

ANDERSON HIGH SCHOOL



Standards and Quality
Report 2024-25

and

School Improvement Plan
2025-26

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Section 1: 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. We want our children and young people to be well educated, skilled and able to contribute to society.

We want to know how well we are doing this and how we can improve. We do this by evaluating what we do and planning and implementing well considered priorities. All our activity should make a positive difference for our learners. This report is based on the quality indicators in *How Good is Our School?* 4th Edition (2015), *How Good is our Early Learning and Childcare?* (2016) and on the priorities and outcomes of the National Improvement Framework.

The National Improvement Framework 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 outcomes to be achieved are:

- 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.
- 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.
- 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.
- High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
- Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
- Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
- 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.

Section 2: Anderson High School's Context

Anderson High School is a six-year school, serving the Shetland community with our associated primary schools of Bell's Brae, Hamnavoe, Nesting, Scalloway, Sound, Tingwall and Whiteness. In addition, pupils from the small islands of Fair Isle, Foula, Fetlar and Skerries attend the school for up to six years. The school also serves all young people in Shetland for fifth and sixth year, except for those attending Brae High School. There are extensive transport arrangements into Lerwick, and Halls of Residence accommodation for those pupils unable to travel home each day.

In September 2025, 996 pupils are enrolled at Anderson High School. There are 66.3 full-time equivalent teachers, and 12 Support for Learning teachers, based at Anderson High School.

The school has an integrated Support for Learning Department, with provision for nearly all pupils with social and emotional and other additional support needs. The school library has two SIC Library Service staff. Individual music instruction is offered by peripatetic staff working between schools. The Science Technician Service for the whole of Shetland is based in the Anderson High School. The dining room is open from 0800 to 1330 daily. There are three janitors and five administration colleagues. The school has a strong community role. The Parent Council meets regularly and actively contributes to the life of the school.

School Vision, Values and Aims

Our School Motto, "Dö weel and persevere", is a legacy from our founder, Arthur Anderson. Penned in 1862, when the Anderson Institute opened, the spirit of the Motto lives on in our school's work. In 2018-19, our pupils chose the following School Values as being important to them in the life of the school:



Our School Aims are:

Perseverance: We need to have grit and determination, and never give up, so that we can be the best we can be.

Ambition: Each of us must believe in ourselves, always striving to improve, achieve and succeed.

Respect: Each of us must look after ourselves, be considerate of others, and have good manners.

Responsibility: We will take responsibility for our learning, our community and our local environment.

Section 3: Self-evaluation with our stakeholders in session 2024/25

(a) Introduction and context

Focused and systematic whole school self-evaluation took place in term four of 2024/25 to support the development of the 2025/26 School Improvement Plan.

Whole school self-evaluation also enabled up-to-date data around the school's context and how the school is working to be generated, including:

- What is working well?
- What is not working so well?
- What needs to be improved?
- What are the biggest challenges facing the school?
- What would make the greatest difference?

This recent engagement with stakeholders follows on from the extensive self-evaluation activity undertaken with the school community during session 2023/24, as referenced in detail in the 2024/25 School Improvement Plan, as well as other examples of ongoing self-evaluation, throughout the 2024/25 academic session, including:

- The Association of Directors of Education in Scotland (ADES) external visit to the school in March 2025.
- The Head Teacher's departmental visits in term two and term three of 2024/25 as part of the school's whole school self-evaluation calendar.
- Attainment reviews with the school management team and principal teachers in term one and term two of this session.
- Recent discussions between the Head Teacher and principal teachers, reviewing the progress of their respective Department Improvement Plans.
- Recent Professional Review and Development (PRD) review discussions with teaching staff and Continuous Conversations (CC) with support staff.
- Recent School Improvement Visits by education officers in SIC's Children's Services.
- Data from other aspects of our whole school self-evaluation calendar including the school's assessment and reporting cycle for each year group, the regular reviewing of attendance and late coming statistics and reviewing safeguarding matters.

(b) What did whole school self-evaluation entail in term four?

- An online staff survey.
- An online survey for the Anderson High School's Parent Forum.
- An online survey for the school's external partners including
 - Developing Young Workforce.
 - OPEN Peer Education.
 - Skills Development Scotland.
 - UHI Shetland.
 - NHS Shetland.
 - Police Scotland.
 - The Dogs Against Drugs Charity.
 - The Moving On Project.
 - The Halls of Residence.
 - The Shetland Islands Council's (SIC's) Active Schools Service.
 - The SIC's Education and Learning Service.
 - The SIC's Children's Social Work Department.
 - The SIC's Education Outreach Service.
 - The SIC's Additional Support Base.

- The SIC's School Counselling Service.
- The SIC's Youth and Employability Service.
- The SIC's Forward Directions programme.
- The SIC's Public Protection Committee.
- Our cluster primary schools.
- Other secondary settings in Shetland.
- Ongoing input around school improvement with the school's Student Representative Council (SRC).

(c) Staff Survey, May 2025

The five themes explored within the staff survey mirrored the areas explored during the ADES External Visit in March 2025:

- Theme 1: Leadership of change.
- Theme 2: Curriculum.
- Theme 3: Learning, teaching and assessment.
- Theme 4: Wellbeing, equality and inclusion.
- Theme 5: Attainment and achievement.

For each of the five themes, proposed improvement actions to be prioritised over the 2025/26 academic session, emerging from ongoing whole school self-evaluation, were set out in the survey. Staff were asked to comment on their relevance and encouraged to make suggestions around other areas requiring improvement.

Theme 1: Leadership of change

Proposed 2025/25 school improvement actions:

- (a) Clarify our school's vision and moral purpose, aligning with our school values.
- (b) Reinforce and develop whole school expectations and positive behaviour, referring to our toolkits and school values, to promote consistent positive relationships and high standards of behaviour.
- (c) Improve approaches to providing feedback when staff report incidents and concerns.
- (d) Develop more leadership and professional learning opportunities for all staff.
- (e) Engage with the school community on the use of Pupil Equity Funding (PEF) and develop approaches to measuring the impact of PEF.

Key feedback from the staff survey on leadership of change:

- Improve the quality of feedback to staff when they report concerns and make referrals.
- Place more focus and emphasis in the school on consequences around pupil behaviour.
- Put greater importance on pupils coming prepared for school with school bags, pens/pencils etc.
- School standards and expectations made clear to all staff.
- Increase the focus on the school's vision and values.
- All staff emphasising the importance of attendance to class and timekeeping to pupils and use the secondary six committee to help develop the whole school ethos.
- Dedicated time for professional learning for staff.
- Leadership development programme for staff and more mentoring and coaching opportunities.
- More of a role for experienced and skilled staff leading training for colleagues.
- More sharing of practice across staff teams.
- More professional learning around the use of differentiation.
- Develop approaches to working with parents/carers and capitalising on their expertise to support the delivery of the curriculum.

- Learning Support Workers having opportunities for professional progression.
- Explore the Pupil Support Department's provision in view of the size of the school roll.
- More opportunities for staff to lead whole school events and initiatives.
- Empower more pupil leadership opportunities including the potential use of House Teams, helping pupils to feel a greater sense of belonging to the school.
- Broaden the engagement and scope of Pupil Equity Funding (PEF) and develop processes for how the school measures the impact of PEF intervention.

Theme 2: Curriculum

Proposed 2025/26 school improvement actions:

- (a) Develop a shared ambition for the school's curriculum, updating our curriculum rationale, with our stakeholders, to clarify what our curriculum will look like and what we are looking to achieve for our learners, moving forward.
- (b) In the Broad General Education (BGE), explore options around developing personalisation and choice for pupils, the secondary two wider achievement programme, and project based learning opportunities, supporting departments to work together.
- (c) Continue to broaden the Senior Phase curriculum offer and pathways for young people in their final three years of school.
- (d) Expand the curriculum offer for children and young people with additional support needs, including at SCQF Levels 1 to 3.

Key feedback from the staff survey on the curriculum:

- Support for broadening the curriculum offer, at departmental level, to improve pupil engagement and attendance, learning from high performing secondary schools on the mainland in terms of their curriculum offers.
- The need to ensure the right level of courses are available for pupils, year on year, with more breadth in the school's curriculum to meet all needs.
- The development of the secondary two wider achievement programme.
- More opportunity for cross-curricular projects in the BGE to enhance pupils learning.
- Closer links with primary staff to plan curriculum to support pupil progression.

Theme 3: Learning, teaching and assessment

Proposed 2025/26 school improvement actions:

- (a) Implement and embed the school's new learning, teaching and assessment toolkit to develop the school's shared understanding of what high-quality learning and teaching looks like, and to promote greater consistency around learning and teaching across the school.
- (b) With reference to the toolkit, develop more moderation opportunities for teaching staff, to support professional judgements in the BGE and Senior Phase, evolve approaches to the effective use of assessment, and review practice around tracking and monitoring.
- (c) Develop the role of the Learning and Teaching networks, ensuring dedicated time to support teachers to work together, to explore, share and embed high quality approaches to teaching and learning.
- (d) In partnership with the local authority, develop a digital strategy to improve our digital provision and enhance digital learning, skills and opportunities for young people.

Key feedback from the staff survey on learning, teaching and assessment:

- Support for the learning and teaching toolkit with time now required to embed and focus on the implementation of the toolkit.
- Ensure that learning and teaching standards are monitored within departments to support consistency across the school.
- Learning and Teaching Networks need dedicated time for staff to meet.
- More time for teachers to collaborate, more broadly.
- Develop tracking and monitoring to help track pupil progress and attainment.
- The importance of upgrading the school's digital provision, including more iPads, computers and laptops in each department, and more software and additional digital learning platforms being made available to support learning and teaching.
- Protected time for staff for moderation purposes.

Theme 4: Wellbeing, equality and inclusion

Proposed 2025/26 school improvement actions:

- (a) Develop our collective understanding of wellbeing in the school.
- (b) Develop approaches to the tracking of pupils' health and wellbeing.
- (c) Explore the Curriculum for Excellence health and wellbeing responsibilities of all staff.
- (d) Support professional learning around inclusive practice and universal support, to meet the needs of children and young people in the classroom.
- (e) Continue to address barriers to learning, and where young people experience disadvantage.
- (f) Develop approaches to measuring the impact of interventions, and the curriculum offered, for children and young people supported in Support for Learning.
- (g) Work with partners to improve outcomes for care experienced children and children on the Child Protection register.
- (h) Continue to involve the SRC in the ongoing drive to improve pupil attendance to fully understand issues around non-attendance and lack of engagement.

Key feedback from the staff survey on wellbeing, equality and inclusion

- The need for a simple and transparent definition of inclusion to be established in the school, informed by data around wellbeing.
- The school's Time-out provision needs to be reviewed.
- Continue to improve the sense of community and ethos within the school.
- Promote the value of whole school activities that include all year groups.
- Continue to prioritise support for children in the care system.
- Ensure Confidential Pupil Information (CPI's) are sufficiently detailed and updated timeously when the needs of pupils change.
- Continue to focus on attendance with more data to be collected across the school about late coming and absences from class.
- Continue to develop resilience in pupils and support their mental health, as well as continuing to address any bullying issues.
- Develop more consistent approaches around differentiation and inclusion in the school.

Theme 5: Attainment and achievement

Proposed 2025/26 school improvement actions:

- (a) Improve attainment in the Broad General Education and Senior Phase, and close the poverty related attainment gap, in all curricular areas.
- (b) Clarify the basket of measures with departments to measure attainment over time.

- (c) Continue to review approaches to pupil presentation and withdrawals in the Senior Phase.
- (d) Working with our partners, develop wider achievement opportunities.
- (e) Develop approaches to digital profiling and celebrating young people's achievements, in and out of school, as well as their skills development.
- (f) Continue to develop leadership opportunities for pupils in the school.

Key feedback from the staff survey on attainment and achievement:

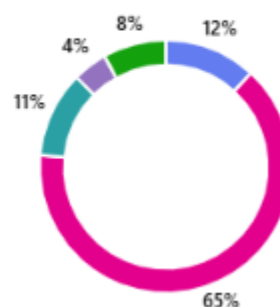
- Develop approaches to measuring attainment in the Broad General Education (BGE).
- Ensure that secondary three, the final year of the BGE, is relevant to all pupils.
- Continue to review approaches to pupil presentation and withdrawals in the Senior Phase.
- Share more practice between departments as to how they are raising attainment.
- Improve how the school promotes and celebrates pupils achievements, including the use of social media and through celebratory events.
- Develop and widen the achievement opportunities on offer for all pupils.
- Build on work done last session, promoting revision/study skills techniques.

(d) Parents and Carers Survey, May 2025

The results of the survey (136 parents and carers responded)

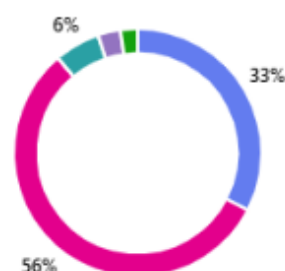
1. I am kept informed by the school and I have opportunities to contribute ideas for improvement.

Strongly agree	16
Agree	88
Disagree	15
Strongly disagree	6
Don't know	11



2. I feel comfortable contacting the school if I have any queries or concerns.

Strongly agree	44
Agree	76
Disagree	8
Strongly disagree	4
Don't know	3



3. Any concerns or issues I do raise with the school are dealt with and I receive follow-up communication from the school.



4. I feel that staff know my child well.



5. I receive useful information about my child's progress in school.

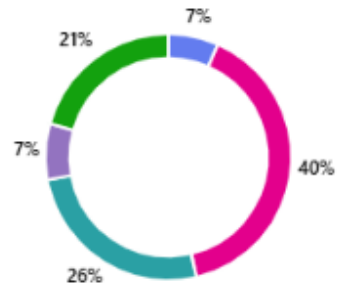


6. My child is making good progress at school.



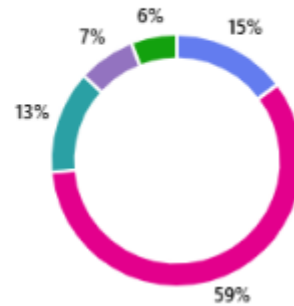
7. There are sufficient opportunities to be involved in my child's learning.

Strongly agree	9
Agree	54
Disagree	35
Strongly disagree	10
Don't know	28



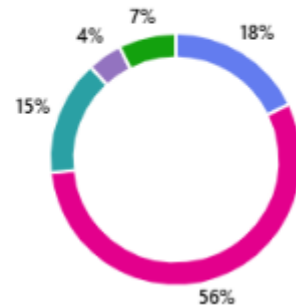
8. My child likes being at school.

Strongly agree	20
Agree	80
Disagree	18
Strongly disagree	10
Don't know	8



9. Overall, I am satisfied with the school.

Strongly agree	24
Agree	75
Disagree	20
Strongly disagree	6
Don't know	10



Summary of the responses from parents and carers on what is working well in the school and the school's strengths:

- Encouraging and dedicated teachers, excellent support staff and welcoming office staff.
- The school's commitment to improvement and listening to parents and carers.
- The support for children in the Support for Learning Department.
- After school study classes.
- Regular communication to parents and carers.
- Engaging and interesting lessons.
- Staff know children well.
- School and community events.
- Positive ethos.
- Approachable and helpful Pupil Support teachers.
- The school library as a welcoming and a valuable space.
- Lunchtime football.

- Good facilities for practical subjects.
- Thorough and detailed pupil reports.
- Parents' Evenings.
- The Head Teacher's open-door approach.
- A socially healthy environment for pupils.
- Partnership working and the sense of community.
- Local college opportunities for children.
- School trips, music festival and the Youth Philanthropy Initiative.
- Efforts to recognise the achievements of pupils.
- The Easter holidays study support programme.
- The wide range of subjects on offer.
- A willingness to push the more able children in the school.
- Cashless cafeteria.

Summary of the responses from parents and carers on what is not working so well and the school's weaknesses:

- A lack volunteering and work experience opportunities for pupils.
- Issues around school meals for secondary four and five pupils, including the length of queues.
- Communication between the school and parents/carers.
- Lack of support for pupils to prepare them move into positive destinations beyond school.
- Lack of textbooks.
- Some concerns about anti-social behaviour in the school.
- The school website.
- Lack of support and understanding for children who are struggling to attend school. Absence reporting to parents and carers is not always working.
- Lack of consequences for poor behaviour and indiscipline.
- Approaches to addressing bullying issues to support pupils' safety.
- There has been no ban on mobile phones, despite parental concerns around their use, and the school's current approach to 'digital downtime' needs to be applied consistently across classrooms.
- Issues with the Parent Pay system.
- The lack of social spaces and overcrowding at break and lunchtimes and quiet areas for children and young people.
- Support for Learning provision in the school is stretched.
- The lack of understanding for children and young people who are neurodiverse in the school.
- The whole school change of timetable before the summer holidays causes challenges.
- Lack of homework.
- Lack of information to parents/carers about how their children are progressing, and the need to involve parents/carers more if their children are moving from National 5 to National 4 during the course of secondary four.
- Better transition arrangements from secondary four into secondary five from junior high schools are required.
- School reports could give more information and be more personal.
- Monitoring reports are not always clear.
- Communication around activity days and local trips could be improved.
- More communication to parents and carers when staff move on from the school and what is being done to support pupils where there are recruitment challenges and staffing gaps.
- There can be a lack of support, and understanding, from staff when pupils are released from classes for wider achievement and curricular opportunities.

