



Aith Junior High School



School Improvement Plan

2026 - 2027

and

Standards & Quality Report

2025 - 2026

Introduction

School improvement planning (SIP) and standards and quality reporting (SQR) are a statutory requirement. Developed and implemented effectively, the SIP and SQR supports continuous improvement and helps school leaders engage with staff, parents and pupils in the life of the school. School improvement plans take account of school community, Children's Services and national priorities.

The three Directorate priorities for Children's Services (2026-2029) are:

1. Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs;
2. Reduce the number of children and young people affected by poverty;
3. Keep the promise by ensuring that care-experienced children and young people receive support they can rely on.

The five national priorities within the National Improvement Framework are:

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

The seven strategic outcomes to be achieved are:

1. A globally respected, empowered, and responsive education system with clear accountability at every level that supports children, young people, and adult learners to thrive. The system enables the development of their knowledge, skills, values, and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy;
2. Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach;
3. Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all;
4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap;
5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs;
6. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all;
7. An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally-skilled workforce and tackling digital inequality.

Aith Junior High School

Aith Junior High School provides an education facility for the West Mainland of Shetland. It is a non-denominational school catering for pupils from Early Years to S4 and supports equal access to educational and social opportunities for all our learning community. The Primary department enrolls pupils from the local catchment area. A map showing the catchment areas of Shetland can be found following this link:

[Shetland Schools and Catchment Areas](#)

Primary pupils move into the secondary department at the end of P7 along with the pupils from our associated Primary schools on the Westside of Shetland.

At the end of secondary four pupils may transfer to the Anderson High School for S5/6, go to college, training or employment.

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.



Aith Junior High School

Vision

**Working together to be
the best we can be.**

Values

Safe

Ready

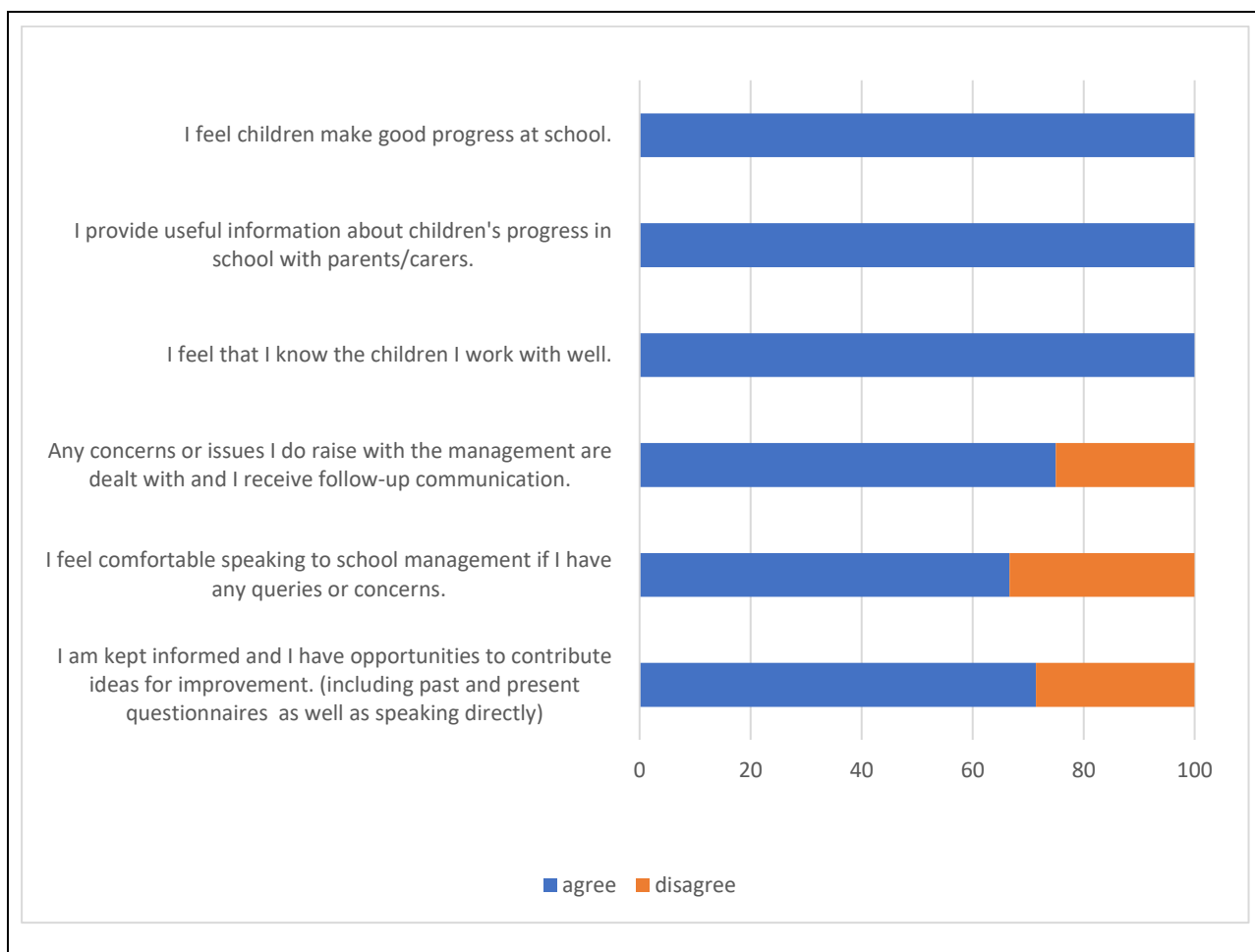
Inclusive

Respectful

Achieve

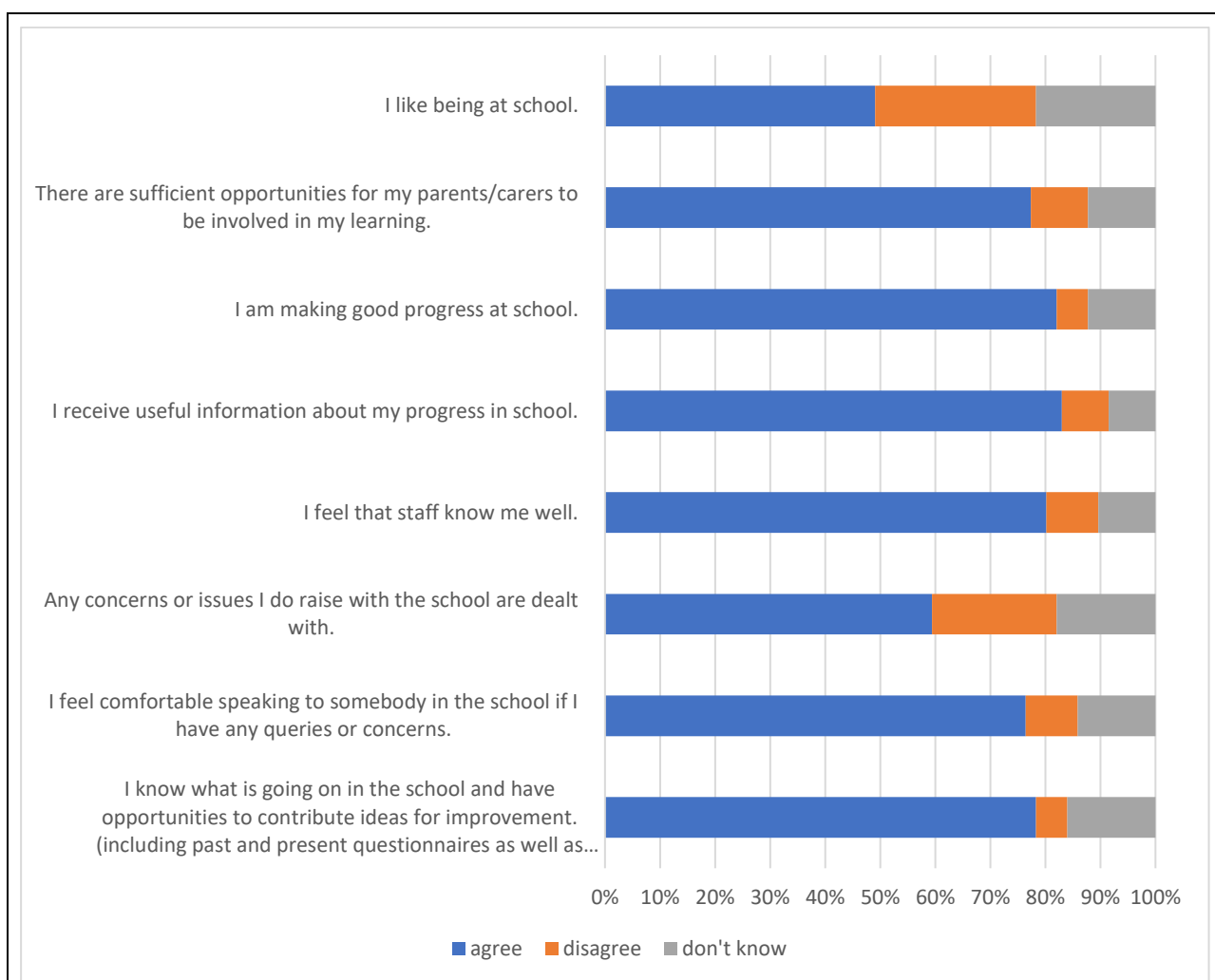
Collaboration and consultation with our stakeholders

