hours	5	
Collegiate Time - total	39 x 5 hours	195	
Collegiate times	20 x 1.5 hours	30	
Parents' meetings (2hr meeting + 1.5hr prep)	3 x 3.5 hours	10.5	
Development priorities from SIP		10	
Evaluation/Forward Planning	1 hour per week	39	
moderation activities		16	
Tracking and Monitoring		10	
Preparation of reports		30	
Personal Review and Development Interviews/Self evaluation		4	
Flexibility – including preparation of learning resources for children who are self –isolating.		45.5	
		195 hours	

School Signature…………………………………………………………..

Teacher Representative Signature ………………………………………….