Summary of the responses from parents and carers around ideas for improving the school:

- Improved school meal choices and more quantity of meals on offer.
- More support staff.
- More clerical support in the Support for Learning Department.
- A better system for tracking the experiences and outcomes of children in Support for Learning and more support for children with additional support needs at points of transition, including when leaving school.
- More regular check-ins for pupils with their Pupil Support teachers.
- More opportunities to celebrate the achievements of all pupils, including children excelling in sport, music and in volunteering.
- A multi-court to improve outdoor lunch and break activities and experiences.
- Revamp of the school website.
- Address anti-social behaviours within the school, working with external agencies.
- Work more closely with families and encouraging them to access the appropriate support services if they require it.
- Improve approaches to tackling attendance issues and involve outside agencies when pupils have attendance issues.
- Continue to develop approaches to dealing with bullying.
- Prioritise positive conversations, restorative practice and nurturing relationships.
- More adult supervision in and around the school.
- More focus on pupil wellbeing at the start of each day.
- More social spaces.
- Staggered lunchtimes.
- Develop safe spaces for children.
- Bigger role for Active Schools to deliver activities at lunchtimes.
- Ban mobile phones.
- More information to parents/carers about their children's learning.
- More responsive communication to parents/carers whose children are experiencing challenges.
- More neurodiversity and trauma informed training for staff.
- More education to pupils around the themes of disability and difference.
- More parental engagement, parental seminars and parental involvement.
- Continue to review school policies and share with parents and carers.
- Re-introduce daily morning registration.
- Roll out the Teen Triple P parenting programme across the school.
- Use digital technology more effectively to communicate with parents and carers, including through Glow.
- More monitoring of learning and teaching by the school management team.
- Develop the curriculum with more practical options, including more skills for work courses.
- More outdoor learning and a greater focus on wellbeing.
- More support for pupils when they are considering and/or leaving school – work experience, volunteering, visiting agencies and employers.

Moving forward, as well as weaving the survey feedback into the 2025/26 School Improvement Plan priorities, we will discuss the findings with the Anderson High School Parent Council and clarify the key actions to take forward, to strengthen the involvement of parents and carers in the school, with them.

(e) Partners’ Survey

The results of the partners’ survey (23 responses)

1. Your service/organisation (optional)



2. I am made to feel welcome, as a partner, in the Anderson High School.

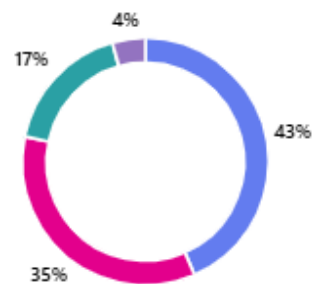


3. I feel that my work with the school’s children and young people is valued by staff in the Anderson High School.



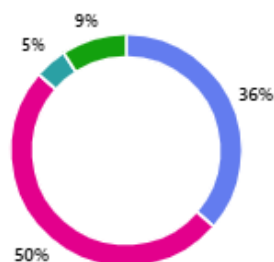
4. There is effective and clear communication between our service and the school to support children and young people.

Strongly agree	10
Agree	8
Disagree	4
Strongly disagree	1
Don't know	0



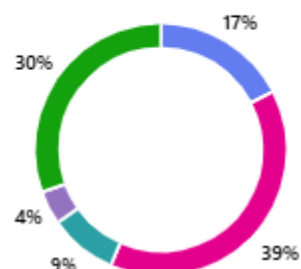
5. Partnership working between our service and the Anderson High School is strong and is broadening learning opportunities and improving outcomes and experiences for children and young people in the school.

Strongly agree	8
Agree	11
Disagree	1
Strongly disagree	0
Don't know	2



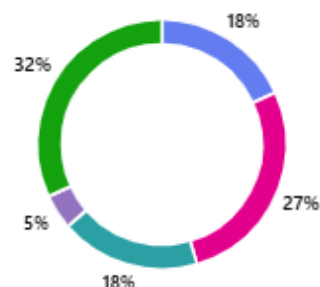
6. I feel that staff in the school know their pupils well.

Strongly agree	4
Agree	9
Disagree	2
Strongly disagree	1
Don't know	7



7. I receive useful information about the school and have opportunities to contribute to the school's improvement agenda.

Strongly agree	4
Agree	6
Disagree	4
Strongly disagree	1
Don't know	7



Summary of responses from partners in terms of what is working well in the school and the school's strengths, in terms of partnership working and overall:

- Multi-agency partnership working and communication is improving.
- Partners receive a friendly welcome in the school.
- The transition process between primary seven and secondary one is robust and goes a long way to supporting primary seven children to feel more confident in their move to the Anderson High School. The enhanced transition process, at this age and stage, is also very thorough.
- Good working relationships, including between the Pupil Support Department and their counterparts in other secondary settings.
- The school's flexibility, including using PEF funding to help outcomes for pupils with additional support needs achieve qualifications outside of mainstream classes.
- The school leadership team are open and approachable, aiding partnership working and communication.
- There are good links with partners and the Support for Learning Department, and staff are receptive to advice relation to meeting the needs of pupils.
- The school supports partner agencies to promote their events and activities for pupils.
- School staff are open and willing to engage with partners and there is more awareness of how the partners can support positive outcomes for pupils.

Summary of responses from partners in terms of what is not working so well in the school and the school's weaknesses, in terms of partnership working and overall:

- There can be a lack of communication when there are timetable changes for pupils whom partners are supporting.
- Transitions for pupils, including pupils with additional support needs, leaving school, can be inconsistent with transition planning and meetings with key partners sometimes not happening in a timely manner.
- The staff turnover particularly in the Support for Learning Department has made communication and implementation of support/advice more challenging.
- Staffing gaps in Support for Learning has resulted in inconsistencies in the delivery of plans for primary seven transition.
- There can be a lack of time for partners to meet with learning support workers to support their own training needs.
- Sometimes, internal communication within the school can seem disjointed.
- There can be lack of clear pathways, or consistency, in what, how or why an individual pupil is referred to some services, and often other services have also been asked to support.
- In terms of secondary four into secondary five and subject choices, pupils from junior high schools choose from the options booklet often to find that subjects are not available due to timetable clashes.

Summary of the responses from partners around ideas for improving the school:

- Continue to develop partnership working, building on the momentum and progress in recent years.
- Develop a structure around peer observations of learning and teaching across the central mainland cluster.
- Partner agencies attending parents' evenings and information evenings.
- Visits from Anderson High School staff to outer isle schools for primary seven children transitioning into secondary one.
- Support for Learning staff visiting primary schools early on in the transition process to meet pupils transitioning to secondary one so relationships can be developed.
- Informing new parents/carers and pupils in secondary one the identity of their Pupil Support Teacher earlier in the transition process.
- Partner agencies more involved in school based meetings and discussions, where appropriate, to support the planning and evaluating of learning targets and wellbeing interventions to improve outcomes for pupils.

- Skills Development Scotland, Pupil Support, Developing the Young Workforce and Youth Development Workers, working strategically and collaboratively to enhance the delivery of career education in the school.
- Partners linking with school improvement plan priorities and working as much as possible proactively, with a focus on early intervention and prevention.
- Ensure partners are updated on staffing changes that impact on their work in the school.
- Schedule in time for partners to meet regularly with the school management team.

We will consider the partners' survey feedback further as a school management team and with individual partner agencies and services, at the start of the new academic session.

(f) Engagement with pupils – the role of the Student Representative Council (SRC)

Following the pupil survey in term three of 2023/24, which included over 500 responses, the school's SRC has been tasked with developing three actions plans to take forward survey feedback around:

- Improvements in the indoor environment of the school.
- Improvements with the school's outdoor environment.
- Improvements around support for pupils in the school.

Meanwhile, at recent meetings, the SRC have discussed two current issues:

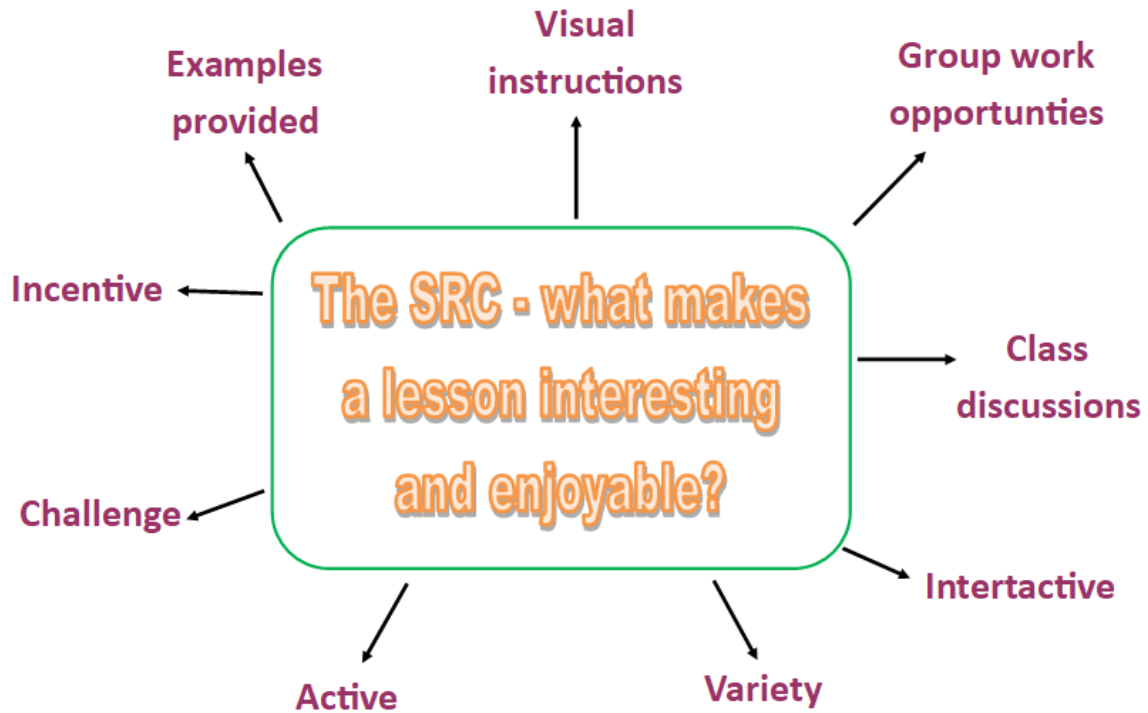
- The use of mobile phones in schools ahead of the wider, subsequent, local authority review on mobile phones in schools.
- Learning and teaching in the school, aligning and contributing to the 2024/25 school improvement plan priority on developing approaches to learning, teaching and assessment.

In terms of mobile phone use in the school, the SRC have raised concerns around a full ban on their use in the school. More exactly, key feedback from the discussions with the SRC around the use of iPhones in the school was as follows:

- For the SRC, an outright ban on this use of phones in schools feels excessive and a punishment.
- The SRC said their phones are used for appointments, organising after school activities, and in the event of emergencies.
- Some pupils benefit from time on their phones at break and lunchtimes. Moreover, some pupils find social times challenging – the phone is a support.
- The SRC queried how practical it would be for the school to enforce a ban and wondered what the consequences would be for pupils using their phones.
- There was a concern that a ban could push cyber bullying out of the school as pupils would be using their phones at lunchtime and break time, off campus, where there is no supervision from staff. Consequently, pupils may feel more isolated and vulnerable.
- The SRC pointed out that if used with the permission of teachers, phones can help with their learning – research, independent tasks, being able to listen to music, online learning tools, MS teams, online polls, QR codes, photos of powerpoints.
- If there were exemptions to a ban on phones, e.g. children with health needs, and/or children who are anxious they may be targeted by their peers who are not allowed to use their phones.
- There was also a concern that children and young people may become more addicted to their phones after school at home, having not been allowed to access it during the school day.
- It is the belief of the SRC that, without the use of phones, a device would be needed for every child in school.

- The SRC did recognise the need to ensure more consistency around the school's current approaches to digital downtime

The following diagrams summarise SRC discussions around learning and teaching:



The SRC will be involved in implementing and embedding the school's new learning, teaching and assessment toolkit in 2025/26.

Section 4: Standards and Quality Report, 2024/25



Progress made with the improvement priorities in our 2024-25 School Improvement Plan

Priority 1: Improving pupil attendance at school and in classes.			
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?
<p>a) The school's weekly attendance rate will consistently average around 93% over the course of the 2024/25 academic session.</p> <p>b) By June 2025, the school will be consistently monitoring and responding to the few learners, regularly not attending school and/or their classes, with more informed qualitative and quantitative data, supporting effective interventions to improve their attendance in</p>	<p>We have built on the school's strategic work on attendance in 2023/24, including the rolling out of the daily text message alert system to notify parents/carers of unexplained pupil absence from August 2024.</p> <p>We have continued to explore the reach of SEEMiS in supporting attendance and absence monitoring, including the recording of latecoming and notifications around trends and patterns regarding pupil absence.</p> <p>More exactly, with temporary additional clerical provision in the Pupil Support Department, SEEMiS attendance registers are now regularly updated during the school day when pupils sign out from school, reducing discrepancies on the registers and the number of phone calls to Pupil Support. We are also now investigating other options through SEEMiS with period-by-period options to cut down on lateness during the day.</p> <p>We have shared, termly, information with parents/carers about their child's attendance, barring exceptional child/family circumstances,</p>	<p>Our month-by-month overall pupil attendance in 2024-25 is as follows (2023-24 figures in brackets):</p> <p>August 2024: 91% (93%). September 2024: 90% (91%). October 2024: 88% (89%). November 2024: 89% (90%). December 2024: 88% (87%). January 2025: 84% (88%). February 2025: 84% (86%). March 2025: 84% (88%). April 2025: 86% (93%). May 2025: 93% (95%). June 2025: 88% (87%).</p> <p>Overall attendance for 2024/25: 88% (90%).</p> <p>We have not been able to meet the 93% target set in 2024/25, and, instead, pupil attendance continues to fall. However, with all the attendance measures we have introduced, we have a better handle on the attendance issues we face and that have been a feature of the Scottish education system since the COVID-19 pandemic.</p>	<p>Given the pupil attendance data and the ongoing prominence of this issue, improving pupil attendance will continue to be an important area of strategic work in 2025/26, progressed within the school improvement plan priority on developing approaches and practice in relation to wellbeing, equality and inclusion, and the specific action around addressing barriers to learning.</p> <p>Improvement activity around school attendance will include:</p> <ul style="list-style-type: none"> - Following-up on the Attainment Advisor's 'deep-dive of Anderson High School attendance in 2024/25 to support the school community's learning and next-steps around attendance.

<p>school, classes/departments.</p> <p>c) By June 2025, the school will have developed a stronger evidence base of the factors contributing to learner absence and will have identified further bespoke and whole school strategies and approaches to improve attendance moving forward.</p>	<p>through text messaging. In discussion with the clerical team, we are proposing to increase this communication, sharing this information on the last school day of each month, moving forward.</p> <p>We continue to address the issue of the few pupils not attending classes, when in school, emphasising our whole school expectations, and tackling barriers to attendance and engagement, in discussion with young people, relevant staff, parents and carers, and external partners, to find solutions and problem solve together.</p> <p>To this end, the School Management Team (SMT) regularly track each year group's attendance, as part of the school's quality assurance calendar, specifically reviewing the position of pupils whose attendance is less than 80%, in discussion with Pupil Support colleagues.</p> <p>Moreover, weekly, internal, Pupil Planning Meetings, for the SMT, Pupil Support and Support for Learning principal teachers provide the opportunity to discuss pupils with concerning attendance. We discuss reasons for attendance concerns and strategies and actions to support improved attendance.</p> <p>More broadly, Year Group Heads and Pupil Support staff monitor the attendance of pupils in their year groups/caseloads and discuss strategies to support improve attendance with pupils and parents and carers, as well as external agencies where applicable.</p>	<p>Feedback from parents and carers on the new text messaging approach, around pupil absence, has been very positive, enabling the school to track pupil absence more promptly, daily and strengthen lines of communication with parents and carers.</p> <p>In terms of the additional clerical support in the Pupil Support Department, anecdotal evidence from Pupil Support staff has been universally positive with staff able to focus on pastoral tasks, supporting children and young people in their caseloads, and not getting caught up with as many clerical/reception type issues.</p> <p>Staff in general have also commented on the reduced number of pupil attendance discrepancies that they are having to report as they are being addressed during the day on SEEMiS</p> <p>As a School Management Team (SMT), in partnership with the Pupil Support Department, we are formally monitoring, monthly, year group and whole school attendance trends and patterns, specifically to ensure we have a handle on pupil attendance to support children, young people and their families.</p> <p>Indeed, where there are attendance issues, SMT and Pupil Support staff are supporting young people and their families, working in partnership with school staff and, where relevant, external agencies. Pupil Support and Support for Learning</p>	<ul style="list-style-type: none"> - Formalising weekly discussion with Year Group Heads and Pupil Support teacher to discuss pupils where there are emerging concerns about non-attendance, and to continue to support meaningful engagement with families. - Sharing, monthly, attendance information with almost all parents and carers about their children. - Ongoing opportunities for the SRC to co-design, support and share approaches to addressing attendance issues in the school. - Engagement with a new local authority attendance policy and protocols. - Referring to new local authority, monthly, attendance spreadsheets to drill down further on attendance data, around gender, year groups, additional support needs, and children in receipt of free school meals.
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	<p>Ms Harvey, Education Scotland Attainment advisor for Shetland Islands Council, undertook an independent 'deeper dive' into attendance at the Anderson High School, reaching out to parents/carers, staff and pupils. Ms Harvey also spent some time with some of the 'harder to reach' pupils who attend school but not classes to gather some information about the barriers to attendance at Anderson High School.</p> <p>We have explored ways of supporting Pupil Support, administratively, with their period-by-period duty role, to track the few young people who are finding it challenging to attend classes, building upon current Local Authority Strategic Equity Funding support for the deployment of a temporary clerical assistant in the Pupil Support Department. This is in place to October 2025. In discussion with the local authority, we will formally review the impact of this additional clerical resource at the start of the new session.</p> <p>The school's attendance working group has initiated an exploration of the possible re-introduction of registration in the school, daily, following discussions at Principal Teachers' meetings over the last two sessions. A discussion paper was presented at a recent meeting of the working group, and this issue will be discussed further with the school community, but the timescales, and significant implications, will not allow registration to be re-introduced in 2025.</p>	<p>are consistently sharing appropriate information with staff to ensure support for pupils when they are back in school.</p>	<ul style="list-style-type: none"> - Continue to develop the use of SEEMiS to support attendance tracking. - The potential use of 2025/26 PEF monies to support an improvement project to assist new secondary one pupils where attendance and engagement issues emerge through additional teacher input, looking at all aspects of the affected pupils' provision, working in collaboration with Pupil Support, Support for Learning and the SMT.
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	<p>We have continued to engage in local and national frameworks to improve attendance, including Shetland Islands Council's, <i>'Promoting and Managing School Attendance Guidance'</i>, Education Scotland's <i>'Improving Attendance: Understanding the Issues'</i> and resources through the Education Endowment Foundation.</p> <p>More exactly, Shetland Islands Council's <i>'Promoting and Managing School Attendance'</i> Policy was agreed on Wednesday 11 December 2024. The attendance working group have look over the agreed new policy at the start of 2025. Anderson High School will be following these guidelines once they have been ratified by the SIC's Education and Families Committee.</p>		
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Priority 2: Developing approaches to learning, teaching and assessment.