Who?	When?	How?	What did we find out?
Staff	Sept 2025 Dec 2025 Feb 2026 Mar 2026 Termly	Self-evaluation meetings Staff meetings Questionnaire	<u>Key Strengths</u> Positive Ethos & Relationships • Welcoming and happy school • Strong community feel • Staff committed to pupils • Staff feel they know pupils well • Pupils are generally seen as happy in school • Respectful and supportive environment Teaching & Learning • Pupils make good progress • Teaching quality is high • High expectations in all areas • Cross-department work and joint projects are highlighted as strengths Community Links • Good engagement with parents/carers • Events well attended • Communication seen as positive externally <u>Areas for improvement</u> Communication • Information can be missed • Lack of notes if meetings are missed • LSWs not always informed of changes • Missed meetings = missed updates Time with management • Lack of dedicated time to speak to management • Conversations happening out with working hours • Desire for more structured dialogue e.g. continuous conversations Space & Facilities • More support needed for some pupils • Limited suitable spaces for quiet work • Need quieter / nurture environments • Playground resources could be improved



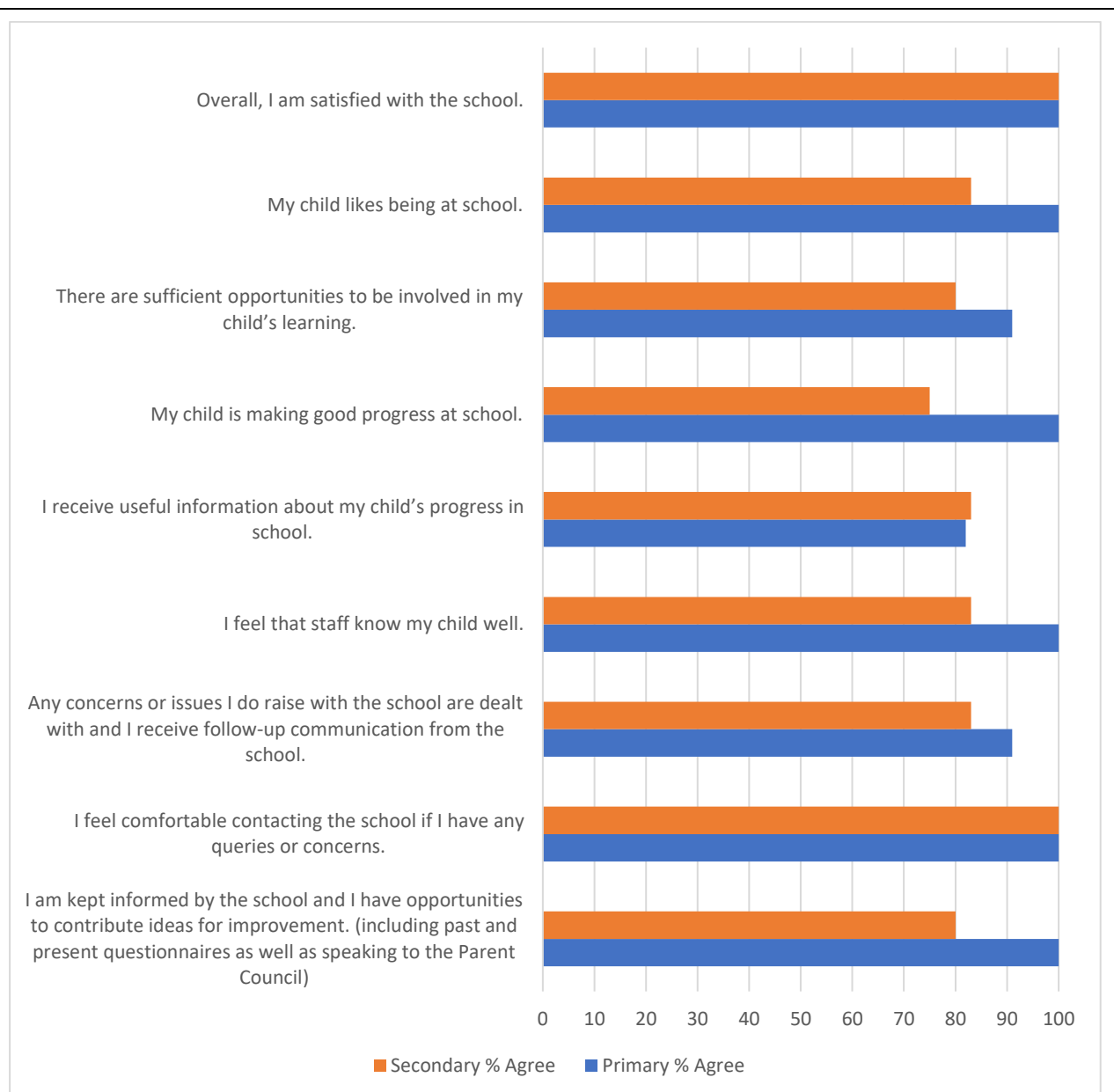
Children and young people	May 2026	Questionnaire and discussion	Key Strengths 1. Learning and progress are very positive 82–83% feel: - They are making progress - They get useful information about progress 2. Relationships with staff are generally strong 76% feel comfortable speaking to staff 80% feel staff know them well Comments reinforce this: “Teachers are good” “We are always helped if we don’t understand” “School helps me learn” “I feel happy” 3. Most pupils feel informed and able to contribute 78% positive on pupil voice Pupil Council / communication is working well
	Twice Yearly	Wellbeing Indicators	
	Termly	Pupil Council meetings	

			Areas for Improvement 1. Enjoyment of school Only 49% say they like being at school What pupils are saying: Want more: • Fun activities • Clubs • Choice and freedom 2. Concerns not always dealt with • Only 59% positive • 23% negative Indicates lack of confidence in follow-up systems 3. Behaviour & fairness Recurring themes across responses: • Behaviour issues • Inconsistent consequences 4. Space & environment Strong repeated theme: • Not enough places to sit • School feels crowded suggestions: • More sitting areas • More areas to chill 5. Breaktimes Many comments focus on: • Lack of activities • Limited freedom • Poor outdoor equipment Suggestions: • Clubs at breaktimes • Games rooms / social areas • Better playground equipment
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Parent and Carers	May 2026	Questionnaire	Key Strengths - Children enjoy school - Children are making good progress - Staff know pupils well - strong trust in the school Positive Relationships & Staff - Relationships are a major strength Common themes in comments: “Teachers are approachable” “Lovely staff who truly care” “Staff know pupils well” “My child wants to go to school”
	Termly	Parents’ evenings Parent council meetings Nursery parent questionnaire	