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?
<p>a) A shared understanding of what constitutes high quality learning, teaching and assessment agreed, documented and in place, in the Anderson High School, by June 2025, understood by all staff, and which the majority of children and young people can also articulate and refer to.</p> <p>b) In 2024/25, voluntary learning and teaching networks for teaching staff will have been established, with clear terms of reference, and enabled opportunities for colleagues to share practice and engage</p>	<p>Referring to protocols already in place, such as the school's <i>'Promoting Positive Relationships and Behaviour Toolkits'</i>, we have developed our shared understanding of what high quality learning, teaching and assessment looks like in the Anderson High School to support the consistency of learners' experiences across the school, referring to the fundamental components of learning, teaching and assessment:</p> <ul style="list-style-type: none"> • Learning and engagement. • The quality of teaching. • The use of assessment. • Planning, tracking and monitoring. <p>The collective development of our shared understanding of high-quality learning, teaching and assessment was the focus of whole staff meetings on Wednesday 04 September and Thursday 07 November 2024.</p> <p>To support work in this area, we have referred to learning and teaching visuals and protocols from other schools, feedback from the departmental learning, teaching and assessment surveys, in session 2023/24, Children's Services' 'Standard for Learning, Teaching and Assessment', and Bruce Robertson's October 2024 In-Service sessions 'Power Up Your Pedagogy'.</p>	<p>The school's progress in relation to developing approaches to learning, teaching and assessment, as a key strategic priority, and our self-evaluation and quality assurance around learning, teaching and assessment, is set out in the next section of this document.</p> <p>The new learning, teaching and assessment toolkit has been well received by staff and is beginning to support professional dialogue and classroom observations in departments. A formal plan for the implementation of the toolkit will be part of the 2025/26 school improvement plan.</p> <p>In addition, the toolkit has been discussed with the SRC, and, as a pupil group, they have contributed and shared their thoughts on what constitutes high quality learning, teaching and assessment to support our commitment to develop learning, teaching and assessment.</p> <p>We will also refer to the toolkits at year group assemblies in 2025/26 and work towards the outcome that the toolkit is understood by most of our pupil cohort as part of the toolkit's implementation strategy.</p>	<p>Learning, teaching and assessment will continue to feature as a priority on our school improvement plan, building on progress in 2024/25.</p> <p>Actions for the 2025/26 priority will include:</p> <ul style="list-style-type: none"> - Implement and embed the school's new learning, teaching and assessment toolkit to develop the school's shared understanding of what high-quality learning and teaching looks like, and to promote greater consistency around learning and teaching across the school. - With reference to the toolkit, develop more moderation opportunities for teaching staff, to

<p>collaboratively in respect of the key facets of learning, teaching and assessment.</p> <p>c) By June 2025, departments will have progressed actions and next-steps from the learning, teaching and assessment surveys which will have positively impacted upon classroom practice.</p> <p>d) Clear and meaningful whole school literacy and numeracy approaches and strategies will be in place and the school will have achieved Silver Reading School accreditation by August 2025.</p> <p>e) The Learning and Teaching Working Group will have</p>	<p>Following a period of engagement in term three, we shared the draft toolkit, setting out our shared understanding of learning, teaching and assessment with all teaching and instructor staff on Tuesday 11 March 2025.</p> <p>No further amendments or comments were received from staff/departments after this meeting, so the toolkit has been confirmed with an accompanying overarching visual in place. These documents were shared with staff in term four ahead of implementation from August 2025.</p> <p>The new learning and teaching networks were launched at the January In-Service with an overview paper developed to underpin the networks. Twenty staff are currently involved with networks; each network is no larger than five members of staff, although most are four. The networks have chosen learning and teaching areas to focus on and meet independently to discuss.</p> <p>Meanwhile, the Head Teacher met each curriculum principal teacher in term one to discuss their departmental responses to the learning, teaching and assessment self-evaluation survey and next steps from the survey. Principal teachers have also considered their department's survey response when planning for the January In-Service departmental time on assessment and moderation.</p>	<p>The premise of the new Learning and Teaching Networks is to enable opportunities for colleagues to share practice and engage collaboratively in respect of key facets of learning, teaching and assessment, ultimately for the benefit of learners. The networks are in the embryonic phase of development, so it is too early to measure their impact on pupils' learning and teaching experiences.</p> <p>Qualitative feedback from the secondary four pupils involved in the Study Skills week was that it was helpful in terms of supporting revision and preparation for the secondary four prelims and assessments in general.</p>	<p>support professional judgements in the BGE and Senior Phase, evolve approaches to the effective use of assessment, and review practice around tracking and monitoring.</p> <ul style="list-style-type: none"> - Develop the role of the Learning and Teaching networks, ensuring dedicated time to support teachers to work together, to explore, share and embed high quality approaches to teaching and learning. - In partnership with the local authority, develop a digital strategy to improve our digital provision and enhance digital learning, skills and opportunities for young people.
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<p>organised a revision event for secondary four pupils, in term two of 2024/25, as well as supporting one of our four whole staff meetings, prepared resources, such as revision guides, and organised 'drop-in' sessions for parents/carers, on the theme of revision, at Senior Phase parents' evenings in 2024/25.</p>	<p>In terms of whole school approaches to literacy, the pupil and staff groups have met regularly. The pupil group have done displays, making posters and badges for staff. The 'Books in Bags' for BGE pupils is working well across many departments. The Book Week Scotland was very successful. Staff were encouraged to take photos and/or email the school librarian with any reading for pleasure going on in classrooms – all evidence for the Reading Schools accreditation. There is a staff book box in the conference room and 12-month challenge to encourage reading for pleasure among staff. All pupils were sent a Reading Habits survey, and results are now being collated.</p> <p>From April 2025, the pupil group (The Book Dragons) continued to create displays and bookmarks. The group have delivered badges to all staff and are currently about to deliver posters for each classroom and work area. The World Book Day events went well, and departments were encouraged to find time for some reading in BGE classes. Reading for pleasure is also taking place in a wider achievement setting, and the library has provided a box of books.</p> <p>A BGE reading strategy is in place for library lessons with reading journals and bookmarks updated for timetable change and the new secondary one in August 2025. We will continue to</p>		
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	<p>promote 'Books in Bags' and reading across the school.</p> <p>A Reading Habits survey was sent to all staff, with another one to be emailed to parents and carers (subject to SMT approval).</p> <p>Evidence is now being uploaded to our Reading Schools accreditation profile, in line with our submitted plan to encourage and promote reading across the school.</p> <p>For term four, we were looking at: (a) reading outdoors (b) a literacy week for BGE focusing on reading, thinking about rewarding reading and involving families in reading celebrations (c) the pupil group are also considering setting up a lunchtime book club.</p> <p>Meanwhile, the English Department, have been doing work around analysing the National Standardised Assessment (NSA) data, creating a spreadsheet to help pull out some literacy themes for both English (and potentially other areas of the curriculum) from the data. The intention is that data, and how it can be used, will help the English Department track and monitor pupils and support teachers' professional judgments around the presentation of a level, etc.</p> <p>Regarding whole school approaches to numeracy, recognising numeracy as a responsibility for all staff, Maths Week Scotland was promoted at Principal Teachers' meetings and via e-mail to all</p>		
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	<p>staff encouraging all departments to take part. A few examples of the school's work around Maths Week included the school library running a range of activities in a range of contexts, including escape rooms, a Bookflix, Fibonacci colouring competition, puzzles, chess, STEM games etc.</p> <p>Moreover, various challenges took place in maths classes, including the daily challenge on BBC Bitesize and many other resources from the Maths Week Scotland website. The week was successful, with almost all pupils enjoying the activities. Applying numeracy skills in a range of contexts enabled almost all pupils to experience success and make use of their learning.</p> <p>Finally in respect of the relaunch the Learning and Teaching Working Group in 2024/25, including a particular focus supporting secondary four pupils with study skills and revision techniques around October 2024, ahead of the 2025 prelim and SQA exams diet, the group organised a study skills week, during w/c 04 November 2024, for Senior Phase pupils. A study skills guide was prepared for pupils as well as a corresponding leaflet for parents and carers for the secondary four parents' evening. Departments were encouraged to teach the study skills most relevant to their subject and through their course material during study skills week.</p>		
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	<p>Recently, members of the Learning and Teaching Working Group have been seeking the views of Senior Phase pupils around the impact of the study skills week.</p> <p>In March 2025, the staff group meeting was given over to consideration of how individuals use the principles of instruction, as well as highlighting areas they are either not familiar, or feel confident, with.</p>		
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Priority 3: Developing the school's curriculum in the Broad General Education (BGE) and Senior Phase.

What were our outcomes?

- a) We will have an updated curriculum rationale in place by August 2025, detailing what the Anderson High School's curriculum stands for, our core curriculum priorities and values, as well as clarifying what the school is looking to achieve, fundamentally for our learners, in relation to the curriculum.

What did we do?

The school timetabler and Head Teacher met with principal teachers to discuss developing the school's Senior Phase curriculum offer in term two of 2024/25. Current planning around expanding our curriculum offer, in secondary four to secondary six, is as follows:

Subject	Offered as a new course in 2024/25	To be offered as a new course in 2025/26	Potentially offered in the medium to longer-term
Maths:			
Higher Applications of Maths	✓		
Maths for Engineering			✓
			✓

What was the impact on learners?

In terms of the development of the Senior Phase curriculum, we have had sufficient pupil uptake to run the following new courses in 2025/26:

- National 5 Accounts for secondary four pupils.
- Health Sector, Skills for Work, for secondary five and secondary six pupils.
- The National Progression Award for Barista Skills for secondary five and secondary six pupils.

Qualitative feedback from pupils involved in DYW organised activities has been very positive throughout the 2024/25 academic session.

There have also been initial discussions with the SRC about the development of the school's curriculum rationale and curriculum more broadly and this will continue in the new academic session.

What are the next steps and how do you plan to evidence the impact of further actions required?

The curriculum improvement priority, including the development of an updated curriculum rationale and curriculum developments in the BGE, will be carried forward into academic session 2025/26, given the current national review of Scotland's curriculum and Education Scotland's Curriculum Improvement Cycle.

<p>b) By the end of term three of 2024/25, all departments in the school will have a clear plan in place in relation to broadening their curriculum offers in the Senior Phase.</p> <p>c) By June 2025, we will have explored further the development of the curriculum in the BGE and made discernible progress around personalisation and choice and interdisciplinary learning opportunities.</p>		Maths for Science					
		Science: Health Sector, Skills for Work, SCQF Level 5 (S5) Investigating the potential option of Energy, Skills for Work, SCQF Level 5 Investigating the potential option of Laboratory Skills, Skills for Work, SCQF Level 5.		✓			
					✓		
		Modern Languages: No new offerings at this time following recent developments within the BGE			✓		

<p>d) DYW activity will be increasingly embedded in the school, encompassing almost all curricular areas.</p> <p>e) Ongoing local and national curriculum developments will have continued to influence the direction and shape of the curriculum in the Anderson High School in both the BGE and Senior Phase.</p>		and Senior Phase around Spanish.						
		Modern Studies and RMPS:						
		National 5 Philosophy (S4)			✓			
		Higher Politics			✓			
		NPA Criminology at SCQF Level 5 replacing N5 Modern Studies in S5			✓			
		Higher Sociology						
		Higher Economics	✓					
			✓					
Music and Art and Design:								
N5 Music Technology			✓					

		<p>NPAs:</p> <p>Creative industries and Musical theatre</p> <p>Higher Photography</p> <p>Day Dream Believers – SCQF level course</p>					
		<p>Home Economics:</p> <p>NPA Barista skills (added to Practical Cookery course)</p> <p>NPA Baking skills.</p> <p>NPA Tenancy and Citizenship course incorporating personal finance and cookery skills – potential IDL course.</p>					

		Geography and History: National 5 Environmental Science			✓		
		Computing Studies: Potential NPAs (replacing N5 Computing Science in S5): Cyber Security Data Science Digital Passport Social Software Web Design			✓ ✓ ✓ ✓ ✓		
		Business Studies: N5 Accounts S4 S6 Young Enterprise taken		✓	✓		

		on by the department			✓		
		Travel and Tourism			✓		
		NPA – Events Management					
		English:					
		Scottish Studies at SCQF Level 6			✓		
		Communications at SCQF Level 6			✓		
		Drama at SCQF Level 6			✓		
		PE:					
		NPA Personal Exercise and Fitness (potentially included in S5 Core PE)			✓		
		NPA Sports and Development			✓		

	<table> <tr> <td>Craft, Design and Technology:</td><td></td><td></td><td></td></tr> <tr> <td>N5 Design and Manufacture</td><td></td><td></td><td>✓</td></tr> <tr> <td>N5 Practical Electronics</td><td></td><td></td><td>✓</td></tr> <tr> <td>Ceramics</td><td></td><td></td><td>✓</td></tr> <tr> <td>NPA Construction Skills.</td><td></td><td></td><td>✓</td></tr> </table>	Craft, Design and Technology:				N5 Design and Manufacture			✓	N5 Practical Electronics			✓	Ceramics			✓	NPA Construction Skills.			✓		
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N5 Practical Electronics			✓																				
Ceramics			✓																				
NPA Construction Skills.			✓																				
	<p>We have continued to develop the curriculum offer for children and young people with additional support needs, with more pathways and options in place at SCQF levels 1 to 4 for the start of session 2025/26. Examples include:</p> <ul style="list-style-type: none"> • Scottish Studies at Scottish Credit and Qualifications Framework (SCQF) National 2 and National 3 level. • Literacy at SCQF National 3. • Business in Practice at SCQF National 2. • Business at SCQF National 3. • Personal Development Award at SCQF National 2 and National 4. • Wellbeing Award at SCQF National 3. <p>We have also continued to strengthen links with Developing Young Workforce and local employers to support young people and provide</p>																						

	<p>opportunities for them to develop their skills for learning, skills for life and skills for work, also ensuring we align with Education Scotland's Career Education Standard 3-18 and Work Placements Standard.</p> <p>Examples of the role of DYW in the school this session:</p> <ul style="list-style-type: none"> • The German secondary three cruise ship engagement project, working with the Lerwick Port Authority. • Pupils from the Anderson High School, at various ages from secondary three to secondary six, attended an event hosted in the SIC's Youth Hub with the SIC's Chief Executive to discuss how DYW engagement has supported personal growth, confidence and skills around the world of work. • Nine pupils from secondary four to secondary six attended an NHS organised workshop last term as a voice for young people to discuss barriers into employment. DYW hosted this event with NHS Shetland in Mareel. • Supporting two x secondary six students engaged with Scottish Sea Farms for a work place visit. • Supporting pupils on bespoke timetables to engage with a local nursery. • Facilitating two drop in session from two employers Morgan Sindall and Moreden institute, as a direct request from pupils wishing to explore environmental science. • Supporting the Science Department's engagement with the Science Fair in Clickimin. • The SSEN transmissions innovation workshop for Science Department pupils. • Supporting the organisation of the secondary four mock interview project. 		
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	<p>From a national curriculum perspective, we have considered Education Scotland's, recent thematic report, <i>'Evaluation of curriculum design in Scotland'</i> to support developments in this area, as well as national education reform more broadly, including outputs from the Independent Review of Qualifications and Assessment.</p> <p>In addition, recently published Education Scotland documents as part of their current Curriculum Improvement Cycle:</p> <ul style="list-style-type: none"> • <i>'Why are we reviewing and evolving Scotland's Curriculum'- Education Scotland, October 2024.</i> • <i>'Background and a Case for Change' – Findings from the Pilot Curriculum Reviews, 2023/24: A Discussion Paper. November 2024'</i> • <i>'Towards an Evolved Technical Framework. A Discussion Paper. December 2024'</i> <p>A few of our principal teachers and teachers are involved in national work streams as part of the Curriculum Improvement Cycle and they will continue to feedback on their involvement</p>		
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Priority 4: Enhancing opportunities for pupil voice and pupil leadership.

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?
<p>a) By June 2025, most learners will have had the opportunity to become more involved in school life, with learner voice and learner participation, increasingly, engrained across the school.</p> <p>b) The SRC will be fully functioning, as a committee by June 2025, with representation from each year group, actions and activities progressed, and the majority of pupils able aware of, and able to describe its impact.</p> <p>c) The S6 Leadership Plan will be fully implemented.</p> <p>d) The ‘<i>See Me See Change</i>’ action plan will be in place, and</p>	<p>The SRC was re-launched in October 2024 with over 40 pupils from secondary one to secondary six attending the induction session.</p> <p>A term of reference for the SRC is in place with key features as follows:</p> <ul style="list-style-type: none"> • The SRC will meet at least once a term as a wider SRC. • Three x focus groups have been established, referring to the term three, 2023/24 pupil survey feedback – one focus group is looking at improvements in the indoor environment of the school, one group is looking at improvements in the outdoor environment, and one group focusing on support for pupils and pupil safety and health and wellbeing (linking to the Joint Anderson High School and Anderson High School Parent Council Plan). • Other pupils can join focus groups who are not members of the SRC. • Up to three SRC members can also attend termly Parent Council meetings. 	<p>The SRC has been a positive and constructive forum to support learner voice and participation in the school this session, as evidenced by the attendance of members at the meetings, the quality of the discussions around the use of mobile phones and learning, teaching and assessment, the development of action plans to address key findings from the 2023-24 pupil survey, and feedback from colleagues who have met with the SRC from Children’s Services and ADES.</p> <p>The secondary six committee has been a very effective group over the last session with the excellent senior beanfeast testimony to their work.</p> <p>Secondary six peer support was enhanced in 2024/25 with peer supporters working with all the secondary one pupils from the outset of their time in the Anderson High School, during the primary seven visit days and forming important relationships with the secondary one cohort. Secondary six peer supporters have also supported pupils in other year groups access the curriculum and in informal mentoring roles.</p>	<p>We will continue to embed pupil voice in the school, building on the recent momentum of the work of the SRC, the secondary six committee and secondary six peer support as well as the findings from the 2024 pupil survey.</p> <p>The SRC will contribute to all four school improvement plan priorities in 2025/26.</p> <p>Departments across the school are committed to ensure pupil voice is central to learning, teaching and assessment and curriculum development.</p>

<p>supporting increased awareness of positive relationships and the health and wellbeing of the school community by June 2025.</p>	<ul style="list-style-type: none"> • There will be a termly slot for the Chair and Vice Chair of the Pupil Council to attend an SMT meeting to update the SMT on the progress of the SRC. <p>By April 2025, the SRC had met three times during this calendar year.</p> <p>The SRC have also discussed two, current, key issues at their meetings:</p> <ul style="list-style-type: none"> • The use of mobile phones in schools ahead of a wider local authority review on mobile phones in schools. • Learning and teaching in the school, aligning and contributing to our school improvement plan priority on developing approaches to learning, teaching and assessment. <p>Members of the SRC have also been part of the recent External Visit, School Improvement Visits and attended the last Parent Council meeting.</p> <p>The respective Action Plans for the three strategic areas of the SRC's work (a) improvements in the indoor environment of the school, (b) improvements in the outdoor environment, and (c) support for pupils and pupil safety and health and wellbeing, are being confirmed and will be presented to the school management team</p>	<p>The 'See Me See Change' initiative has focused on safe spaces for learners requiring an alternative provision at lunchtimes – a small number of young people have taken up this service when they have required it.</p>	
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	<p>shortly. These action plans will support the work of the SRC in 2025/26.</p> <p>The secondary six committee recently contributed to a highly successful S5/6 Beanfeast Event.</p> <p>Several secondary six pupils have been trained as peer supporters, supporting primary seven pupils with their transition into secondary one, in June 2024, and secondary one pupils at the September 2024 secondary one disco.</p> <p>Secondary six peer supporters have begun working with all secondary one pupils in Personal and Social Education (PSE).</p> <p>Secondary six peer supporters are also supporting younger pupils in English, Maths, Science, and in the Support for Learning Department.</p> <p>Meanwhile, a few staff, on a voluntary basis, are now offering safe spaces/quiet rooms, available to pupils at lunchtimes within the 'See Me See Change' programme.</p>		
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Pupil Equity Funding (PEF) Reporting, 2024/25:

Anderson High School PEF Allocation 2024/25: £39,200.00 and £2,193.97 carry forward from 2023/24 – £41,393.97 in total.

PEF Project/intervention (1): Individualised support to raise attainment of identified young people in the Senior Phase.

This has been a whole school support project managed by the Support for Learning Department, with support from the SMT.

This project has entailed deploying temporary, additional, teacher of Support for Learning hours, to work extensively with a small number of learners, individually, in term three and term four of 2024/25, principally to support their achievement of SQA accreditation in literacy and numeracy.

More exactly, around 20 learners, who were at risk of not achieving any national qualifications, or significantly underperforming at SQA level, primarily due to very sporadic levels of attendance, and other vulnerabilities and challenges, aligning to the Shetland Vulnerability Criteria, have been targeted for this additional support, in discussion with their parents/carers.

Resources: £9,549.08 spent between April and June 2024. £11,420.00 spent between February and May 2025. £20,968.08 in total.

Planned Outcome

By August 2025, individualised support for identified learners will have supported their Senior Phase attainment. The attainment of the young people involved will be reviewed in term one of 2025/26 on receipt of SQA results.

Measures of impact on learners

- SQA attainment data in 2025 for the targeted learners compared to their prelim attainment and relevant tracking and monitoring data.
- Attendance rates at the Support for Learning targeted sessions for identified learners.
- Engagement of learners in these Support for Learning sessions and qualitative feedback from them around their involvement, participation and impact.
- Feedback/witness statements from Support for Learning staff involved in the delivery of these sessions.
- Feedback from Principal Teachers of English and Maths.

Teaching and Learning

✓

Leadership

Family and Community	✓	
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PEF Project/intervention (2): Additional teacher resource to support learners in the School's Social, Emotional and Mental Health base (SEMH).

The SEMH base in the Anderson High School, is part of our Support for Learning and Pupil Support provision. The SEMH base provision is an additional support to the universal Pupil Support offer to all young people in the school.

Pupils in the school access support directly in SEMH base. Young people can be referred for a variety of reasons, including issues around attendance or engagement; anxiety; self-regulation challenges and other factors that makes it hard for them to engage with their education and life at school. SEMH uses many strategies to help young people regulate their emotions, build resilience and feel better about themselves, life and their education.

The additional part-time teacher provision, working alongside the Principal Teacher of Support for Learning, SEMH base, and other staff within Support for Learning, has specifically supported small groups of learners to access curriculum based working groups during their SEMH base time. These learners were unable to access mainstream provision within the subjects that they were studying in the SEMH base for a variety of reasons, hence the importance of curriculum delivery for them in the SEMH base.

Resources: £11,420.00 spent between May and October 2024.

<p>Planned Outcome</p> <p>By August 2025, additional temporary teacher input in the SEMH base provision will have supported a small group of learners to access more parts of the curriculum during SEMH time and improved their general attainment, achievement, attendance and overall engagement in school.</p> <p>Individual outcomes will be set for each learner involved in relation to attainment/achievement, attendance, inclusion, engagement and participation measures.</p>	<p>Measures of impact on learners</p> <p>Curriculum for Excellence (CfE) Achievement of a Level data for the learners involved.</p> <p>SQA, Senior Phase data for the learners involved.</p> <p>Tracking and monitoring data within SEB Department and whole school for the learners involved.</p> <p>Daily/ weekly attendance statistics for the learners involved.</p> <p>More specifically, with support from this PEF programme in 2024/25, initial data around impact is as follows:</p> <ul style="list-style-type: none"> • Eleven secondary four pupils have been supported to gain a variety of SQA qualifications, within English, Maths, Health and Food Technology, Geography, Modern Studies and Biology. • Five of the eleven pupils also received accreditation in the Kings Trust programme. • Sixteen secondary three pupils are also involved in working groups, supporting their progress towards certification in English, Maths, Health and Food Technology, Modern Studies, Biology and the Kings Trust programme.
<p>Teaching and Learning</p>	
<p>Leadership</p>	
<p>Family and Community</p>	

Standards and Quality Report (continued) – Anderson High School highlights over the academic session

Term one of 2024/25

- Welcoming 1018 pupils into the school for the start of the new academic session in August 2024.
- The recent secondary two Outdoor Education Activities Days.
- The secondary one disco on Thursday 05 September 2024.
- The Advanced Higher Biology pupils running Science workshops at Sound Primary School on Monday 23 September 2024.
- The celebration of Maths Week Scotland during week commencing Monday 23 September 2024.
- Secondary One Engineering Workshops on Tuesday 24 and Wednesday 25 September 2024.
- The work of a group of young people, who are supported in the school's Support for Learning, Social and Emotional Base, who have been visiting Taing House weekly and supporting residents with games, activities and company.
- The secondary three Anderson High School's netball team's progress in the Scottish Schools Cup.
- The secondary six University Trip, Wednesday 02 October to Friday 04 October 2024.
- The Anderson High School, Wool Week Café, Saturday 05 October 2024.

Term three of 2024/25

- Secondary two into secondary three Information Evening for Parents and Carers, Thursday 09 January 2025.
- Secondary two Youth Philanthropy Initiative (YPI) Charity Fair, Tuesday 14 January 2025.
- Secondary three into secondary four Information Evening for Parents and Carers, Wednesday 05 February 2025.
- Careers Fair and Opportunities Event, Tuesday 18 February 2025.
- Anderson High School involvement in the North of Scotland final of the UK Teams Maths Challenge, Monday 03 and Tuesday 04 March 2025.
- Secondary two Conservation Volunteering Days, February 2025.
- Secondary four into secondary five Information Evening for Parents and Carers, Thursday 06 March 2025.
- An Evening of Science, Wednesday 12 March 2025.
- Secondary two YPI finals, Tuesday 25 March 2025.
- Secondary two, John Muir Award, school trips, March 2025.

Term four of 2024/25

- A busy programme of SQA exams running from Friday 25 April 2025 through to Friday 30 May 2025.
- Success for pupils in the UKMT Intermediate Maths Challenge, April 2025.
- Secondary two John Muir Days in April and May 2025.

- The secondary three Business Management, Shetland Specials' Recipe Book Project, in terms three and term four.
- UNESCO Geopark Junior Range Programme for secondary two pupils, May 2025
- Secondary three, the NHS Speed Career Event, May 2025.
- Secondary three pupils attending a music workshop at the Mareel, led by Elias Alexander, a multi-instrumentalist, producer and songwriter, May 2025.
- Secondary three History pupils' trip to the Hestmanden Norwegian Warship, May 2025.
- Our Activities Week and School Trips in May 2025.
- The visit of renowned fiddler, Natalie MacMaster, for a workshop with pupils in the school, May 2025.
- Our new secondary five pupils joining the school from Junior High Schools on Tuesday 03 June 2025.
- The secondary two and secondary three Reading Week, June 2025.
- The S6 Getting Involved Event, June 2025.
- Secondary two pupils representing Anderson High School at the National Youth Philanthropy Initiative (YPI) Event in Perth, June 2025.
- Sports Day on Friday 06 June 2025.
- Anderson High School participation in the Global Classroom in Bilbao, Spain, in June 2025.
- The primary seven visit/transition days last on Thursday 19 and Friday 20 June 2025.

Section 5: 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
<p>Our school motto, “Dö weel and persevere”, is a legacy from our founder, Arthur Anderson. Penned in 1862, when the Anderson Institute opened, the spirit of the motto lives on in our school’s work today. The school motto is widely known in the school community, and we are committed to maintaining a strong identity and sense of belonging to the school.</p> <p>Back in the academic session, 2018-19, our pupils chose school values as being important to them in the life of the school: perseverance, ambition, respect and responsibility.</p> <p>We continue to embed our school values, linking the values and aims into our whole school approaches to promoting positive behaviour and relationships. We are committed to strengthening our shared understanding and sense of collective ownership of the values. Indeed, our regular year-group assemblies and ongoing communications to pupils, staff and parents and carers continue to reinforce, and reference, our values, and the values are becoming more apparent in the everyday life of the school.</p> <p>We strive for consistency and clarity with respect to whole school expectations; indeed, reinforcing our expectations was a school improvement plan priority in 2023/24 as we focused on building on the recent work of the school’s Promoting Positive Behaviour Group and the roll out of the school’s <i>‘Promoting Positive Relationships and Behaviour’</i> toolkits. More specifically, areas of focus in 2023-24 included highlighting the importance of staff meeting and greeting pupils on arrival in their classrooms, pupil punctuality to classes, and the consistent application of the school’s approach to the use of mobile phones.</p> <p>In 2024/25, the Promoting Positive Behaviour Group have homed in on the pupil toolkit, highlighting the expectations for pupils in terms of being prepared for school, arriving to class, expectations in class, and general expectations around the school. Meanwhile, the English Department organised a ‘ready to learn week’ during week commencing the 02 December 2024, as part of their professional learning focus on the first 15 minutes of lesson time. The English Department have also had a push with pupils on high standards and expectations, focusing on lateness, preparedness (bringing a pencil, bag, equipment) and attitude to work. Other departments were encouraged to get involved in the English Department’s ‘ready to learn week’ initiative.</p>

We aim to ensure we achieve the highest possible standards and success for all learners. To this end, our school's Self-Evaluation Calendar has been developed in 2024/25 to formally monitor year group attendance, monthly, as a School Management Team (SMT), including tracking pupils with less than 80% attendance, and regularly sampling Individual Education Programmes (IEPs) and Child's Plans. In addition, weekly, internal, Pupil Planning Meetings, involving the SMT, Pupil Support and Support for Learning colleagues, provide the opportunity to discuss learners at risk of underachievement and/or who are experiencing an unmet need in school.

There are leadership opportunities at all levels of the school, including the opportunity for staff to lead and/or be involved in internal working groups and committees. The Student Representative Council was re-formed in 2024/25, with over 40 pupils involved, and a clear term of reference to support the SRC to come forward with ideas around improvements in the school around the indoor environment, the outdoor environment and support for children and young people in the school.

New learning and teaching networks, enabling colleagues to share practice and engage collaboratively in respect of key facets of learning, teaching and assessment, as part of our approaches to developing learning, teaching and assessment in the school, were set-up in 2024/25 and will be rolled out to all teaching staff this session.

We understand the unique social, economic and cultural context of the school, with young people from across Shetland enrolled in our setting with a range of social, emotional, learning and economic needs. We have an extensive transition programme to support pupils who enrol in secondary one, as well as for new secondary five pupils who join the school from neighbouring junior high schools each June.

We are continually looking at how we support families with the cost-of-living challenges, including the provision of free sanitary products in the school, and the wardrobe of donated clothing, available to pupils to borrow, for the annual, Christmas, school dances. We also ensure that there are no costs to parents/carers in relation to our annual, local, health and wellbeing, activities programme.

Finally, we are working closely with Developing Young Workforce and other partners to prepare pupils for life after school, and the world of work, as referenced in the Standards and Quality section of this document.

Strategic planning for continuous improvement

A collaborative approach to strategic planning for continuous improvement is in place, meaningfully involving our stakeholders in strategic planning for continuous improvement. For example, in both 2023/24 and 2024/25, extensive whole school self-evaluation has been carried out with pupils, parents/carers and staff and the school's key partners, to underpin the development and implementation of improvement plans.

Whole school self-evaluation has explored what is working well in the school and what needs to be improved, consequently informing the identification of school improvement plan priorities and areas for improvement, more broadly.

The progress of the school improvement plan is discussed at Principal Teachers' meetings, SRC meetings and Parent Council meetings. In addition, there is reference to the plan at weekly SMT meetings to ensure we are on track with the implementation of the various tasks and activities identified within the four improvement plan priorities. There is a formal review of the progress of school improvement plan in December and April each year, which is then shared with staff, the SRC and the Parent Council.

Whole staff meetings provide protected time to focus on each school improvement plan priority, also allowing teaching staff to contribute to the direction of travel in respect of school improvement. The recent survey intimated that staff are keen to participate in improvement activities which will help the school to move forward.

In short, our school improvement plan, with a small number of manageable priorities, demonstrates a clear commitment to improving experiences and outcomes for learners in the Anderson High School. Meanwhile, the impact of last year's school improvement plan is outlined in the Standards and Quality Report.

Last session, as part of the school's Self-Evaluation Calendar, the Head Teacher met with each Principal Teacher, individually, in term one, to discuss respective Department's Improvement Plans, considering progress with agreed actions and tasks to date, and any support required around implementation. This complemented existing Professional Review and Development (PRD) processes between Principal Teachers and their link SMT Depute Head Teacher where department improvement plans are also discussed. The Head Teacher then followed up with each Principal Teacher, towards the end of last session, to review the progress of this session's department plans, and discuss areas for improvement identified for departmental improvement activity in 2025/26.

There is clear alignment between the school and department improvement plans, but there is also scope for departments to prioritise improvements related to their own self-evaluation and context.

Meanwhile, the school's Self-Evaluation calendar provides a co-ordinated approach to self-evaluation. The calendar includes the following activity:

- Departmental attainment reviews with Principal Teachers and the SMT.
- An assessment and reporting cycle for each year group, including annual report cards, annual monitoring reports, parents' evenings and information evenings.
- Collaborative classroom visits for all teaching staff within each department, from their line manager, and the Head Teacher's departmental visits to every department.
- The checking of pupil work and quality of feedback to pupils - jotters, classwork and homework – is carried out by Principal Teachers with staff in their departments.
- The moderation of assessment standards at department meetings.
- Attendance and latecoming statistics, reviewed daily by Pupil Support and Support for Learning, and, formally, monthly by the SMT.
- Safeguarding matters, including reviewing all Child Protection referrals and the next-steps from them, and ensuring Child Protection training records for staff are up-to-date.
- Reviewing outcomes and support for children who are care experienced and/or on the Child Protection Register.
- Documenting actions from weekly Pupil Planning Meetings, involving the SMT, Pupil Support and Support for Learning, to support the planning for young people, where unmet needs have been identified or further support is required.
- Reviewing the transition programme and arrangements for primary seven into secondary one, and secondary four pupils into secondary five, with central mainland cluster colleagues and the junior high schools.
- Health and safety, including ensuring SIC Health and Safety Assure forms are completed timeously, national and local physical intervention policies are followed, and debriefs from health and safety incidents take place where appropriate.
- Reviewing whole school risk assessments, fire risk assessments, departmental risk assessments and risk assessments for school trips.
- Reviewing bullying incidents, with each occasion of recorded bullying discussed between Pupil Support/SMT teachers. Pupil Support Departmental meetings have a weekly standing agenda item regarding child protection, bullying and safeguarding.
- Reviewing exclusions, including the reasons for each exclusion and the support mechanisms and education provision for young people who have been excluded on their return to school.
- Sampling Individual Education Programmes (IEPs) and Child's Plans.

- Considering feedback from Professional Review and Development (PRD) discussions and Continuous Conversations with teaching and support staff, as per the school's PRD cycle.
- Reviewing all parental complaints and recommendations from complaints by the SMT monthly.
- Reviewing monthly, by the SMT, the progress of the school's Pupil Equity Funding Plan.
- Monthly budget monitoring takes place with the Head Teacher and the School Business Manager.