			Communication Mostly Strong, but some Inconsistences Many responses highlight: • Quick replies when contacting the school • Helpful updates (e.g. diaries, contact with staff) Engagement & Community Good parental engagement noted: • Parent evenings • Communication with teachers • Open evenings – could this be for Secondary also? • Events showcasing learning <u>Areas for Improvement</u> Communication • Lack of notice for events • More curriculum information • Pathways and subject choices • Behaviour updates Space & Facilities • “Too full... especially outside classrooms” Need for: • More classrooms • Improved outdoor space • ASN/SEN space Behaviour, Safety & Supervision (Secondary Theme) • Increased supervision • Security cameras Curriculum & Learning Experience A smaller but important theme (mainly secondary) • Curriculum seen as needing refresh Desire for: • More flexibility in subjects • Wider achievement opportunities
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Across the Whole School:

- **100%** of parents feel comfortable contacting the school
- **100% overall satisfaction**
- **92%+** across:
 - Information on progress
 - Involvement opportunities
 - Pupils enjoying school
 - Staff knowing my child
- Communication: **83% positive**
- Concerns handled: **83% positive**
- Child progress: **88% positive**

Community and other stakeholders	Termly	Partnership meetings Skills development Scotland Youth Services Active Schools Cluster meetings	<u>Key Strengths</u> Positive relationships with all agencies at the school. Interagency work supports individuals and groups within the school. School improvement is discussed on a regular basis with agencies and stakeholders. <u>Areas for Improvement</u> Space and Infrastructure Constraints Agencies would prefer the same location on each visit so pupils are familiar with the environment
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Standards & Quality Report

2025-26

Progress made with the priorities from the current school improvement plan

Priority 1: Improving Attainment in Numeracy			
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?
Increased attainment and confidence in Numeracy through engaging, relevant, and challenging learning experiences. Improved problem-solving and reasoning skills supported by STEM-based approaches. Targeted support provided using diagnostic assessments and tracking data. Strengthened pedagogical approaches through professional learning focused on Numeracy and STEM Space resources. Increased staff confidence in data use and moderation of Achievement of a Level. Opportunities for peer observation and collaborative planning. Impact on parents.	Introduced the STEM Space programme across First and Second Level to develop spatial reasoning and mathematical thinking. Delivered professional learning for staff on STEM Space pedagogy, the National Counting Series and effective numeracy teaching approaches. Shared data with all primary teachers throughout the projects and had ongoing discussions to raise awareness. Held collegiate moderation sessions to improve teacher judgement of Achievement of a Level and share effective practice, this included teachers from Whiteness and North Roe Schools. Used termly tracking meetings, developmental overviews and Achievement of a Level data to identify learners requiring additional support.	Learners demonstrated increased engagement during numeracy lessons, with greater confidence when tackling problem-solving and reasoning activities. Assessment became more consistent, allowing learners to receive more targeted support and appropriate challenge. Identified learners received timely interventions, with many making measurable progress towards expected numeracy milestones. Improved problem-solving and mathematical reasoning through practical and STEM-based learning. <u>Key Findings from Aith P4–P7 Data STEM:</u> Maths (highest priority outcome) All year groups improved in their second maths test.	Continue embedding STEM Space approaches across all stages and evaluate their impact on attainment. The results support continued spatialised maths approaches across P4–P7. The trends support the programme’s aim of narrowing STEM-related gender gaps, as girls’ spatial scores were strong and their maths scores improved substantially across tests. To continue the programme with classes in 2026/27. Further develop staff confidence in using assessment and tracking data to inform planning.

Improved parental understanding of Numeracy expectations in school. Increased parental engagement in supporting Numeracy at home. By June 2026 80% of four and five year olds in nursery to have achieved development targets in Maths and numeracy. 85% of learners across the school to be at least on track with Numeracy. 85% of pupils to be achieving in Numeracy. 85% of pupils to be achieving level 4 numeracy 50% achieving level 5. Staff increased confidence in effective use of data.	Implemented targeted numeracy interventions for identified pupils based on tracking and diagnostic information. Nursery staff participated in Education Scotland's National Counting Series and specialist Early Years numeracy training. Parents shared with information on numeracy project. Review the numeracy baseline assessment for P1 with discussion with other schools. Nursery staff participated with the National Counting Series (Education Scotland) Nursery staff had training sessions with Sue Gifford (Roehampton University) on ELC Maths and Numeracy.	- Biggest gains: P4 and P7, indicating strong response at both early and upper ends of the cohort. Spatial Reasoning - P5–P7 show clear improvement between test 1 and test 2. - P4 remains stable (slight dip but consistent profile). Computational Thinking - Scores remained consistently strong across all stages. - Small increases in P4 and P7 in the second test. Interpretation - Spatial-based instruction is aligned with positive maths gains, consistent with the pilot's outcomes. - The gender-equity rationale for the programme is reflected in the data: girls showed strong growth, particularly in spatial scores and maths. STEM SPACE 25-26 STEMSPACE Project Overview 2026 STEM SPACE Project Report Apr 2026	Strengthen moderation of Achievement of a Level across the school and cluster. Extend targeted interventions for learners not yet on track, using diagnostic assessment to inform support. Monitor the impact of interventions through tracking meetings and learner voice. Review attainment data against targets and adapt teaching approaches where necessary. Share effective numeracy practice across departments to ensure consistency and sustained improvement.
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		82% of pupils across the school are on track with numeracy. 80% of pupils in primary achieved their level 89% of secondary 4 pupils achieved level 4 numeracy. 67% of secondary 4 pupils achieved level 5 numeracy.	
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Priority 2: Enhancing learning and teaching through the use of technology.			
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?
90% of pupils will report increased engagement in literacy and numeracy through the use of iPads in their learning. 100% of secondary pupils will demonstrate an understanding of appropriate and inappropriate uses of AI in learning contexts. 100% of nursery pupils will have their experiences met through woodwork technologies in the curriculum. 100% of teachers involved in the iPad pilot will report improved learner outcomes in literacy and numeracy. 90% of teachers will have used AI to support lesson planning, including	iPads were procured and set up through Intune, and subsequently issued to teachers in Term 1 and P7 pupils in Term 2 Teacher competency toolkit/checklists complete Establish baselines for outcome and process measures A West Mainland cluster working group for iPad integration was established and met at least once per term. Teachers engaged in collegiate discussions, professional learning, and peer-observed lessons where iPads were a central feature of planning. Westside teachers gained the Apple Teacher Award. Pupils did a pre and post assessment of their own IT skills. Collegiate staff meeting to discuss and highlight potential of AI as part of learning and teaching.	<u>Westside teachers feedback on Ipad use:</u> Enhanced engagement and motivation Personalised and differentiated learning Developed variety of Digital Literacy Skills Enhanced communication and collaboration Developed creativity and expression: Immediate feedback and assessment facilitated Improved pupil organisation and access to resources Inclusion and accessibility enhanced Broader learning opportunities: made cross-curricular learning easier, made links between subjects more visible. <u>While benefits were significant, impact depended on:</u> Effective teacher training and pedagogy (not just replacing paper with screens) Clear classroom management and digital use policies	Evaluate the overall success of the West Mainland cluster iPad pilot and continue the use of iPads into S1 for these pupils. Fully embed woodwork technology as a continuous provision in the early years curriculum. Look to develop an AI policy for the school

experiences and outcomes, benchmarks, and meta-skills. 100% of nursery staff will feel confident in delivering technology-based learning through woodwork..	An increase in the frequency of lessons where iPads are a central feature of learning, teaching and assessment. Headphones purchased to enable pupils to use digital devices quietly and for speech input. Dictate tool used for writing support in primary. Sumdog used as a tool to set tests online and monitor data against targets. Two members of the nursery staff completed training with Pete Morehouse to effectively deliver technologies through woodwork.	Ensuring screen time is balanced and purposeful Most teacher successfully developed an understanding of both appropriate and inappropriate uses of AI within learning contexts, and for planning 100% of nursery pupils actively engaged with woodwork technology, successfully meeting their targeted curriculum experiences. Digital interventions supported attainment, with 77% of pupils achieving literacy and 82% numeracy	
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Priority 3: Nurturing Relationships and Promoting Positive Behaviour in School.