Finally, the recent revamp and relaunch of the school's SRC, as well as our commitment to the 'See Me See Change' initiative, are both designed to strengthen pupil voice, and pupil leadership opportunities, in the school.

Implementing improvement and change

We are managing change sensibly and carefully in the Anderson High School at a time of the rising school roll, an increased level of pupil need, and with staffing gaps and vacancies in some areas of the school which have placed additional operational demands on the school management team and staff as a whole.

We continually analyse a range of qualitative and quantitative data through our various quality assurance activities to support the improvement agenda.

All members of the SMT have a strategic role, co-leading on at least one of the school's improvement plan priorities.

Our staff support strategic change in the school through their involvement in various working groups and staff committees. These working groups and committees are supported by members of the SMT.

Staff also have whole school leadership opportunities; for example, the organisation of the school's activities week, the leadership of external school trips and other curriculum opportunities for learners, the probationer mentors' programme, the Duke of Edinburgh programme, the S6 Committee, the John Muir Awards Programme, and the 'See Me See Change' initiative.

Monthly Principal Teachers' meetings provide the opportunity for colleagues to input into the direction of the school, underlining the value and importance of middle level leadership in the school.

As a school, we are involved in strategic developments at local authority level. Several of our staff chair local authority Subject Development Groups and are SQA nominees or markers, regularly attending various SQA events. We have also contributed to consultations and discussions around current national education reform, and we have staff involved in the current, national, Education Scotland led, Curriculum Improvement Cycle.

Meanwhile, the 2023/24 whole school pupil survey supported learners to have a meaningful voice into discussions around learning and teaching experiences in the school, and departments regularly canvass the views of young people to review approaches to learning and teaching in their subjects.

We are committed to developing practitioner enquiry opportunities for staff through the new, internal, learning and teaching networks, supporting research, professional reading and collaboration on key facets of learning, teaching and assessment.

We review professional learning priorities for staff at departmental level, following PRD cycles, and liaise with the SIC's Workforce Development department to support professional learning in the school more generally.

Our Pupil Equity Plan focuses on addressing our attainment gaps, principally caused by low attendance and issues relating to pupil engagement and motivation, and supports our work with key partners, like the SIC's Youth and Employability Service, to improve outcomes and engagement levels for disadvantaged young people.

During the recent ADES external visit to the school, the following feedback was shared around leadership of change:

- The Head Teacher's clear, strong and compelling vision for change.
- Re-starting of the SRC has been a positive development.
- The Senior Leadership Team have clear remits.
- School improvement, initiatives, and the school's work in general, needs to have more of an overarching focus on developing a relationship based/learner centred school with an overarching focus on improving outcomes for learners.
- To this end, there is a need to ensure pupil voice is reflected in forthcoming curriculum rationale discussions, and to continue to involve pupils in the discussions around improving attendance, reasons for situations of non-attendance, lack of engagement, etc., to fully understand the issues around attendance, setting attendance targets for the school with the SRC.
- Staff have high expectations for the school.
- Continue to develop approaches to feeding back to staff when they report incidents.
- The School Improvement Plan would benefit from more SMART targets and action trackers to check that the intended progress is being achieved over time. This will also help clarify the actions within the plan that specific staff need to take, increase accountability

and staff knowledge of their strategic role around school improvement and the pace of change, around school improvement, therefore, will be clearer to monitor.

- More opportunities for principal teachers to discuss their department improvement plans with principal teacher colleagues.
- More creative thinking around CPD/PRD opportunities for both teachers and support staff.

Areas for improvement and next steps for the school with specific relevance to Quality Indicator, 1.3, Leadership of Change

Specific actions to be included in the 2025/25 School Improvement Plan:

- (a) Building on our school motto and values, clarify our school's vision and moral purpose, aligning with our values, to develop a greater sense of coherence to the life of the school, helping all stakeholders to develop a common understanding about the school's core aspirations.
- (b) Continue to reinforce and develop whole school expectations and positive behaviour, referring to our toolkits and school values, to promote consistent positive relationships and high standards of behaviour.
- (c) Improve approaches to providing feedback when staff report incidents and concerns.
- (d) Extend leadership opportunities and professional learning opportunities for all staff.
- (e) Engage with the school community on the use of PEF and develop approaches to measuring the impact of PEF.
- (f) Develop the role of the Learning and Teaching networks.
- (g) Develop a shared ambition for the school's curriculum, moving forward, including updating the school's curriculum rationale, in discussion with our stakeholders, reflecting the uniqueness of the school
- (h) Continue to address barriers to learning, including pupil attendance, and where young people experience disadvantage.

Other improvements and priorities to be progressed around leadership of change, as part of the school's work:

- We will continue to monitor and measure the impact of change and improvements within the school improvement agenda.
- We will develop processes for capturing and interrogating the data from our Self-Evaluation calendar to strengthen the role of qualitative and quantitative data, informing improvement.
- We will look at ways of supporting middle level leaders to contribute to the strategic direction of the school.
- We will continue to support the SRC, referring closely to the recent pupil survey, including ideas for improving the school's indoor environment, the outdoor environment and support for pupils.
- We will continue to promote leadership opportunities for pupils and pupil voice in general as a progression from the strategic focus on pupil voice in the last two improvement plans.

- We will continue to improve how we involve stakeholders in self-evaluation and school improvement planning in a meaningful and broader way to improve outcomes for learners, including more input and involvement from staff, and reviewing the recent partners' survey with the services and organisations we work with.
- We will continue to develop our approaches to sharing information with parents and carers about their children's education, and more broadly parental involvement and engagement, referring to the recent parent/carers surveys, working with the Parent Council.
- We will encourage staff to look outwards and to develop their practice by sharing approaches and collaboration with other schools and colleagues.
- We will fully audit the output and terms of reference of all our staff working groups and committees.
- We will continue to support principal teachers to use evidence to inform their department improvement plans, develop intended outcomes and mechanisms for reviewing department improvement plans.

Quality Indicator 2.3 Learning, teaching and assessment

Learning and engagement

Learning, teaching and assessment is an important priority for the school and work is ongoing in this area. Whilst the new learning, teaching and assessment toolkit is at an embryonic phase, it is designed to develop a shared understanding of high-quality learning, teaching and assessment and promote greater consistency across the school. All department improvement plans contain a priority around learning, teaching and assessment linked to the new toolkit.

Most staff create a positive, calm and caring ethos, to support and nurture pupils, with high expectations and effective responses to low level behavioural issues.

Well planned tasks and activities are in place, supporting pupil motivation and engagement in their learning in the majority of lessons.

In a minority of lessons, pupils are participating in, and influencing, decisions related to their learning, but, on the whole, pupils need more opportunities to lead their own learning to support engagement and leadership of their own learning. There is a commitment to provide young people with more opportunities to provide feedback on their experiences of learning, regularly at classroom, departmental and whole school level.

The majority of children are positive about the ways in which they learn in the school. In a minority of lessons, young people would benefit from more pace and challenge in their learning.

More opportunities to use digital tools to enhance learning experiences across the curriculum is required. At present, there is not sufficient devices across the school, making it harder for learners to access digital technology as a universal offer.

Through the recent focus on pupil voice, there are more opportunities for learners to contribute effectively to the life of the school and wider community with an increasing commitment to ensure that their views are sought, valued and acted upon. The SRC, for example, are being asked to contribute and support the implementation of the improvement plan priority relating to learning, teaching and assessment.

Quality of Teaching

There are examples of effective practice, but, overall, there is a need for greater consistency in the quality of learning and teaching to enable all learners to experience high quality learning across the school. The commitment to develop the school's vision and moral purpose, aligning with existing school's values is designed to support more consistency in learning and teaching.

Moreover, the school is prioritising opportunities for teachers to collaborate and share practice, including new learning and teaching networks, where teachers will work together in trios or small groups. The impact of the networks and other examples of professional collaboration, such as the learning and teaching working group, and opportunities for peer observations in departments, will need to be reviewed to explore their impact on outcomes and experiences for learners.

Recent professional learning at local authority level, relating to teaching and learning, including inputs at the October 2024 In-Service, have been well received by staff and must remain a focus to positively impact classroom practice.

The overall quality of teaching across the school is improving. The majority of teachers have clear classroom routines which help young people to progress in their learning. They make links between prior and current learning and use well planned, meaningful, starter tasks to motivate and focus learners. There are examples of teachers routinely discussing the purpose of learning and what successful learning looks like with young people, referring to learning intentions and success criteria, but this approach needs to be consistently applied throughout the school.

There is also a need to ensure young people's progress in lessons is reviewed, including through using plenaries, at the end of lessons.

The majority of teachers provide clear instructions and explanations and use a range of questioning techniques successfully to check for young people's understanding, including the use of 'show me' boards and self and peer assessment.

The majority of teachers are looking to develop a range of contexts and approaches for learning, including active and collaborative learning, thus avoiding learning being overly teacher led and characterised by frequent copying from the board, lesson-to-lesson, and pupils being passive in their learning.

There is a need to ensure that tasks and activities are consistently well matched to the diverse learning needs of all children. This includes providing additional support for children with barriers to their learning and offering sufficient challenge to extend high achieving learners. To this end, as a school community, we will continue to engage in all the different facets of differentiation, including differentiation through task and content, the learning

process (support, pace, questioning and resources), outcome and response, and the learning environment (groupings and use of digital technology) to ensure the needs of all learners are met.

There are good examples of regular, personalised, feedback being provided to pupils on their progress with their learning to support their understanding of their next steps; however, in general, there is variability in the quality of feedback across the school.

Effective use of assessment

There is evidence of developing practice in the BGE where departments are revisiting their courses and using a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.

Day-to-day, as part of learning and teaching, the majority of staff are gathering evidence, formatively, on learners' progress through observations of pupils, questioning, self and peer assessment and co-operative learning techniques. Most departments refer to periodic assessments including national assessments and end of unit assessments, supporting staff to identify young people's progress and next steps in learning.

There is scope to develop the use of assessment information to develop differentiated learning experiences and activities. The further development of high-quality assessments, at departmental level, where children apply their skills across a range of curricular areas, to demonstrate knowledge and understanding will also enhance approaches to assessment.

A minority of teachers carry out regularly planned learning conversations and this purposeful approach to high-quality discussions should be developed across the school.

The majority of teachers are using national Benchmarks to support assessment approaches. There are some opportunities for moderation for teachers at departmental level and within local authority Subject Development Groups. In a few departments, teachers work with staff in the school's associated primaries to engage in effective collaborative working.

Yet, overall, to support consistency and capacity, there is a need for more meaningful and impactful moderation opportunities, referring to the moderation cycle, facilitated by senior and middle level leaders, to support professional judgements around assessment and the progress of young people.

Planning, tracking and monitoring

Termly and longer-term plans are in place, and, for the BGE, reflect the use of experiences and outcomes and assessment approaches against the national Benchmarks. There is a need to consistently involve learners in short-term and long-term planning. The majority of departments use assessment evidence strategically to inform their planning.

Tracking and monitoring approaches includes the day-to-day checking of pupils' progress.

In addition, all teachers use the SEEMiS module Progress+Achievement to track and monitor the progress of pupils, formally, and all pupils receive SEEMiS generated full reports and tracking and monitoring reports. Secondary one to secondary three pupils' reports include levels achieved in all curricular areas of the BGE. The tracking and monitoring information gathered provides an overview of pupil progress and achievement over time.

However, as part of a wider review of tracking and monitoring, in partnership with the local authority, data gathered from tracking needs to be examined more rigorously and systematically, as a whole school, to support pupils to improve and set targets, and identify and support learners who are off track and require additional interventions.

The tracking and monitoring process also needs to be broader in scope, beyond curricular progress, to include wider achievement, health and wellbeing and reviewing GIRFEC outcomes where appropriate. More engagement and dialogue with individual learners around tracking and monitoring data will lead to more targeted support, improved attainment and, more broadly, ensure tracking and monitoring is more impactful.

Senior leaders, Support for Learning and Pupil Support staff provide teachers with information and background on pupils who experience barriers to, and challenges with, their learning. However, this information sharing needs to be done on a consistent and timeous basis to ensure learners, who are experiencing additional barriers and challenges, are identified and supported effectively.

On the whole, teaching and support staff do work well together to ensure young people receive targeted and individualised interventions. These interventions make use of school resources as well as the role of school's partners, where appropriate, to increase engagement and improve outcomes.

Areas for improvement and next steps for the school with specific relevance to Quality Indicator, 2.3, Learning, Teaching and Assessment

Specific actions to be included in the 2025/25 School Improvement Plan:

- (a) Implement and embed the school's new learning, teaching and assessment toolkit to develop our shared understanding of what high-quality learning and teaching looks like, and to promote greater consistency around learning and teaching across the school.

- (b) With reference to the toolkit, develop more moderation opportunities for teaching staff, to support professional judgements in the BGE and Senior Phase, evolve approaches to the effective use of assessment, and review practice around tracking and monitoring.
- (c) Develop the role of the Learning and Teaching networks, ensuring dedicated time to support teachers to work together, to explore, share and embed high quality approaches to teaching and learning.
- (d) In partnership with the local authority, develop a digital strategy to improve our digital provision and enhance digital learning, skills and opportunities for young people.

Quality Indicator 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

The school's approach to supporting the wellbeing of all children, young people and their families includes promoting positive relationships, linking to our school values and the use of the school's 'Whole School Positive Relationships and Behaviour Toolkit', which provides a consistent framework to support all pupils and staff, and emphasises the importance of proactive, positive relationships, and expectations when children arrive to class, when they are in class, and consistent routines across the school.

Another example of our commitment to wellbeing includes all pupils being assigned a Pupil Support teacher who meets with them weekly in their Personal and Social Education (PSE) class. Moreover, the Social and Emotional and Mental Health (SEMH) base in the school includes the provision of tailored social, emotional and, more recently, curriculum support programmes for identified young people. The SEMH provision is an additional support to the universal Pupil Support offer to all young people in the school and is part of our wider Support for Learning provision.

Other external partners are frequently in school offering support to young people, including the Youth and Employability Service, the School Counselling Service, Children's Social Work, Skills Development Scotland and Developing the Young Workforce.

The Head Teacher writes to parents and carers regularly with school news, signposting them to Pupil Support, Depute Head Teachers, or the Head Teacher, if they have any concerns about their children's wellbeing in school.

Staff wellbeing is prioritised in different ways in the school. We strive to ensure an inter-connected environment based on common goals and a clear direction, promoting trusting and respectful relationships, a listening culture, leadership opportunities at all levels, clear lines of communication and a commitment to professional learning and development, and opportunities for staff to come together to collaborate and connect with each other. Indeed, in the 2024 staff survey, 88% of staff either strongly agreed or agreed that it was rewarding to be a member of staff in the Anderson High School,

although, as noted elsewhere in this document, there is work to do to ensure staff consistently receive sufficient and timeous feedback when they report concerns.

Barriers to children's learning, around attendance and engagement, are discussed and acted upon, including at weekly Pupil Planning Meetings, and through the Child's Plan process. We also ensure that children and young people are active participants in discussions and decisions which affect their education.

Meanwhile, clear procedures and approaches to address any incidences of bullying and anti-social behaviour, aligning with local authority policies, and we work closely with the Parent Council to ensure measures are in place to support pupil safety in the school.

As a next step, we will clarify, as a school community, our shared understanding of, and consistent language around, wellbeing and continue to develop our approaches to meeting the needs of all learners, including learners who are experiencing disadvantage and barriers to their learning and engagement. Consequently, we will support staff with professional learning around inclusive practice, universal support and inclusion, including referring to the CIRCLE framework, to enhance learning environments to meet the needs of pupils in the classroom,

We will also review our approaches to supporting care experienced children and young people in line with local expectations and 'The Promise' as well as other vulnerable learners, including children and young people on the Child Protection register and young carers.

In conclusion, evidence from recent surveys with our stakeholders demonstrate that most pupils, staff and partners feel respected, valued and supported in the school and that relationships across the school community are mostly positive and supportive.

However, the school needs to develop more robust approaches to the tracking of pupils' health and wellbeing to ensure a stronger evidence base to measure the extent to which children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. This will also enable a thorough exploration of the impact of wellbeing measures and interventions on learners' outcomes.

Fulfilment of statutory duties

Key statutory legislation, informing our work in the Anderson High School include the 2004 Education (Additional Support for Learning) Act and the presumption of mainstreaming, the 2009 Education (Additional Support for Learning) Act and the focus on looked after children and Co-ordinated Support Plans, the 2010 Equalities Act, the 2014 Children and Young People's Act and the named person scheme, the 2016 Carers Scotland Act, the 2019 Guidance on the presumption of mainstreaming and the 2024 UNCRC Act ensuring that children's rights are respected and protected in law in Scotland.

In terms of our statutory responsibilities, relating to wellbeing, equality and inclusion, our practices reflect national guidance and legislation. For example, exclusion is very much a last resort as a sanction; indeed, exclusion rates are low in the school with an overarching emphasis on restorative practice and multi-agency solutions to meet the needs of distressed and dysregulated learners.

With regards to safeguarding, the school leadership team are fully aware of their duties as set out in the Shetland Inter-agency Child Protection procedures. We have a well-structured programme of training for staff in respect of safeguarding. When surveyed in May 2023, all teachers responded that they understood the steps involved in Child Protection referrals and were very confident in responding appropriately. Relevant school staff respond promptly to calls for information for Interagency Referral Discussions and attend appropriate multi-agency meetings as part of Child Protection processes as a priority.

Meanwhile, our Self-Evaluation Calendar includes safeguarding themes; for example, annual reminders to all staff of Child Protection Procedures, and the regular reviewing of Child Protection referrals to ensure the appropriate support is being provided to children, young people and their families. Child Protection information is stored safely and securely, and children are encouraged to raise any concerns or worries with their Pupil Support teacher or another trusted adult in the school.

As outlined in the Standards and Quality section of this document, attendance is being monitored through a range of approaches and strategies and will continue to be a strategic area prioritised for improvement.

Medical care plans are accurate and updated regularly with medicines stored and dispensed appropriately. All relevant staff have up to date first aid training or other necessary training related to pupils' medical conditions.

Health and safety incidents are recorded on the Assure system, investigated within the correct timescales, with feedback shared with staff. There is a need to use school-based data from the Assure system, more systematically, to support staff who are working with dysregulated learners.

Finally, a focus of whole school self-evaluation in 2024 included evaluating approaches to dealing with bullying. 35% of pupils surveyed agreed or strongly agreed that the school deals well with any bullying incidents whilst 24% did not know. We asked pupils for their ideas on how the school can

improve its approaches to dealing with bullying with a minority of pupils responding with suggestions around more regular check-ins for pupils with staff, continually reiterating to pupils who to speak to if they are experiencing bullying, spending more time with pupils experiencing the bullying and more sanctions, actions and punishments for the pupils displaying the bullying behaviour. Other ideas include more staff supervision in social areas, especially at lunchtimes, increasing the amount of CCTV around the school, more private spaces to speak to Pupil Support teachers and themed anti-bullying days and/or regular anti-bullying assemblies. There was also feedback around the need for more awareness of different disabilities and forms of additional support needs to try and reduce bullying. The SRC are continuing to support taking forward these ideas, as part of their role.

Inclusion and equality

The school's Support for Learning provision, supporting children and young people with a range of additional support needs, is experiencing a period of transition and change at a time of growing demands on the service, including an increased level of pupil need.

A recent positive development has included the advent of curriculum focused working groups for young people in secondary three and secondary four, facing disadvantage and barriers to their learning, significantly affecting their engagement and attendance, being able to attain national certification.

Moving forward, to support a more sustainable, agile and responsive Support for Learning provision, meeting the needs of all children and young people with additional support needs, a more holistic and cohesive model of Support for Learning is required which is more flexible in terms of the use of staff, learning environments and space across the Support for Learning wing of the school, as a whole, with greater integration between the three Support for Learning Departments.

With more collaboration, and a recently bolstered leadership team in place, there is the opportunity to progress the necessary improvements in Support for Learning, including the environment, the curriculum, resources, approaches to learning and teaching, and self-evaluation, the GIRFEC review meetings cycle, and ensuring core planning and assessment documentation, for individual learners, are in place. Staff wellbeing and professional learning, and strengthening the links and partnership working with parents and carers, are other significant priorities for improvement to be prioritised in Support for Learning.

More broadly on the theme of inclusion and equality, we are determined, as a school, to tackle all forms of discrimination, value and celebrate pupil diversity. The PSE programme will be reviewed this session to support this commitment.

Finally, Pupil Equity Funding has been used to specifically address gaps in learning and achievement and ensure additional resources for Support for Learning as documented in our Standards and Quality Report. For 2025/26, we are committed to using PEF more strategically and proactively with more engagement with the school community around its use and more measurable targets in place.

Areas for improvement and next steps for the school with specific relevance to Quality Indicator, 3.1, Wellbeing, Equality and Inclusion:

- (a) Develop our collective understanding of wellbeing in the school.
- (b) Develop approaches to the tracking of pupils' health and wellbeing.
- (c) Explore the Curriculum for Excellence health and wellbeing responsibilities for all staff.
- (d) Support professional learning around inclusive practice and universal support, to meet the needs of children and young people in the classroom.
- (e) Continue to address barriers to learning, including attendance, and where young people experience disadvantage.
- (f) Develop approaches to measuring the impact of interventions, and the curriculum offered, for children and young people supported in Support for Learning.
- (g) Work with partners to improve outcomes for care experienced children and children on the Child Protection register.
- (h) Continue to involve the SRC in the ongoing drive to improve pupil attendance to fully understand issues around non-attendance and lack of engagement

Quality Indicator 3.2 Raising attainment and achievement

Attainment in literacy and numeracy in the Broad General Education phase

At the end of secondary three, English and Maths teachers are asked to make judgements about achievement in Literacy (Reading, Writing, Listening and Talking) and Numeracy. The Scottish National Standardised Assessments (SNSA) are part of these judgements. In 2024-25, both English and Maths Departments employed the SNSA assessments during the school session in order to give formative assessment feedback to pupils and teachers. Our final teacher judgements from June 2025 are the summation of a range of assessments. These results are reported locally and nationally.

Our results, and attainment over time in literacy and numeracy in the Broad General Education phase, are shown below.

Anderson High School: Percentage (%) of pupils at the end of S3 achieving at least Third Level				
	Reading	Writing	Listening & Talking	Numeracy
June 2018 (139)	90.0	89.3	89.3	95.3
June 2019 (139)	90.2	92.6	96.3	96.3
Sept 2020 (155)*	94.2	93.6	95.5	97.4
June 2021 (171)	85.4	84.2	86.5	88.8
June 2022 (144)	94.4 (136)	93.1 (134)	94.4 (136)	96.5 (139)
June 2023 (179)	88.8 (159)	85.5 (153)	86 (154)	94.4 (169)
June 2024 (168)	88.0	87.1	88	91.5 (161)
June 2025 (167)	80.2	79	85	83.8

Anderson High School: Percentage (%) of pupils at the end of S3 achieving at least Fourth Level				
	Reading	Writing	Listening & Talking	Numeracy
June 2018 (139)	60	60	63	85
June 2019 (139)	15.2	20.7	27.4	54.9
Sept 2020 (155)*	38.7	31.6	45.8	67.1
June 2021 (171)	21.1	18.1	19.3	63.2
June 2022 (144)	54.1 (78)	56.2 (81)	56.2 (81)	68.1 (98)
June 2023 (179)	38 (68)	39.7 (71)	33.5 (60)	83.8 (150)
June 2024 (168)	36.0	37.6	33.7	71.02 (125)
June 2025 (167)	49.1	41.3	56.3	53.9
June 2025 (167)	49.1	41.3	56.3	53.9

We will review 2025 Broad General Education data in full at the start of the session.

Attainment in the Senior Phase

Attainment over time – Context of Certification

We have now moved on from Covid19, and the Alternative Certification Model (ACM) which replaced the SQA exam diet and certification process. All SQA courses have now returned to the pre covid conditions for assessment in 2025. The appeals system for 2025 remains the same as last year.

Certification at National 5, Higher and Advanced Higher Pre-Covid (2019) to 2024

2019	2020	2021	2022	2023	2024
SQA Exams and Course assessments as per course arrangements	Alternative Certification Model <ul style="list-style-type: none"> - Professional Judgement - Inferred Attainment - Algorithm - Limited collaboration 	Alternative Certification Model <ul style="list-style-type: none"> - Professional Judgement - Demonstrated Attainment - Multi-layered quality assurance and moderation process - Intensive collaboration 	SQA Exams with reduced assessment in SQA courses and a new appeals system due to Covid 19	SQA Exams with a reduced assessment in SQA courses Appeals – no further evidence submitted	SQA Exams A return to Pre-Covid 19 times with full course assessment and assignments in almost all subjects Appeals – no further evidence submitted

Insight is the Scottish Government's benchmarking tool. The data on Insight includes all SQA courses and all courses delivered in partnership with other providers including Princes Trust and Skills for Work. There are two dashboards published during the year, the national dashboard showing information on all leavers is updated in February and the local dashboard showing the latest school data is updated in September each year.

What do the levels mean?

SCQF Level	SQA National Units, Courses and Group Awards
7	Advanced Higher
6	Higher
5	National 5
4	National 4
3	National 3
2	National 2
1	National 1

2025 Pass rates – Anderson High School and National

2025	AHS	Scotland
A-C Attainment Rate at National %	84.3	78.4
A-C Attainment Rate at Higher%	74.5	75.9
A-C Attainment Rate at Advanced Higher %	82.6	76.7

The AHS pass rate has increased significantly above the national pass rate for National 5 this year, they are little below the national average for Higher but Advanced Higher pass rates have improved considerably, up by over 13% from 2024. This is a very positive outcome for pupils in 2025. We have continued to look at our presentation model to make sure young people are presented at the correct levels for their final exams

We continue to discuss improvement of attainment with all departments between August and November, each year, to look for any further improvements across all subjects and levels. Indeed, each Principal Teacher has been invited to an SMT meeting to walk through their departmental attainment and achievement in the BGE and the Senior Phase. Raising attainment remains a fundamental priority within the school and across all individual departments. We continue to consider approaches to presentations and withdrawals, the importance of pupils being at the correct level, certification for all, and an increase in pupils studying alternative options including Foundation Apprenticeships and Academy courses. These factors all have an impact on attainment particularly in S5 and S6.

The information below is taken from the results received from SQA in August 2025

S4 Attainment

SQA Attainment	2021/22	2022/23	2023/24	2024/25
S4				
% S4 attaining 5 or more at SCQF level 5	50	51	48	60

National 4 and National 5 results remain very good, and pupils are gaining awards as expected and in line with estimate grades. Those achieving 5 or more results at SCQF level 5 have remained relatively stable over the past three years, but this year has seen a significant increase in this figure with a 12% increase from 2024. N5 results are all prior to any successful appeals. Appeals have been processed as requested in line with SQA guidance but without any further evidence being sent to SQA.

S5 Attainment

S5	2021/22	2022/23	2023/24	2024/25
% S5 attaining 3 or more Highers	40	39	34	33
% S5 attaining 5 or more Highers	18	15	19	17

We note that Higher passes from A to C are 1.4% below the national average at AHS in 2025. Those achieving 3 Highers in S5 have fallen by 1% this year. Those achieving 5 or more Highers at A to C is has come down by 2%. Individual results show pupils have performed well and in line with their estimates. We need to consider presentation policy and communication with pupils, parents and carers regarding progress, appropriate levels of courses and progression statistics. With strong S4 N5 results in 2025 we look to improve these statistics for results in 2026. One key driver for this is the large number of pupils who take a foundation apprenticeship or School college course, thus reducing the number of pupils taking 5 subjects.

S6 Advanced Highers

S6	2021/22	2022/23	2023/24	2024/25
% S6 attaining at least 1 Advanced Higher Pass	18	22	17	18

The number of pupils achieving one Advanced Higher or more has increased by % from last year although this is in line with 2021/22 results.

There has been a significant increase in A-C attainment at Advanced Higher this year with 82.6% compared to 69.1% in 2024.

The skills learned through the course are very valuable and support future study. We need to consider the place of Advanced Highers in our overarching curriculum and make sure pupils are taking this level of course with full knowledge of what the courses involve. As with Higher courses, careful consideration at course choice time and acknowledgement of progression statistics is required to make sure pupils are in the correct course.

Baccalaureate - Science and Social Subjects

This year we saw three pupils successfully complete the Science Baccalaureate.

Support for Learning

Certification remains active at National 1 to 4 with Support for Learning and subject departments working hard to certificate pupils for units and courses appropriate to individual levels of study. Pupil Equity Funding and input from Support for Learning has helped to ensure course completion is high and pupils achieve the qualifications prior to leaving school.

Support for Learning Complex Needs

Support for Learning once again supported pupil attainment of National Qualifications by delivering specific courses and units to pupils in the Senior Phase. These courses are carefully matched to pupils and tailored to meet each pupil's needs. The department continued to offer a range of National 1 and 2 courses and units appropriate to learners. There was less SQA certification this past year as staff focused on core skills and individual programs of work best suited to each individual pupil.

What does Insight tell us about Anderson High School?

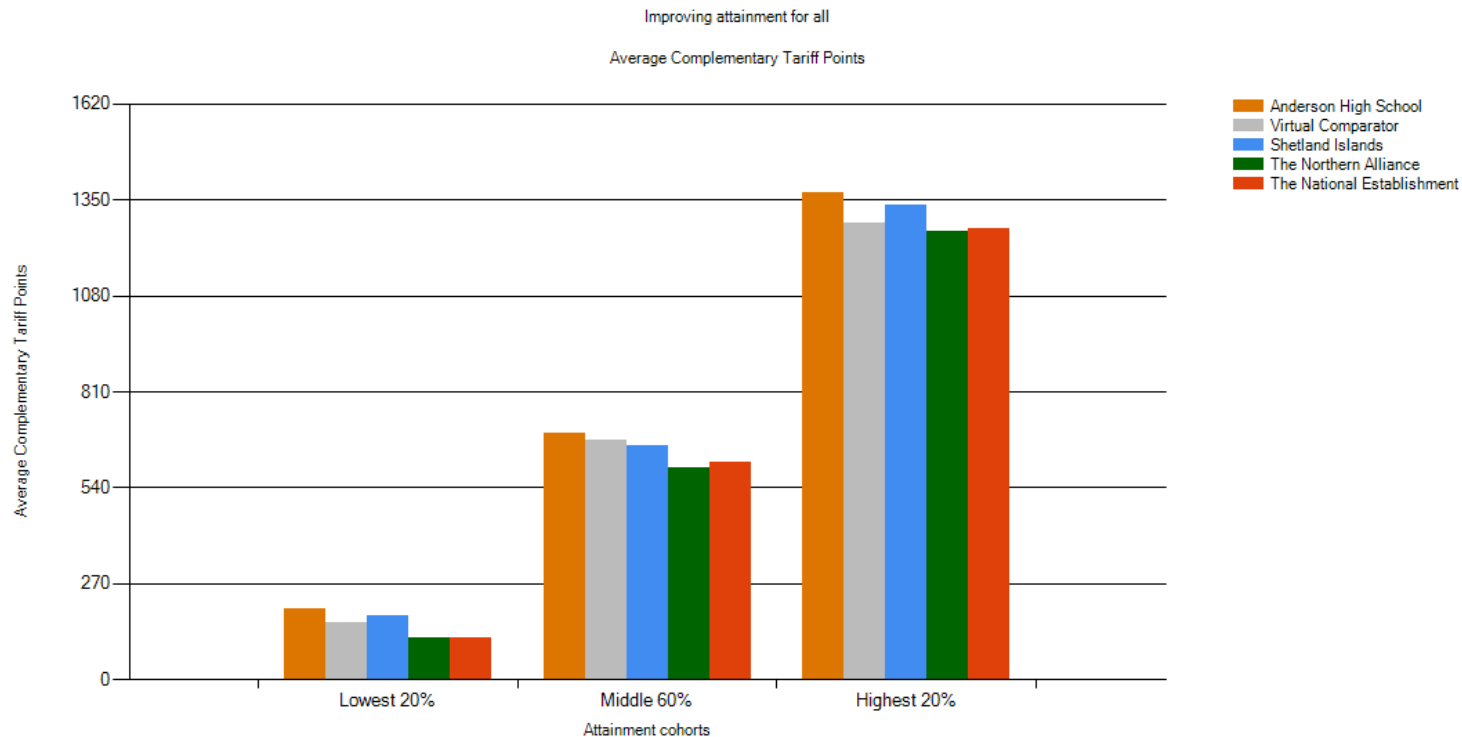
Insight is updated twice per year. In September we receive a local update including attainment in all courses taught at school and by partners certificated in August. In February/March the national dashboard is updated with all school leaver's data. As there has been no local update at this time of writing, the following graphs are taken from the national update in March 2023 and are based on 2022-23 Data.

Virtual Comparator – Takes 10 Learners with similar characteristics, out with Shetland – Average attainment

Complimentary Tariff Points – Only the best attainment is considered e.g. Best 5 subjects or 120 Tariff Point

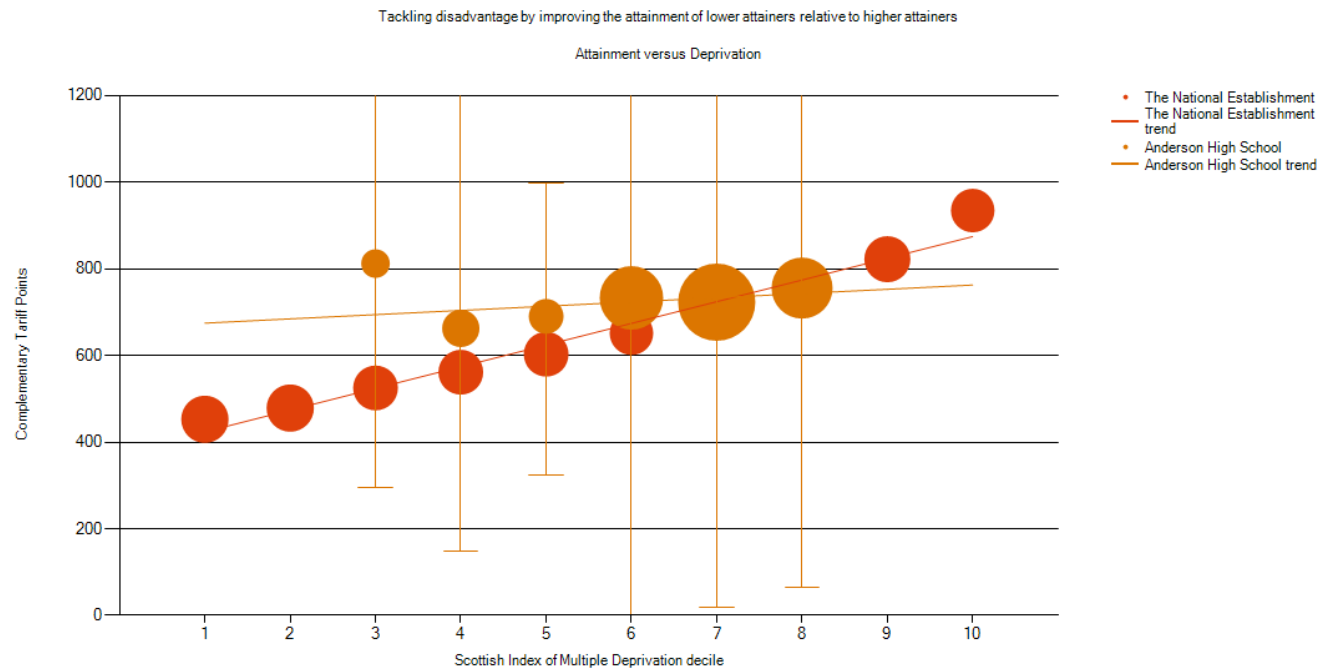
Insight Dashboard 2024 March Update – Showing 2023/24 School Leavers Data