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?
Develop a whole school approach in Nurturing Relationships and Promoting Positive Behaviour including a final policy on Promoting Positive Relationships and behaviour 100% of pupils, parents and staff are aware of and following the updated school policy on Promoting Positive Relationships and behaviour Policy. 100% of staff have attended training on Shetland Islands Council recently updated Guidance on Nurturing Relationships and Promoting Positive behaviour in Schools and Settings. 100% of Nursery staff have a deeper understanding of how to develop nurturing	All staff have attended training delivered by Shetland Islands Council on the recently updated Guidance on Nurturing Relationships and Promoting Positive behaviour in Schools and Settings. Most staff have carried out a peer observation to share practice. Staff audited all classroom environments using the CIRCLE framework. Consequently, physical adaptations have been made in the majority of classrooms to better support learners. Collaboration with staff with CIRCLE assessments and the findings. CIRCLE resource used as a tool to observe pupils and possible interventions. We shared the newly reviewed Promoting Positive Relationships and Behaviour Policy with pupils, parents, and staff.	Most learners experience improved consistency in expectation and approaches to behaviour across learning environments. This supports learners to engage more effectively in their learning. Where approaches are well embedded, learners report positive relationships with staff and a strong sense that adults know them as individuals. Improvements to the physical environment, informed by the CIRCLE framework, are beginning to reduce barriers to learning. In the majority of classrooms, adaptations are improving outcomes for learners. Most learners report that they feel comfortable approaching staff with concerns, reflecting the strong relational ethos within the school. There is also evidence that learners are becoming more aware of systems for support and guidance. A minority of pupils report that approaches to behaviour are not always applied consistently, that their concerns are not always followed up effectively, and that their overall enjoyment of school could be improved. This indicates that	Continue coaching and moderation activities. Evidence through staff surveys, classroom observations and behaviour tracking data. Monitor implementation through learning walks, pupil focus groups and stakeholder surveys. Evaluate and review the impact of classroom adaptations with Rhonda Simpson and Candida Jardim. Gather pupil voice on classroom environment. Target the concerns raised by the minority of pupils by ensuring consistent application of the policy, particularly in the secondary stages.

relationships and promote positive behaviour within an early years setting	NEST (Neurodivergent peer support toolkit) group established to provide a safe, pupil-led space for neurodivergent pupils and friends. We implemented a centralised behaviour tracking spreadsheet for Secondary teachers to monitor behaviour trends across different subjects. See Me, See Change program continued with new S3 cohort. They engaged with the learning resources and produced resources to be shared with other classes. Wellbeing survey completed by pupils and acted on by pupil support staff and class teachers (primary)	while staff have a shared understanding of nurturing approaches, further work is required to ensure consistent, visible application across all contexts—particularly in the secondary stages. NEST sessions provided a safe space to have fun, explore neurodivergent identity, discuss feelings related to neurodiversity, and build self-advocacy skills. Helped to raise awareness and understanding of neurodiversity among neurotypical peers and staff. Pupils and teachers report increased knowledge and confidence in talking about their own and others' mental health Pupils demonstrate a better understanding of stigmatising language and are empowered to challenge it within and outside the classroom.	
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Pupil Equity Fund Reporting Project/intervention: Targeted Literacy, Numeracy and HWB support What was your gap? Our data dashboard information tells us that children in receipt of free school meals and also those with a lower school attendance figures are less likely to be on or above track in literacy and numeracy compared to children not in receipt of free school meals. Tracking documentation, Family feedback and GIRFEC plans also help inform our data.	
Planned Outcome High Level of attendance at school. Aim for 95% attendance. High level of achievement of pupils on track and achieving in Literacy and Numeracy. Calm, safe space to start the school day if required. This will support achievement of pupils Soft start for pupils who require this support throughout the year. Nurture groups with a focus on social skills and inclusion. Two groups and Lego therapy. NEST group introduced to secondary Targeted literacy and Numeracy support using data from class teacher, NSA, SWST	Measures of impact on learners . Attendance is below aim, and work continues to be coordinated with teachers, additional support staff, youth worker and central school staff. Parental feedback at meetings including GIRFEC meetings confirm improvements are being made At the end of P1 – 75% of pupils achieved literacy and 100% numeracy At the end of P4 – 50% of pupils achieved literacy and 64% numeracy At the end of P7 – 77% of pupils achieved literacy and 82% numeracy At the end of S3 – 79% of pupils achieved literacy and 94% numeracy Library loans continue 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. Achieve 3000 resource purchased and used with targeted pupils to develop literacy. These graphs show the progress of individuals and groups of pupils.

		Pre-Test Lexile (Reading) 675L N = 1 (1 student) Current Lexile (Reading) 750L N = 1 (1 student) Initial Expected Post-Test Lexile (Reading) 725L N = 1 (1 student) Actual Lexile (Reading) Growth 75L N = 1 (1 student) * As of 1 May 2026 Pre-Test Lexile (Reading) 675L N = 1 (1 student) Current Lexile (Reading) 750L N = 1 (1 student) Initial Expected Post-Test Lexile (Reading) 725L N = 1 (1 student) Actual Lexile (Reading) Growth 75L N = 1 (1 student) * As of 1 May 2026
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Lexile (Reading) Progress Year to Date

Lexile (Reading) Progress Year to Date

Self-Evaluation Against Key Quality Indicators

Quality Indicator 1.3 Leadership of Change

Developing a shared vision, values and aims relevant to the school and its community

Our school's Vision, Values and Aims (VVA) are clearly articulated, shared and embedded across all aspects of school life. Senior leaders provide strong strategic direction which has enabled the school and wider community to develop, promote and sustain an aspirational vision focused on equity, inclusion and achievement for all. The Nursery VVA are adapted to be relevant for EY children and families, Nursery VVA are shared with parents and are always available to view.

Through a planned programme of collegiate learning events, class-based discussions, and regular communication with parents and carers, our vision is now well established and reflected in the daily life of the school. Staff demonstrate a consistent commitment to shared educational values and professional standards.

All staff have a very clear understanding of the social, economic and cultural context of the local community and current educational policies. The knowledge staff have about children, families and the community enable them to meet children's needs.

Through effective leadership at all levels, our school community is working together to turn the shared vision into a sustainable reality. There is an ethos of mutual respect. Visitors often comment that they find pupils polite and respectful.

In 2026-2027 we will continue to promote our Vision, Values and Aims by ensuring they are visible in all written communications.

Strategic planning for continuous improvement

Leadership at all levels is increasingly evident across the school. Staff are empowered to lead aspects of improvement and engage in professional enquiry which informs sustainable change and improves outcomes for learners

Regular and systematic use of data—including Achievement of a Level, National Standardised Assessments (NSA) and INSIGHT—supports effective planning for learning. Tracking and monitoring systems through SEEMIS are used consistently, with outcomes reviewed collaboratively during scheduled meetings. The Leadership Team maintains a Learning and Teaching Monitoring Calendar, ensuring staff receive timely feedback on progress and next steps.

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 is monitored through observation, tracking data and monitoring pupil jotters along with parental feedback. External assistance and training for supporting staff, Speech & language therapist,

Talk for Writing (multi-part course) Improving tools for writing Shetland (previously looked at levels 2, then level 1), Maths Recovery (ages 4-8) Greg Bottril (magic mirror) and Emerging Literacy teacher for Shetland, STEM Spatial Maths with Glasgow University, improved the learning and teaching of pupils.

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, with a view to maximising pupil attainment. PT primary review this data to support interventions.

Senior leaders effectively guide and manage the strategic direction and pace of change. Developments take account of our capacity for improvement and providing staff with opportunities to consider and embed changes. We foster opportunities for pupils and parents to be involved in school self-evaluation. In 2026-2027, our pupil council will undertake to do some auditing utilising the HGIOS tool kit for children and young people. Weekly staff meetings in Nursery enable us to plan for children and the environment.

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 to build their knowledge and skills. Self-evaluation using HGIOS4 + HGIOELC documents is well established in a cyclical approach to revisit themes.

The nursery consistently provides high quality experiences for children encompassing all aspects of ELC provision – staff, curriculum, delivery models and the environment (both indoor and outdoor).

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 enable them to meet children's needs well.

Study clubs are offered by almost all secondary subjects (Nov – Mar) and additionally, NQ subjects offered sessions during Easter break as learning and teaching has been disrupted due to winter 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 the SQA as markers. All primary staff take part in moderation activities within and out with school setting, focussing on the curricular areas of Writing and Health & Wellbeing in 2025/26. For 2026/27 the areas of moderation will be decided in conjunction with our link primary schools Each year nursery staff self-evaluate against relevant framework or guidance as agreed with nursery management team.

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 to improve their experience within the school.

Strong links with cluster schools/settings ensure that incoming pupils are supported during transition. Transition including enhanced transition arrangements are well established in all sectors of the school and are reviewed annually. These arrangements are effective and highlight the school's close teamwork with partner agencies.

Quality Indicator 2.3 Learning, teaching and assessment

Learning and engagement

The ethos and culture of our school reflect a strong commitment to children's rights, positive relationships and inclusion. Learners are enthusiastic, motivated and actively engaged in their learning. Most pupils behave very well and demonstrate respect and responsibility, contributing positively to the school community and the wider environment.

Across all stages, pupils participate in a range of wider achievement opportunities—for example through partnerships with SDS, Shetland Arts, YPI, STEM, and OPEN peer project—which enrich the curriculum and develop confidence and leadership. Feedback from visitors consistently highlights the positive ethos, engagement and manners of our pupils.

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.

Pupils understand the purpose of their learning and have increasing opportunities to lead learning, both in class and through pupil voice groups such as the Pupil Council, Road Safety Officers, Tuck Shop Crew, Young Ambassadors, Play Leaders, Gardening Club and Task Force. Their views are valued and acted upon, promoting ownership and responsibility.

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

Quality of teaching

Our teaching is underpinned by our shared school vision and values. Shared understanding of high-quality learning and teaching is included in staff collegiate sessions and used to create and maintain the standard of Learning and Teaching and Assessment, and this is monitored through classroom observation and feedback. Classroom observations, both formal and informal along with discussions with pupils and staff show that pupils are engaged and motivated.

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.

Digital technologies are used purposefully to enhance learning, remove barriers to participation and support learners to collaborate, create and demonstrate their understanding in a variety of ways. Emphasis on ensuring pupil provision across school with staff utilising web resources to reinforce learning, e.g.- Accelerated Reading, SCARF (HWP), ClickView (all curricular areas), Barefoot (ICT), Sumdog & White Rose (maths), Prodigy (maths and literacy), Morning Challenge, French (Memrise & Mr Innes), Scholar (NQ), Achieve (NQ)

Our explanations and instructions are clear. We observe learners closely to inform appropriate, 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 meta-skills that they are developing as part of the learning process. Resources such as Blooms Taxonomy reading question fan and metacognition question fan are available for all Primary Teachers.

High-quality feedback supports learners to reflect on their progress, identify next steps and take increasing ownership of their learning. Feedback from pupil council members was used to define what makes a good lesson. Good relationships with parents by SMT/PTs, demonstrated through 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) and Rich Tasks are all used to enhance L&T 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 the 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.

All Secondary staff participate in local Subject Development Groups, which include opportunities for assessment preparation and cross marking to incorporate diligence in terms of external moderation and verification processes for the National Qualification subjects. Some teachers will be involved with Northern Alliance subject groups and the SQA as markers. The latter enhances teacher understanding of the standard required in external assessments of NQ subjects.

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.

Planning is proportionate, identifying what is to be learned and assessed. Delivery of the lessons include sharing learning intentions and success criteria.

Arrangements are in place for moderation opportunities across all stages.

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 is 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.

Special consideration is given for those pupils facing additional challenges, for example young carers, looked after children and those living with financial hardship. We use data, including SEEMIS reports and school-based recording system of pupil situations to identify and monitor ongoing progress of interventions designed to improve outcomes for learners. Weekly support meetings ensure interventions are targeted at identified pupils. Tracking and monitoring demonstrates that children are making progress and where support is still required.

Parents are kept informed. Pupil progress discussed regularly with home and additional parental contact is undertaken if pupil require targeted support.

In the nursery, each child works with their individual keyworker to produce a floor book of learning and experiences at nursery. Children's learning and development continually observed and monitored throughout the year. Language/literacy, maths/numeracy and health/wellbeing tracked for each child individually with senior practitioner 3 times a year- November, February, and May. Personalised next steps for each child. Weekly staff meetings with space to discuss environments, children's learning and individual needs. Development overviews for each child completed by keyworker.

Quality Indicator 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

Our commitment to wellbeing is delivering positive outcomes for children, young people, and their families. Staff and pupils share a clear understanding of the eight wellbeing indicators—Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included—which are actively tracked and used to inform timely interventions. School community and other agencies use same terminology with age-appropriate terms used for understanding with younger children. Mindfulness and self-regulation techniques are embedded across all Primary classes and introduced to identify Secondary pupils to enhance focus, emotional resilience, and concentration.

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 issues. Regular pupil progress meetings allow all staff the opportunity to gain understanding of pupil needs throughout the school.

We know and have evidence of how (all of our) children and young people feel in regard to the wellbeing 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 are adapted for use with younger pupils and visual aspects employed to help them comprehend better. Some Secondary 3 pupils collaborate with Pupil Support staff to deliver mental health and stigma-awareness sessions to S1/2 pupils.

Mindfulness and self-regulation techniques have been adapted in all Primary classes to help build focus, concentration and emotional resilience. Staff and partners listen and respond to pupils. If pupil(s) share concerns, these are acted upon/passed on as necessary. Visits and one-off events, create opportunities for pupils to discuss Health and Wellbeing topics, e.g.: Compass Team, Women's aid.

National programmes are used to offer alternatives in the curriculum for some identified pupils such as DofE which provides a safe environment of support and challenge that grows as pupils do, offering young people the chance to strive for achievement, overcome obstacles, and set their minds to a personal challenge. Another programme is The King's Trust Achieve programme which is uniquely designed to help young people re-engage with education, using a flexible, modular structure to improve young people's attendance, behaviour and attainment.

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 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.

Attainment and Attendance levels are generally high for almost all pupils. Where identified individuals are facing challenges, strategies are in place to meet their 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).

Management ensure that all staff participate in child protection training as required.

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 Bike-ability programme is embedded into the school year, input of JRSO's and bikeability pupils facilitating Nursery sponsored cycle around school and combined projects with Michael's wood such as the John Muir Award.

Relationships across the school are consistently nurturing, respectful and inclusive, resulting in learners feeling valued, supported and able to achieve success. Staff know learners and families well and use this knowledge to provide timely, proportionate support which reduces barriers to learning and participation.

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.

Emotional support is given a high priority through support from a range of social and emotional support. Pupils 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.

Consistent discipline and fairness results in a good standard of behaviour in almost all pupils.