Improving attainment for all – Complimentary tariff points



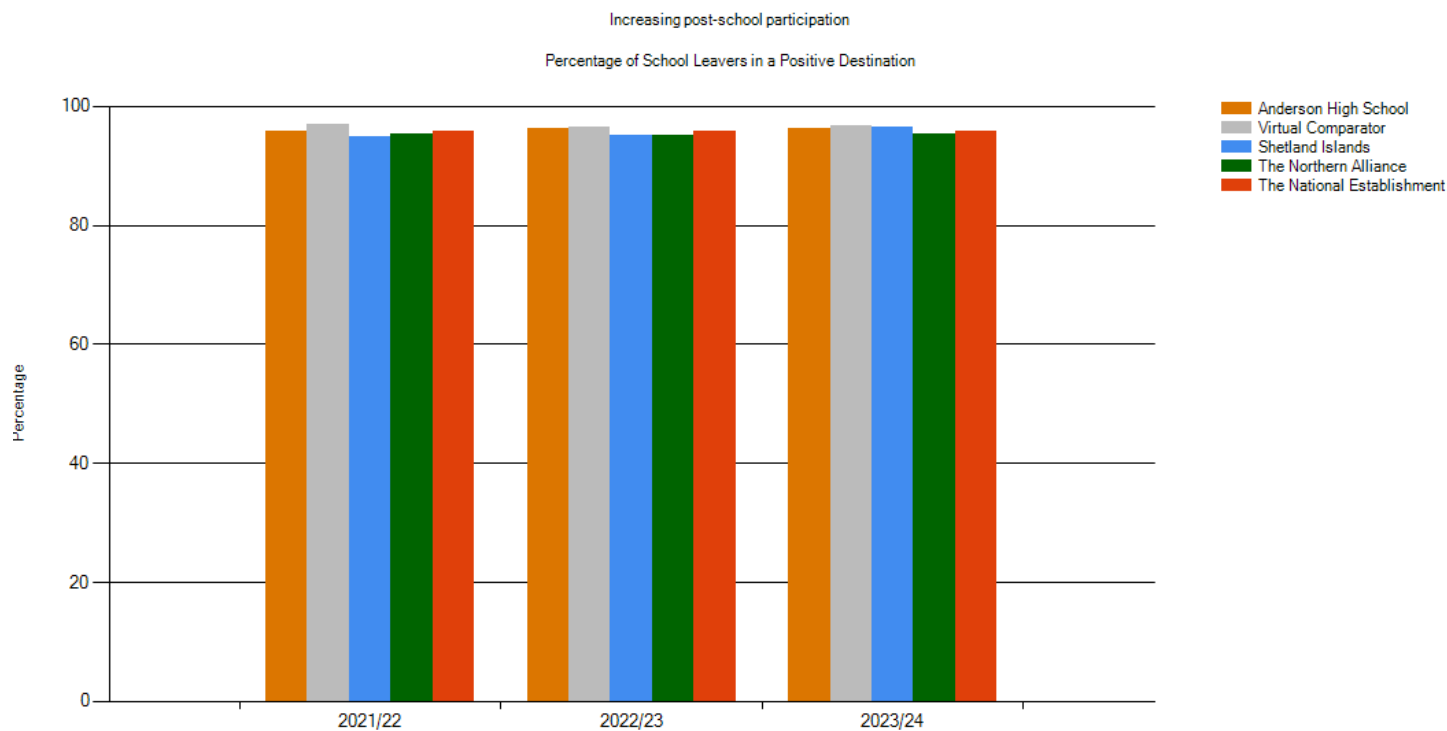
We continue to improve attainment for all with Anderson High School above the virtual comparator and national figure for pupils in the lowest 20% and the middle 60% and the highest 20% of average complimentary tariff points in S5; this allows fair comparison with other authorities as it only takes the 5 best results rather than total tariff points. This indicates that Anderson High School presents pupils for a range of courses and awards across S4 to S6 thus maximizing what pupils can achieve individually. We are above the nation for this when considering school leavers.

Tackling Disadvantage - Showing 2023/24 School Leavers Data



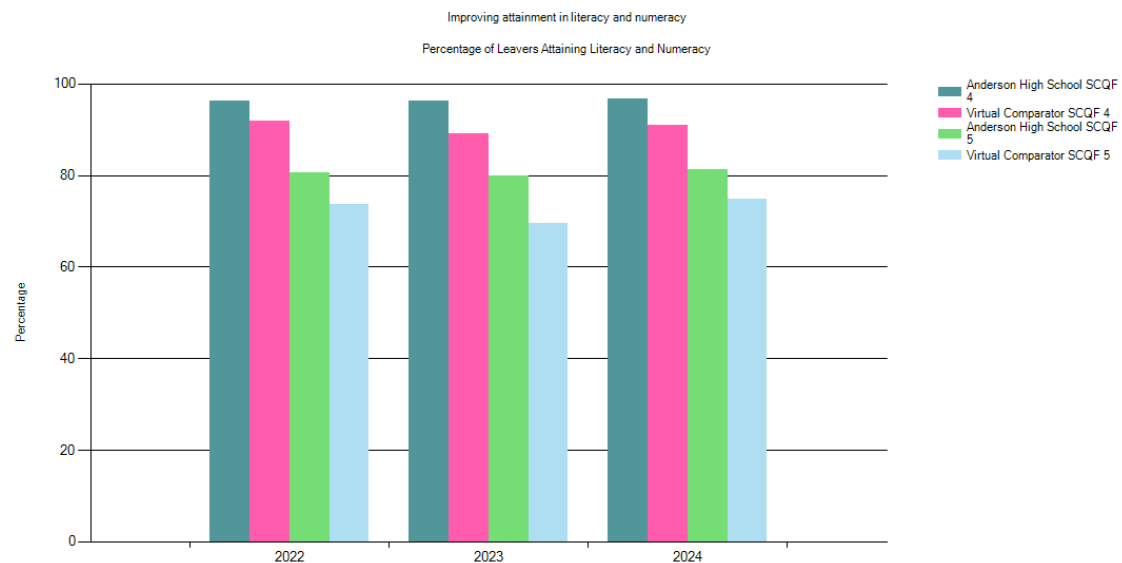
The graph above shows how well we do at Anderson High School when measuring attainment versus deprivation. We perform well at present compared to the national trend. Our aspiration would be for all areas to be above the national trends. We have larger than average numbers in SIMD decile 6, 7 and 8. We do not have statistically significant numbers in Scottish Index of Multiple Deprivation (SIMD) 1 or 2 hence the absence at that point of the graph. Continuing to close the gap through PEF is an important part of our planning to tackle any disadvantage. It is pleasing to note we are above the nation in terms of SIMD 3, 4 and 5 in terms of complimentary tariff points.

Positive Destinations - Showing 2023/24 School Leavers Data



We continue to work hard to improve our recording procedures for School Leavers, post-school participation remains very high but we remain keen to maintain this with good working practices between the Anderson High School Pupil Support Department and Skills Development Scotland (SDS). We continue to work closely with SDS to make sure the correct information is recorded as required. SDS are aware of each individual pupil who is not currently in a positive destination.

Literacy and Numeracy School Leavers - Showing 2023/24 School Leavers Data



The percentage of leavers attaining level 4 and 5 Literacy and numeracy is well above the virtual comparator. It is pleasing to note that over 90% of leavers are achieving level 4 Literacy and Numeracy as a minimum. The number of pupils achieving N5 Numeracy has risen above 80% in 2022, 2023 and 2024.

Overall quality of learners' achievement

There are opportunities for learners to achieve and experience success, including participation in a range of lunchtime clubs and activities, outdoor education activity days, the school's involvement with the Youth Philanthropy Initiative (YPI), the work of a group of young people who have been visiting Taing House, weekly and supporting residents with games, activities and company, the Duke of Edinburgh Awards scheme, the school's involvement in the UK Junior Maths challenge, the annual Christmas Music concert, the local activities week each May, and a growing number of STEM and DYW themed curricular work involving subject departments, partners and employers, organising events and opportunities in the school and in the local community.

In terms of volunteering and leadership, in addition to the role of the SRC, secondary six pupils sign up for activities at a 'Getting Involved' event at the timetable change in June which includes the opportunity to join the secondary six committee, take on a peer support role, supporting the secondary one cohort, and participate in the Leaders in Primary initiative.

There is scope to develop a more systematic approach to recognising and celebrating all young people's progress and contributions to school and community life and increase the range of awards that young people gain, building on current practice which include the annual achievement awards event, leavers' events, and the use of the school's facebook page.

The school is also taking steps to develop approaches to digital profiling to record young people's achievements in and out of school and track skill development. This will support meeting the needs of those at risk of missing out and build on individual pupils' achievements.

Equity for all learners

The school has used PEF funding to support vulnerable learners, who are experiencing additional challenges and are at risk of poorer outcomes, referring to tracking and monitoring data, general attendance and engagement, and the Shetland Vulnerability Criteria which supports clarifies disadvantage in an island context. Moving forward, the school needs to identify more rigorously their attainment gaps and ensure that, subsequent, planned interventions, including within the PEF framework, are evaluated more fully to show their effectiveness in raising attainment for targeted children.

Individualised and bespoke support and provision is in place for children who experience challenges around their engagement, attendance and regulation in school, and there is evidence of effective partnership working including with the Additional Support Base and the Youth and Employability Service to meet these learners needs, improve outcomes, and support their transitions into positive destinations.

We are also committed to expanding the curriculum offer for children and young people with additional support needs, including at SCQF levels 1-3.

Finally, whilst the school's positive destinations data is strong, we will continue to develop internal processes, roles and responsibilities, and work with partners to support and advise pupils who are at risk of not achieving positive destinations.

Areas for improvement and next steps for the school with specific relevance to Quality Indicator, 3.2, Attainment and Achievement:

- (a) Improve attainment in the Broad General Education and Senior Phase, and close the poverty related attainment gap, in all curricular areas.
- (b) Clarify the basket of measures with departments to measure attainment over time and develop the school's attainment narrative, reflecting the unique island content.
- (c) Continue to review approaches to pupil presentation and withdrawals in the Senior Phase.
- (d) Working with our partners, develop wider achievement opportunities.
- (e) Develop approaches to digital profiling and celebrating young people's achievements, in and out of school, as well as their skills development.

Continue to develop leadership opportunities for pupils in the school.

Sources of evidence to support the self-evaluation against key quality indicators

- Whole school self-evaluation calendar including the Head Teacher's departmental visits in term two and term three of 2024/25 as part of the school's whole school self-evaluation calendar.
- Stakeholder surveys with staff, pupils, parents and carers and partners in session 2023/24 and 2024/25.
- SQA attainment and attainment in the BGE.
- Attainment reviews with the school management team and principal teachers in term one and term two of this session.
- Recent discussions between the Head Teacher and principal teachers, reviewing the progress of their respective Department Improvement Plans.
- Recent Professional Review and Development (PRD) review discussions with teaching staff and Continuous Conversations (CC) with support staff.
- The Association of Directors of Education in Scotland (ADES) external visit to the school in March 2025.
- Recent School Improvement Visits by education officers in SIC's Children's Services.
- Day-to-day qualitative observations of school life in the Anderson High School.

Self-evaluation of each core quality indicator according to the [Education Scotland six-point scale](#).

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

How Good Is Our School, 4 th Edition (HGIOS 4)	School Self-Evaluation
1.3 Leadership of change	Working towards 4
2.3 Learning, teaching and assessment	Working towards 4
3.1 Ensuring wellbeing, equality and inclusion	Working towards 4
3.2 Raising attainment and achievement	Working towards 4

Section 6: School Improvement Plan (SIP) 2025-2026



In developing the Anderson High School's SIP, a statutory document, we have considered national and local priorities, including the Scottish Government's most recently published National Improvement Framework (December 2024) and Education Scotland's '*How Good Is Our School?*, 4th Edition.' We have also reviewed the feedback from extensive whole school self-evaluation activity over the session, including the recent ADES External Visit to the school, and the progress of our 2024/25 School Improvement Plan to develop a manageable number of improvement plan priorities for the year ahead.

In summary, our four 2025/26 improvement plan priorities are as follows:

1. **Continue to develop and embed approaches to learning, teaching and assessment.**
2. **Continue to evolve the school's curriculum including the ethos and life of the school.**
3. **Develop approaches and practice in relation to wellbeing, equality and inclusion.**
4. **Raise attainment and develop opportunities for personal achievement in the school.**

The outcomes for each of these priorities are focused on improvements for learners and are realistic and measurable.

As well as weekly reference to the SIP at SMT meetings, the respective progress of each improvement plan priority will be formally reviewed on a termly basis, in discussion with the school community, with immediate steps taken should it become apparent that the planned action and proposed timescales, set out in the improvement plan, are not being met or require revision.

Engagement and planning around the use of Pupil Equity Funding (PEF), in 2025/26, will be progressed with the school community in August and September 2025 and therefore the PEF plan is not included within the SIP.

Factors Influencing the 2025/26 School Improvement Plan

Local authority factors	National factors and drivers
<ul style="list-style-type: none">• The Ambition - Excellence and Equity for Shetlands' Learners.• Children's Services, Directorate Plan.• Children's Services, Education and Learning, Quality Improvement Framework, 2025/26.• Children's Services, Shetland Standard for Learning, Teaching and Assessment.• Children's Services, Digital, Learning and Teaching Strategy.• Children's Services, Directorate Plan SIC Operational Guidance: School• The Shetland Strategy for Tracking, Monitoring and Moderation.• Shetland Islands Council's Policies - Anti-Bullying in Shetland Schools and Preventing and Managing Exclusions in Shetland Schools.	<ul style="list-style-type: none">• Curriculum for Excellence.• National Improvement Framework.• How Good Is Our School? 4th Edition.• How Good Is OUR School? A resource to support learner participation in self-evaluation and school improvement.• The Scottish Attainment Challenge.• Getting It Right for Every Child.• The Promise Scotland.• Guidance on the presumption to provide Education in A Mainstream Setting, Scottish Government, March 2019.• Children and Young People (Scotland) Act 2014.• Developing Young Workforce.• The Scottish Government's Digital Learning and Teaching Strategy.• Learning Together: Scotland's national action plan for parental involvement etc. 2018-2021.• Better relationships, better learning and better behaviour - Included, Engaged and Involved Part 1 - A Positive Approach to the Promotion and Management of Attendance in Scottish Schools.• Education reform: All Learners in Scotland Matter: Our National Discussion (May 2023).• Education reform: The Independent Review of Qualifications and Assessment (June 2023).• Report of the Independent Review of the Skills Delivery Landscape, James Withers (June 2023).

School factors

- Anderson High School's pupil roll is due to be 982 in August 2025.

S1	139
S2	180
S3	151
S4	165
S5/6	349
Adult Learners	2
TOTAL	982 (includes 55 placing requests)

- This rising school roll, over recent years, increases the operational demands within the school on a day-to-day basis and may restrict the school's ability to carry out improvement plan activity.
- Current/projected staffing gaps may also affect our capacity for improvement in view of the limited supply options available to the school and the impact of seasonal staff absences.

Local factors

- We work closely as a partner in the Central Mainland Cluster, including regularly reviewing primary seven into secondary one transition planning and activities.
- We continue to extend transition links with non-catchment primary schools, given the placing request trend to the Anderson High School from other areas of Shetland.
- We work closely with Junior High Schools to support and develop the secondary four into secondary five transition.
- We attend, and contribute to, Head Teachers' Development Days, Secondary Head Teachers' meetings and other local networks.

<p>UNCRC</p> <ul style="list-style-type: none"> • The Anderson High School notes the UNCRC Act in January 2024, subsequently enacted on the 16 July 2024, ensuring that children's rights are respected and protected in law in Scotland. • In session 2022/23, one of the school improvement plan priorities was to embed UNCRC. Back then, the SMT completed the initial UNCRC self-evaluation. Also in 2022/23, all teachers (collegiate time) and support staff (offer) engaged in a training session, with national and local officers, raising awareness of UNCRC principles. • In session 2024/25, the fundamental children's rights which will shape our work are: <p>Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.</p> <p>Article 23: A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community</p>	<p>Tacking Inequalities, Poverty Proofing and Cost of the School Day</p> <ul style="list-style-type: none"> • Our Pupil Equity Funding Plan for 2025/26 will set out projects to addresses attainment gaps, inequity and disadvantage within the school. • In partnership with Children's Services, we continue to promote the offer of ICT support for children and young people i.e. digital devices to address the digital divide within our community. • We offer free sanitary products to tackle period poverty. • We organise a Beanfeast wardrobe of second hand/donated outfit, to reduce the cost of the annual Christmas dances for pupils. • We established contactless payment, through the Young Scot card, in our school canteen in 2022-23. • We regularly promote Free School Meals and clothing grants for entitled families as well as the Education Maintenance Allowance (EMA) scheme. • Previous curriculum costs for pupils studying Home Economics and Craft, Design and Technology have ceased. • We will also discuss with the SRC how we can continue to tackle the impact of the nationwide cost of living crisis in the school.
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School Improvement Priorities for 2025-26

Priority 1: Continue to develop and embed approaches to learning, teaching and assessment.