Lunchtime clubs & safe havens provide social opportunities and safe havens, providing pupils with activities where they can pursue an interest with their friends. We consider each child and young person, as an individual with his/her own needs, risks and rights. Mindfulness and self-regulation techniques (compassing zones of regulation methods) have been adapted in all Primary classes to help build focus, concentration and emotional resilience

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

In Nursery every child has a personal plan in place, and these are shared with parents twice a year in line with Care Inspectorate best practice. The nursery has good relationships with local health visitors, pre-school home visiting teacher, speech and language and social work. Strong relationships with parents and carers to support children and their families.

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 online documentation on their 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. Most learners attain well and achieve success across a wide range of curricular and wider achievement opportunities. They are developing confidence, resilience, leadership and skills for learning, life and work.

We strive to ensure every child feels supported to achieve their best. Staff are approachable, knowledgeable, and responsive. Behaviour expectations are high, and feedback from pupils, parents, and staff is consistently positive.

We celebrate diversity and challenge discrimination. The curriculum includes opportunities for pupils to engage with spiritual and religious visitors, promoting understanding and respect for different beliefs and backgrounds.

Quality Indicator 3.2 Attainment and achievement

Attainment in literacy and numeracy and attainment over time

We maintain a continuous focus on raising attainment across all curriculum areas, ensuring consistently high standards for all learners. Attainment is periodically monitored to identify trends and inform targeted interventions. Personal plan linked to health and wellbeing and individual children's needs. Development overviews used to track progress

Achievement of a level data and INSIGHT data is used by staff to discuss school performance and identify trends. Pupils are regularly monitored to identify if they are on track and interventions are discussed when necessary.

SQA National Qualifications results for S4 pupils

	% pupils achieving 5 or more National 5	% pupils achieving 5 or more National 4	% pupils achieving 5 or more National 3
2025	70%	85%	85%
2024	75%	85%	95%
2023	73%	95%	95%
2022	85%	96%	96%
2021 NQ (Covid-19 Alternative Curriculum Model)	71%	93%	93%
2020 (Covid-19)	77%	100%	100%
2019	82%	86%	86%
2018	58%	92%	92%
2017	100%	100%	100%
2016	67%	95%	95%
2015	67%	92%	96%
2014 (NQ)	71%	100%	100%

- 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 showing very good progress, 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, all pupils achieved early level in Numeracy. Most pupils achieved early level in Reading, writing and listening and talking.
- By the end of P4, the majority of pupils achieved first level in numeracy, reading, writing and 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, almost all pupils had achieved third level in numeracy. Most pupils achieved third level in reading, writing 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. Regular reviews on pupil progress with management during the session.

Overall quality of learners' achievement

Achievement is generally high across all areas of the curriculum at all stages. 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. 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, Sports Council, Tuck shop crew, Junior Road Safety Officers, Euroquiz, Youth Voice representatives, Task Force, Play Leaders, Gardening Club and Sporting competitions and training opportunities.

As pupils move through their learning pathways pupils take increasing responsibility for ensuring they continue to add value to their achievements. Learners increasingly take ownership of their progress through regular reflection, target setting and discussions about their strengths, achievements and next steps in learning. Primary pupils complete a 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 frameworks are in place for all curricular areas. Weekly update meetings are held between ASN, Pupils support and SMT to discuss identified individuals' progress and next steps. Personalisation and choice for senior pupils allows them to access a flexible curriculum in S3 and S4. Integration of TEAMS into learning and teaching is in place so that pupils have regular

access to resources, homework etc. Study clubs are well attended and registers kept to record participating pupils. Whole staff progress meetings are held on pupils within a cohort prior to parents' evenings; this raises awareness of how pupils are performing in other subject areas and promotes sharing of practice. 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 any digital divide. Strong links with cluster schools/settings are in place 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 2024 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.

School and ELC Self-Evaluation

1: unsatisfactory 2: weak 3: satisfactory 4: good 5: very good 6: excellent

HGIOS 4	School Self-Evaluation	Self-Evaluation against ELC Headings	ELC Self-Evaluation
1.3 Leadership of change	Good	Leadership	Very Good
2.3 Learning, teaching and assessment	Good	Children thrive and develop in quality spaces	Very Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good	Children play and learn	Good
3.2 Raising attainment and achievement	Good	Children are supported to achieve	Very Good

Aith Junior High School School Improvement Plan 2026-2027



Factors Influencing the School Improvement Plan

Local authority factors • Children's Services Directorate Plan ○ Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; ○ Reduce the number of children and young people affected by poverty; ○ Keep the promise by ensuring that care-experienced children and young people receive support they can rely on. • The Ambition - Excellence and Equity for Shetlands' learners 2022-2026 • Support for Learning Review • Devolved School Management • Digital Learning and Teaching Strategy	National factors and drivers • Education Reform including Curriculum Improvement • National Improvement Framework • The Scottish Attainment Challenge (PEF/SEF/CECYP fund) • Education Reform • Getting It Right for Every Child • Developing Young Workforce • Reduced Class Contact Time
School factors • Self-evaluation • School improvement Visit feedback • Review of previous School Improvement Plan • Enhanced Provision planning • 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 where 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 and technologies. French dictionaries and calculators supplied to all pupils at the end of P7. • Pupil Equity Funding

PEF Planning			
- Interventions which to improved outcomes for learners. Collect data throughout the year and have discussions with staff to check progress and adapt interventions based on the evidence. - Analysis of learner performance following interventions. Pupil voice- sharing how the intervention is helping them and what could be done next. - Children to be safe and happy in school. - Long-term sustainability to provide equitable support.			
Project/intervention: Targeted Literacy, Numeracy and HWB support What data/evidence informs this? Our data dashboard information tells us that children in receipt of free school meals and also those with a lower school attendance figures are less likely to be on or above track in literacy and numeracy compared to children not in receipt of free school meals. Tracking documentation, Family feedback and GIRFEC plans also help inform our data.			
Planned Outcomes High Level of attendance at school. Aim for 95% attendance. Wellbeing indicators continue to be at level 80% or above for pupils. High level of achievement of pupils on track and achieving in Literacy and Numeracy. Calm, safe space to start the school day if required. This will support achievement of pupils	Details of project/intervention: Soft start for pupils who require this support throughout the year. Nurture groups with a focus on social skills and inclusion. Targeted literacy and Numeracy support. Purchase Achieve 3000 and accelerated reading to support literacy improvement.	Resources and Lead Person 6.25 hpw LSW HT PT ASN teacher ASN teacher	Measures of impact on learners tracking and monitoring Wellbeing questionnaire monitoring. progress in literacy Progress in numeracy.

Teaching and Learning	x	Purchase online maths textbook to support pupils learning at home and allowing for overlays to support dyslexia in maths.	Accelerated reading program	Feedback from learners and parents
Leadership			Achieve 3000 program	Teacher observations
Family and Community	x		Online maths textbook	Assessment data

School Improvement Plan Priorities

Priority 1: Learning, Teaching and Assessment

Continuation from previous year? Y/N

Directorate Priorities	NIF Priorities	Leadership and Management	Learning Provision	Successes and Achievements	ELC
Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; Reduce the number of children and young people affected by poverty; Keep the promise by ensuring that care-experienced children and young people receive support they can rely on.	- 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.	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	Leadership Children thrive and develop in quality spaces Children play and learn Children are supported to achieve

Data/evidence that informs this priority:	Planned Outcome	Measures	Resources and Lead Person
Education Scotland's phased release of curriculum materials (Drafts in Autumn 2026, Final Framework in January 2027) necessitates a structured, proactive school-level response Staff discussions show 100% of teaching staff require dedicated professional learning to transition from the current Experiences and Outcomes (Es & Os) to the new KDU model. Current school tracking and forward planning pathways are explicitly built around Es & Os and Benchmarks, which will be phased out. Shetland's Digital Learning and Teaching Strategy was published in November 2021. The strategy recognised the Scottish Government's commitment to providing a device for every child. However, national funding for this arrangement was withdrawn in August 2024. Shetland Islands Council is considering alternative ways of enhancing learning and	By June 2027, 100% of teaching staff will have a shared understanding of the evolved curriculum framework, having engaged with the draft materials, final curriculum design guidance, and the new KDU models across the contexts for learning. Parents will be introduced to the concept of the refreshed curriculum by May 2027 to ensure shared understanding.	Staff Confidence: Pre-, mid-, and post-session evaluative surveys measuring teacher familiarity with the KDU model and "Big Ideas" concepts. Planning Sampling: Leadership reviews of termly planning to track the structural shift away from Es & Os toward integrated	PT, Depute Head Teacher Education Scotland CIC Toolkits & Draft Frameworks (released autumn 2026); Time for curriculum reform preparation; collaborative stage Art Teacher Daydream Believers online resources. Senior ELC Practitioner.

teaching using devices in schools. Aith School piloted this as part of a cluster approach for P7 pupils and now plan to extend this into S1 Pupil, staff and parent feedback indicates a need to further develop the curriculum. The Promise highlights that all children and young people should grow up "loved, safe and respected" and have opportunities to realise their full potential. Schools have a key role as corporate parents in supporting care-experienced learners and removing barriers to participation, attendance, achievement and positive destinations. New Quality Improvement Framework for ELC introduced in September 2025. ELC Quality Improvement meetings to introduce new guidance. Nursery staff will this year self-evaluate practice against new quality indicators. Through reflective practice nursery staff have identified the need to develop digital technology as part of continuous provision within the nursery environment	Production of a refreshed draft school curriculum rationale by May 2027. 100% of S1 pupils will be using ipads to support learning. 100% of secondary teachers will have confidence in teaching using ipads for S1 pupils Staff training on Daydream Believers and the introduction of a topic within the BGE for pupils. Use of Ipads from P7 to be introduced into S1 classes from August 2026. All S1 pupils will engage in at least one Daydream Believers project-based learning experience. Staff will confidently employ creative and interdisciplinary pedagogies which increase learner agency, develop problem-solving skills and improve engagement across the curriculum.	Know-Do-Understand learning blocks. 100% of staff report confidence in using digital tools, including Microsoft 365. 100% of teachers in the iPad pilot report improved learner engagement. Participation rates in Daydream Believers projects. Quality assurance evidence from classroom observations and learning walks. Learner profiles demonstrating skills development. Staff survey and professional learning evaluations demonstrating increased awareness of The Promise.	Quality Improvement Framework for ELC. Weekly nursery staff meetings. £1000 fundraised by nursery children and parents to spend on technology resources.
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	All staff will demonstrate an understanding of The Promise and their role as corporate parents. Care-experienced children and young people will report feeling safe, included, listened to and respected within the school community. To have self-evaluated current ELC practice against eleven new quality indicators, for development opportunities to be identified and acted upon where possible. Improved confidence for staff delivering learning opportunities and experiences in the nursery. Improved practice, environment and achievement of children within nursery. For nursery children to develop confidence and skills using digital technology, which will improve their learning opportunities.	ELC Improvement visits. ELC Tracking and monitoring across the curriculum. Reflective practice meetings for staff and self-evaluation. Nursery parent feedback. Higher engagement and achievement across technology experiences within the nursery, tracked for individual children.	
Monitoring priority progress over time: impact on learners: Termly Professional Dialogues: Led by SLT to observe and discuss the pedagogical shift			

What will success look like?		
By the end of November, we expect to see	By the end of February, we expect to see	By the end of May we expect to see
All staff engaged with Education Scotland's draft KDU framework materials and introductory webinars. Baseline confidence data gathered from all teaching and support staff. Staff training on The Promise and corporate parenting responsibilities completed. Collegiate staff meeting to discuss and highlight the use of Ipads as part of learning and teaching. Staff introduced to Daydream Believers methodology. Plans in place for P6/7 and S2 unit of work. Pilot project identified across curricular areas.	100% of teaching staff familiar with the final version of the Refreshed Curriculum Design Guidance published in January 2027. Staff beginning to use collegiate time to cross-reference their current teaching plans against the final KDU models. Care-experienced learners actively contributing to decisions affecting them. An increase in the frequency of lessons where iPads are a central feature of learning, teaching and assessment	A completed, collaborative draft of the school's new Primary Numeracy & Mathematics progression pathways using the KDU framework. Post-implementation survey showing 100% confidence level among primary teaching staff ahead of wider curricular rollouts. An information brief or workshop delivered to the Parent Council regarding the transition away from Es & Os. A draft of the refreshed school curriculum rationale is completed and ready for parental/community consultation. Care-experienced learners reporting that they feel listened to, respected and included. Improved attainment and achievement outcomes. 100% teachers of S1 pupils: ○ have gained a shared understanding of what highly effective digital learning, teaching and assessment looks like in their context ○ Have gained a better understanding of their digital skills and have undertaken professional learning ○ are engaging in collegiate discussions including visits to other settings to support and learn from each other

		○ are participating in peer observed lessons where iPads have been a central feature of planning ○ are reporting improved outcomes for learners 90% Learners ○ have gained confidence in using and applying their digital skills to familiar and new contexts ○ have reported increased learner engagement Daydream Believers challenge embedded within curriculum planning. Evidence of increased learner collaboration and problem-solving. Pupil-led presentations and project showcase.
What happened? What did we see? <i>Provide updates on progress in the short term based on data and evidence.</i>	What happened? What did we see? <i>Provide updates on progress made in the medium term based on data and evidence.</i>	What happened? What did we see? <i>Provide updates on progress made in the long term based on data and evidence.</i>
What are our next steps? <i>Insert next steps which reflect progress made during this period of time. These next steps may change what you would expect to see in the medium term and long term.</i>	What are our next steps? <i>Insert next steps which reflect progress made during this period of time. These next steps may change what you would expect to see in the long term.</i>	What are our next steps? <i>Insert next steps which reflect progress made during this period of time. These next steps can inform your next period of improvement activity.</i>

End of Session Summary of Progress and Impact

Priority 2: Inclusive Environment

Continuation from previous year? Y/N

Directorate Priorities	NIF Priorities	Leadership and Management	Learning Provision	Successes and Achievements	ELC
Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; Reduce the number of children and young people affected by poverty; Keep the promise by ensuring that care-experienced children and young people receive support they can rely on. (highlight as appropriate)	- 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.	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	Leadership Children thrive and develop in quality spaces Children play and learn Children are supported to achieve

Data/evidence that informs this priority:	Planned Outcome	Measures	Resources and Lead Person
School tracking shows just under 50% of pupils benefit from Additional Support in School. 25% of children in nursery receive input from outside agencies before they start school. The Physical Environment audit from 25-26 had some low scores which need to be investigated and supported for change behaviour referrals and incident logs reveal an increase in low-level verbal abuse, misuse of social media/group chats, and derogatory language.	100% of teaching and support staff will confidently utilize CIRCLE framework checklists to audit and adapt their environment, leading to a unified, predictable school-wide approach. Continued work with Children's Services Psychological services to develop the physical environment following audit in 25-26 By June 2027, targeted learners with additional support needs (ASN) will report a greater sense of belonging and improved	Pre- and post-intervention scores from the CIRCLE Class Inclusion Checklist (focusing on Social Environment and Structures & Routines section) Pupil Wellbeing Surveys Attitudinal and confidence tracking metrics completed by	HT DHT PT ASN PT Pupil Support Education Scotland MVP training resource packs; 2-day dedicated timetable slot for Senior Mentor training; and scheduled Personal and Social Education (PSE) for workshop delivery.