Continuation from 2024/25? Yes

Data/evidence that informs this priority:	Planned Outcomes	Actions within this priority	Resources and Lead Person
<p>Since August 2024, developing learning and teaching and assessment, including clarifying a shared understanding of what high quality learning and teaching looks like in the school, has been a fundamental priority.</p> <p>Qualitative feedback from recent surveys to stakeholders, input from the SRC, external visits from ADES and Children's Services, and departmental visits, highlight the importance of maintaining the focus on learning, teaching and assessment to support improvement and consistency across the school.</p>	<ul style="list-style-type: none"> By June 2026, all teaching staff will be engaging with the learning, teaching and assessment toolkit. The toolkit will be supporting planning, teaching, professional learning, classroom visits, mentoring and the self-evaluation of learning and teaching, more generally. The toolkit will be understood, and positively impacting upon, the majority of learners, with the SRC having supported its implementation. By June 2026, moderation opportunities will be in place for all teaching staff. Approaches to formative, summative and high quality assessments will have been developed in the majority of departments, and all teaching staff will be exploring the different facets of differentiation to support their 	<ul style="list-style-type: none"> Implement and embed the school's new learning, teaching and assessment toolkit. Referring to the toolkit, develop more moderation opportunities for teaching staff, to support their professional judgements, and evolve approaches to the effective use of assessment and differentiation. Review the school's existing practice, approaches and cycles around tracking and monitoring and reporting. Support departments take forward respective learning, teaching and assessment priorities within their improvement plans. Develop the role of the new Learning and Teaching networks, supporting teachers to work together, exploring, sharing, embedding and reviewing high quality approaches to teaching and learning. Develop a digital strategy for the school to improve digital provision and enhance digital learning, skills 	<p>All members of the SMT will be involved in taking forward this priority.</p> <p>All teaching staff will engage with this priority.</p> <p>Expressions of interest will be sought for overseeing the school's learning, teaching and assessment working group and a leadership role within the networks, supported by the SMT.</p> <p>A new digital working group is to be formed with expressions of interest to be sought from staff, pupils and parents and</p>

	<p>teaching and to meet the needs of all their learners.</p> <ul style="list-style-type: none"> • By June 2026, we will have reviewed and clarified approaches to tracking, monitoring and assessment, aligning to outputs from the local authority strategic review, for subsequent implementation from 2026/27. • By June 2026, data gathered from tracking and monitoring will be examined more rigorously, supporting learners to improve and set targets, and to measure their attainment over time. Tracking and monitoring will be identifying and supporting learners who require additional interventions, more systematically. • By May 2026, the Learning and Teaching networks will have enabled all teaching staff to come together, periodically, to discuss and develop approaches to their practice, enhancing professional learning, practitioner enquiry in the school and experiences for learners. 	<p>and opportunities for young people. Themes to be explored include:</p> <ul style="list-style-type: none"> ➤ Digital devices for learners. ➤ The position on the use of mobile phones in school, referring to the local authority's recent period of consultation. ➤ Digital skills for learners and staff. ➤ Digital tools and technology to support learners across the curriculum, including children with additional support needs. ➤ The use of AI in the school. 	<p>carers. Children's Services and the ICT Service will support the work of the group.</p> <p>Issues and developments related to the digital action will have financial and funding implications.</p>
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	<ul style="list-style-type: none"> By June 2026, a draft digital strategy will be in place with commitments to improve digital provision, digital learning and experiences, and the digital skills of all our learners. 		
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Monitoring the priority's progress over the session:

Data to explore the impact and progress of the actions within this priority, and to ultimately conclude on whether outcomes have been achieved, will include:

- A new school improvement tracker spreadsheet will be updated weekly.
- The termly School Improvement Plan monitoring document, to be updated in October 2025, January 2026 and April 2026, will capture the progress of actions and then will be subsequently shared with stakeholders.
- Minutes from SMT meetings, Principal Teachers' meetings and SRC meetings where this priority will be discussed and taken forward.
- Data from classroom visits where the toolkit will support the process.
- Data from the Head Teacher's Departmental Visits where the toolkit will support the process.
- Feedback from staff meetings that will take place on moderation and differentiation during the course of the session.
- Department meeting minutes around learning and teaching including moderation and differentiation
- Feedback from the moderation themed In-Service.
- Survey to teaching staff around the impact of the learning and teaching network on their professional development and practice, and regular qualitative discussions with staff to explore the progress and impact of the networks.
- Output from the school's Assessment and Reporting Committee tasked with supporting the review of tracking, monitoring and reporting.
- The outputs from the school's new digital working group.
- PRD discussions.
- Data from other relevant activities within the school's self-evaluation calendar.

Priority 2: Continue to evolve the school's curriculum including the ethos and life of the school as a community.

Continuation from 2024/25? Yes

Data/evidence that informs this priority:	Planned Outcomes	Actions within this priority	Resources and Lead Person
<p>In line with self-evaluation outcomes, and at a time of national developments and change, relating to the curriculum and qualifications, we will carry forward the curriculum priority from the 2024/25 improvement plan, ensuring that improvement activities initiated last session are fully progressed to implementation.</p> <p>Reflecting on self-evaluation data, including the staff survey, the curriculum priority will include a focus on developing the ethos and the life of the school, referring to whole school expectations, promoting positive relationships and behaviour.</p>	<ul style="list-style-type: none"> • We will have an updated curriculum rationale in place by March 2026, clarifying the key priorities and the shape of our curriculum for all our learners. • By December 2025, the SMT will have engaged with all principal teachers, relating to broadening departments' curriculum offer in the Senior Phase, building on the discussion and planning in 2024/25, to support more progressive pathways and options for all of our senior learners. • By December 2025, we will have explored the development of the curriculum in the BGE and made discernible progress in planning around developments with personalisation and choice, S2 wider achievement and project-based learning opportunities for all our learners in the BGE. 	<p><u>Overarching:</u></p> <ul style="list-style-type: none"> • Develop a shared ambition for the school's curriculum, updating our curriculum rationale, with stakeholders, to clarify what our curriculum will look like and what we are looking to achieve for our learners, moving forward. <p><u>Curriculum areas and the subjects in the school and interdisciplinary learning:</u></p> <ul style="list-style-type: none"> • In the BGE, explore options around developing personalisation and choice for pupils, the secondary two wider achievement programme, and project based learning opportunities, to support subject departments to work together. • Continue to broaden the Senior Phase curriculum offer and learner pathways for young people in their final three years of school. • Expand the curriculum offer for children and young people with additional support needs, including at SCQF Levels 1 to 3. 	<p>The development of the school curriculum will be overseen by the Head Teacher and Depute Head Teacher responsible for the school timetable.</p> <p>The promoting positive behaviour working group will have a crucial role in respect of some of the themes relating to the ethos and life of the school.</p>

	<ul style="list-style-type: none"> • Ongoing national curriculum developments will have continued to influence the direction and shape of the curriculum in both the BGE and Senior Phase throughout the session. • Our school's vision and moral purpose will have been defined and agreed by August 2026 to provide clarity, cohesion and unity for all our learners, staff and the wider school community. • By June 2026, we will be evidencing our commitment to whole school expectations, including a new 'Nurturing Relationships and Promoting Positive Behaviour' framework, supporting strong relationships and clear expectations for our learners and staff. • By October 2025, a few staff will have taken on additional leadership roles within the school to support opportunities for learners. 	<p><u>The ethos and life of the school as a community:</u></p> <ul style="list-style-type: none"> • Clarify our school's vision and moral purpose, aligning with our school values. • Reinforce and develop whole school expectations, referring to our toolkits and school values, to promote consistent positive relationships and high standards of behaviour across the school and ensure appropriate consequences are actioned when required. As part of this work, we will develop a 'Nurturing Relationships and Promoting Positive Behaviour framework', aligning to the new local authority policy. • Improve approaches to providing feedback to staff when they report incidents and concerns. • Develop more leadership and professional learning opportunities for all staff. 	
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	<ul style="list-style-type: none"> • By March 2026, the majority of staff will feel empowered and supported in managing behaviour with consequences and strategies in place for learners who are dysregulated and disruptive. • By October 2025, almost all referrals, Assure incidents and notes of concern, around the presentation of learners, will be acknowledged within 48 hours, and subsequent actions, strategies and interventions shared with affected staff timeously. 		
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Monitoring the priority's progress over the session:

Data to explore the impact and progress of the actions within this priority, and to ultimately conclude on whether outcomes have been achieved, will include:

- A new school improvement tracker spreadsheet will be updated weekly.
- The termly School Improvement Plan monitoring document, to be updated in October 2025, January 2026 and April 2026, will capture the progress of actions and will then be subsequently shared with stakeholders.
- Minutes from SMT meetings, Principal Teachers' meetings and SRC meetings where this priority will be discussed and taken forward.
- Whole school expectations will be a standing agenda item at SMT.
- Data from classroom visits.
- Data from the Head Teacher's Departmental Visits.
- Feedback from staff meetings that will take place on the curriculum in September 2025.
- Department meeting minutes around whole school expectations.
- Output from the school's Promoting Positive Behaviour working group tasked with developments around a new framework.

- PRD discussions.
- Data from other relevant activities within the school's self-evaluation calendar including the regular sampling and reviewing of pupil referrals and Assure entries.
- Achievement of a level data in 2026.
- Senior phase attainment in 2026.
- Subject choice, course options, pathways and timetabling data for 2026/27 including for children with additional support needs.
- Examples of engagement with stakeholders, including pupils, staff, partners, and parents and carers, around the development of the curriculum, including the ethos of the school. Indeed, this improvement priority will be a key focus of 2025 whole school self-evaluation.

Priority 3: Develop approaches and practice in relation to wellbeing, equality and inclusion.

Continuation from 2024/25? No

Data/evidence that informs this priority:	Planned Outcomes	Actions within this priority	Resources and Lead Person
<p>The school's practice and approaches in terms of pupils' wellbeing, equality and inclusion were key themes explored during the ADES external visit to the school in March 2025. Actions.</p> <p>Recommendations that emerged from this visit have triangulated with feedback from whole school self-evaluation activity in terms of improvements required in this area.</p> <p>Therefore, wellbeing, equality and inclusion will be a school improvement priority in 2025/26.</p>	<ul style="list-style-type: none"> • By April 2026, learners and staff will have developed a shared understanding, and be using consistent language, around wellbeing, supporting the majority of learners to reflect on their wellbeing in school. Furthermore, almost all pupils' wellbeing will be tracked systematically, at whole school level, to evidence the extent to which they feel safe, healthy, achieving, nurtured, active, respected, responsible and included. • Inclusive practice improvement projects and tests of change will have been progressed by April 2026, including engagement with the CIRCLE framework, involving a minority of staff and learners, in the first instance. • By June 2026, our ongoing focus on attendance will have supported an improvement in the weekly school pupil attendance rate to above 90%. 	<ul style="list-style-type: none"> • Develop our collective understanding of wellbeing in the school. • Develop approaches to the tracking of pupils' health and wellbeing. • Explore health and wellbeing responsibilities for all staff, supporting professional learning, including improvement projects around inclusive practice and universal support for learners in the classroom, referring to the CIRCLE framework. • Continue to address barriers to learning, including around pupil attendance. • In Support for Learning, develop approaches to measuring the impact of interventions and the curriculum, including the working groups and new inclusive provisions. • Review Confidential Pupil Information procedures and in-house GIRFEC Practice and Protocols. 	<p>The Head Teacher and Depute Head Teacher, Support for Learning, will oversee this priority with other members of the school management team involved in some of the strands.</p> <p>Pupil Support staff will lead the health and wellbeing tracking and monitoring of their caseloads.</p> <p>Several of the actions identified within this priority will be progressed within the Support for Learning Department.</p>

	<ul style="list-style-type: none"> • By April 2026, the majority of learners involved in Support for Learning working groups and/or inclusive provisions groups will have demonstrated improved attendance, attainment and/or participation levels. • From November 2025, GIRFEC review meetings for learners in the Support for Learning department will be held within the appropriate timeframes, with Child's Plans subsequently updated timeously. • Core planning and assessment documentation for children and young people with additional support needs, including Individual Education Plans, will be updated regularly to support their progression and tracking and monitoring. • The 2025-26 PEF plan will be in place by October 2025 and will be directly relevant to closing attainment gaps in the school. 	<ul style="list-style-type: none"> • Ensure core planning and assessment documentation is in place for individual children with additional support needs. • Work with partners to improve outcomes for care experienced children and children on the Child Protection register. • Engage with the school community on the use of Pupil Equity Funding (PEF) monies in 2025/26 and develop approaches to measuring the impact of PEF. 	
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Monitoring the priority's progress over the session:

Data to explore the impact and progress of the actions within this priority, and to ultimately conclude on whether outcomes have been achieved, will include:

- A new school improvement tracker spreadsheet will be updated weekly.
- The termly School Improvement Plan monitoring document, to be updated in October 2025, January 2026 and April 2026, will capture the progress of actions and will then be subsequently shared with stakeholders.
- Minutes from SMT meetings, Principal Teachers' meetings and SRC meetings where this priority will be discussed and taken forward.
- Data from classroom visits.
- Data from the Head Teacher's Departmental Visits.
- Feedback from health and wellbeing tracking.
- Feedback from term two meeting which will have a wellbeing focus.
- Feedback from staff and learners involved in improvement projects around inclusive practice.
- Feedback from staff and pupils involved in working groups and inclusive provisions groups along with attendance and participation measures.
- Child's Plans, IEPs and CPIs.
- Feedback from Child's Plan review meetings.
- PRD discussions.
- Data from other relevant activities within the school's self-evaluation
- Achievement of a level data in 2026.
- Senior phase attainment in 2026.

Priority 4: Raise attainment and develop opportunities for personal achievement in the school.

Continuation from 2024/25? No

Data/evidence that informs this priority:	Planned Outcomes	Actions within this priority	Resources and Lead Person
<p>As a school, we are striving to improve attainment for our learners, with a clear narrative in place in relation to all aspects of attainment and our context, including how we are addressing the poverty-related attainment gap.</p> <p>From exploration of school inspection reports and our own self-evaluation, we need to continue developing achievement and leadership opportunities for learners.</p>	<p>By November 2025, an overarching whole school plan for raising attainment will have been developed with key priorities clarified, and measures confirmed for reviewing and analyse attainment, moving forward.</p> <p>Related to the above, whole school attainment targets for 2025/2026 will be set following the review of 2025 SQA and BGE attainment data.</p> <p>By the end of term two, Principal Teachers will have had the opportunity to share with each other departmental strategies and activities around raising attainment.</p> <p>The provision of clubs, activities and wider achievement opportunities will have been mapped out by December 2025, with an increased offering in place, compared to last session, supported by external partners.</p>	<ul style="list-style-type: none"> • Improve attainment in the Broad General Education and Senior Phase, and close the poverty related attainment gap. • Clarify the basket of measures with departments to measure attainment over time as part of the development of the school's attainment narrative, reflecting our unique island context. • Support subject departments to share strategies around raising attainment. • Continue to review approaches to pupil presentation and withdrawals in the Senior Phase. • Working with our partners, develop further wider achievement and leadership opportunities for our pupils. • Develop approaches to digital profiling and celebrating young people's achievements, in 	<p>This priority will be overseen by the Head Teacher and the Depute Head Teacher with responsibilities for SQA duties.</p> <p>The Pupil Support Department will lead on the roll out of the digital profile.</p>

	The majority of learners will be accessing SDS' 'My World of Work' profile by December 2025 to document their learning and wider achievements.	and out of school, as well as their skills development.	
<p>Monitoring the priority's progress over the session:</p> <p>Data to explore the impact and progress of the actions within this priority, and to ultimately conclude on whether outcomes have been achieved, will include:</p> <ul style="list-style-type: none"> - A new school improvement tracker spreadsheet will be updated weekly. - The termly School Improvement Plan monitoring document, to be updated in October 2025, January 2026 and April 2026, will capture the progress of actions and will then be subsequently shared with stakeholders. - Minutes from SMT meetings, Principal Teachers' meetings and SRC meetings where this priority will be discussed and taken forward. - Data from classroom visits. - Data from the Head Teacher's Departmental Visits. - Feedback from pupils and staff on the new digital profile. - Outcomes from the SMT/Principal Teacher attainment reviews in term one and term two including attainment commitments and priorities at departmental level. - BGE Achievement of a level data in 2025 and 2026. - Senior phase attainment in 2025 and 2026 and Insight data, - The review of the 2025/26 PEF plan. - Participation rates in clubs, activities and wider achievement opportunities. 			

Section 7: SHETLAND ISLANDS COUNCIL – SIC SCHOOLS SERVICE
School Agreement on 195 hours collegiate time

Contractual Information:

- Under the McCrone Agreement (2001), a 35-hour working week was introduced for all teachers, with a maximum class contact of 22.5 hours per week.
- The minimum personal allowance is 7.5 hours per week (22.5 + 7.5 = 30 hours).
- The balance of the time remaining in the 35 hours working week is for collegiate activity (ie 5 hours per week x 39 weeks = 195 hours).
- An additional contractual 35 hours is available for continuing professional development.

Session: 2025-26

School: Anderson High School

Breakdown of Time Allocations	Agreed Hours
Parent Meetings (5 evenings x 4 hours each in total (S1, S2, S3, S4 and S5) i.e. 3 scheduled hours each + 1 hour for preparation time) S6 Parents' Evening 1.5 hours in length with 30-minute preparation time All Parents' Evenings to commence at 5.00 pm.	22 in total
Staff Meetings: <ul style="list-style-type: none"> • Whole staff (3 x 1 hour on In Service days and not after school) • Staff group meetings related to School Improvement Plan (2 x 1 hour, after school) September 2025: School Improvement Priority – TBC November 2025: School Improvement Priority – TBC	not applic 2
Learning and Teaching Networks: What were previously the March and May staff meeting times are to become times for all Learning and Teaching Networks to meet, in addition to dedicated Learning and Teaching Network slots at the August and October In-Service Days.	2
Formal Assessment/Moderation	47.5
Tracking/Monitoring/Up-dating Teams/Preparation of Reports Please note an additional three hours have been added to this section in view of the changes recommended by the Assessment and Reporting Committee in relation to standardised comments at departmental level (no more than 200 characters) in all monitoring reports.	58
Departmental Meetings	33
Committees (eg 3 x 1 hour of school or other working groups, union meetings etc)	3
Professional Review and Development (2 x 30 minute meetings and 2 x 1 hour preparation)	3
Meetings to support pupils (eg those requested by Depute Head Teachers, Principal Teachers of Pupil Support, Principal Teachers of Support for Learning)	5
Flexibility	19.5
The total per annum must be 195 hours.	195

Signed:

(on behalf of the AHS Working Time Committee)