Pupil and staff survey show that behaviour is an area requiring input. Parents, pupils and staff say the school is busy and finding space for pupils with additional support needs is a challenge.	Physical Environment audit to take place, which should show and improvement from previous years. peer relationships, with a measurable reduction in peer-conflict incidents during unstructured play. (Social Environment) All learners, particularly those with executive functioning or communication challenges, will demonstrate increased independence and less transition-related anxiety across the school day By June 2027, 100% of trained mentors in MVP will demonstrate enhanced leadership, communication, and presentation skills, with a measurable increase in their confidence to challenge negative attitudes. Through regular, interactive peer-led workshops, S1/S2 pupils will exhibit a clearer understanding of safe "bystander" interventions, resulting in a in peer-to-peer incidents and referrals by May 2027. Staff and parents will have a heightened awareness of the MVP core goals, fostering a uniform, supportive network that reinforces healthy relationships across the entire school community. Intensive ASN teacher appointed and in post. See me, See Change imitative ongoing. Develop Room 5 as a flexible, nurturing learning environment which reduces barriers to participation and	S1/S2 mentees and S3/4 mentors Nursery children's personal plans, incorporating SHANARRI.	Funding from Schools Service to support the additional resources for room 5. Senior Practitioner. Health Visitor and Pre-school home visiting service.
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	enables targeted learners to access high-quality learning experiences. Increased confidence for nursery staff supporting children and families with early diagnosis of ASN, on the ASD pathway or awaiting assessment.		
Monitoring priority progress over time: impact on learners			
What will success look like?			
By the end of November, we expect to see	By the end of February, we expect to see	By the end of May we expect to see	
All teaching and support staff introduced to the CIRCLE framework components, specifically mapping out expectations for the Social Environment and Structures & Routines. 100% of primary classrooms implementing a standardised visual timetable and explicit, visually supported routines for morning entry and lesson transitions (Structures & Routines) Baseline CIRCLE checklists completed for every classroom layout. A cohort of S3/4 pupils successfully recruited, vetted, and put through the intensive 2-day MVP Mentor Training Programme.	Classroom environments adapted based on November audit reflections, with clear evidence of dedicated spaces or tools to support self-regulation. Mentor teams consistently preparing and delivering the initial round of MVP core scenarios to S1/2 classes. Regular mentor support team check-ins established to allow pupils to discuss delivery challenges, refine their presentation skills, and log observations. Growing trust and positive relationship-building between the senior mentors and younger pupils. Evaluation of room 5 to see any additional changes or adaptations.	Predictable structures and visual cues embedded so seamlessly that learners navigate transitions with minimal adult prompting, fostering autonomy (Structures & Routines). Post-intervention CIRCLE scale data indicating a high level of consistency across all stages in inclusive practices. Focus group data showing that learners with ASN feel safer, more included, and more supported by their peers during cooperative learning tasks (Social Environment). Delivery of advanced scenarios successfully completed. Post-programme evaluation data gathered, showing an increase in S1/S2 pupils reporting they know how to safely act as an "active bystander."	

A whole-staff awareness briefing delivered to ensure all teachers understand the bystander model and can support the mentors within their classrooms. S3/4 mentor teams assigned to S1/S2 PSE class, with baseline attitude survey distributed. Room 5 is established as a classroom to support pupils with additional support needs to access the curriculum. Intensive ASN teacher recruited into post.		A drop in logged corridor and playground friction incidents among the lower school stages. Staff, pupil and parent feedback is positive about the use of the classroom and space within the school.
What happened? What did we see?	What happened? What did we see?	What happened? What did we see?
What are our next steps?	What are our next steps?	What are our next steps?
End of Session Summary of Progress and Impact		

Priority 3: Raising Attainment and Achievement

Continuation from previous year? Y/N

Directorate Priorities	NIF Priorities	Leadership and Management	Learning Provision	Successes and Achievements	ELC
Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; Reduce the number of children and young people affected by poverty; Keep the promise by ensuring that care-experienced children and young people receive support they can rely on. <i>(highlight as appropriate)</i>	- 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.	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	Leadership Children thrive and develop in quality spaces Children play and learn Children are supported to achieve

Data/evidence that informs this priority:	Planned Outcome	Measures	Resources and Lead Person
The national commitment to reduce teacher class contact time from 22.5 hours to 21 hours from August 2027 requires schools to review staffing structures, timetables and curriculum delivery models. Current staffing and timetabling arrangements require evaluation to ensure sustainability and maximise the impact of the additional 1.5 hours of non-contact time. New DHTs coming into post would benefit from a new system of tracking and monitoring in school. 82% of pupils across the school are on track with numeracy. 80% of pupils in primary achieved their level The data demonstrates the need for a continued focus on numeracy achievement, development of pedagogy, and effective tracking from Early Level to Senior Phase.	By June 2027, the school will have developed sustainable staffing, timetabling and curriculum arrangements that support the reduction of teacher class contact time in primary to 21 hours whilst maintaining high-quality learning experiences for all learners. By November 2026 the school management team will be confident in the use of the local authority tracking and monitoring system. Interventions in place as a result. Pupil support teacher continuing to track HBW and evaluating the use of the Glasgow Wellbeing and Motivational Profile. Strengthened pedagogical approaches through professional learning focused on Numeracy and STEM Space resources. Increased staff confidence in data use and moderation of Achievement of a Level. Opportunities for peer observation and collaborative planning. 85% of learners across the school to be at least on track with Numeracy.	Timetable and staffing implementation achieved within agreed timescales. <i>Tracking and monitoring system fully embedded.</i> Achievement of a level data SQA exam data Tracking and developmental overviews	PT, Depute Head Teacher Education Scotland CIC Toolkits & Draft Frameworks (released autumn 2026); Time for curriculum reform preparation; collaborative stage planning time. Additional staffing allocation associated with national contact-time reduction. Local authority support and guidance Senior ELC Practitioner Weekly nursery staff meeting. ELC best practice guidance documents.

ELC improvement visits recommended revisiting curriculum rational (play map) which was written in 2020 and further develop intentional and responsive planning.	85% of pupils to be achieving in Numeracy. In line with a refreshed curriculum rational (play map) the nursery team will establish a consistent and meaningful process for recording intentional and responsive planning.	parent, pupil and staff surveys Classroom observation and pupil work evidence, including jotter work. Professional dialogue.	
Monitoring priority progress over time: impact on learners - Termly tracking data analysis meetings using Achievement of a Level and SQA data. - Classroom observations and review of pupil work. - Regular evaluation and reflection on teaching practice. - Self-evaluation meetings and moderation activities through the year. - Visual data dashboards to support staff understanding of progress.			
What will success look like?			
By the end of November, we expect to see	By the end of February, we expect to see	By the end of May we expect to see	
School workforce and timetable audit completed. Consultation undertaken with staff and stakeholders. Initial implementation plan developed. Training taken place for management on tracking and monitoring and management using this as a tool. Interventions are in place as a result CfE First & Second level teachers to continue to embed STEM Space initiative with a focus on numeracy. Staff training on STEM space pedagogy.	<i>Draft staffing and timetable models developed.</i> <i>Staff engaging in professional dialogue regarding effective use of time.</i> Tracking data updated and monitored and support in place for identified pupils Staff using STEM space resource as part of numeracy. Collegiate session with new maths teacher to discuss the pedagogy used and developed	Sustainable arrangements in place for August 2027 implementation. Staff confidence in new working arrangements. Tracking and monitoring systems are fully implemented and Interventions reviewed. Evidence of increased achievement and attainment in numeracy.	

What happened? What did we see?	What happened? What did we see?	What happened? What did we see?
What are our next steps?	What are our next steps?	What are our next steps?
End of Session Summary of Progress and Impact		

Secondary Teacher

Configuration of collegiate time within 35-hour week:

<u>Activity</u>	<u>Time</u>	<u>Total</u>	<u>Teacher audit</u>
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 (approx. 24 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		75	
		195 hours	

School Signature.....

Teacher Representative Signature

Primary Teacher

<u>Activity</u>	<u>Time</u>	<u>Total</u>	<u>Teacher audit</u>
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.		45.5	
		195 hours	

School Signature.....

Teacher Representative Signature