



ANDERSON HIGH SCHOOL

Standards and Quality
Report 2022-23

and

School Improvement Plan
2023-24

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Section 1: Introduction

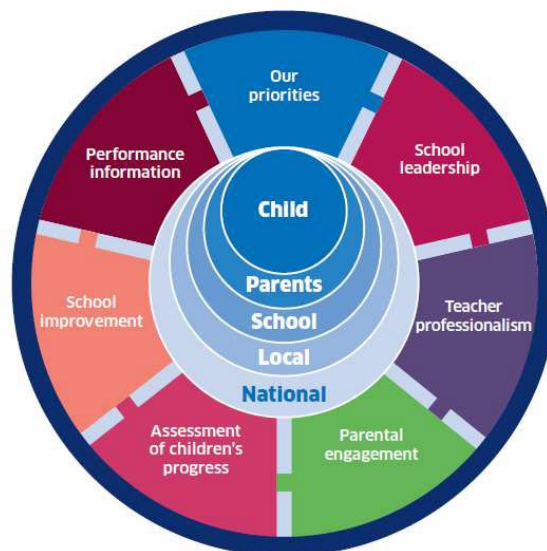
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, the National Improvement Framework, Getting it Right for Every Child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

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. We have been asking ourselves – staff, pupils, parents/carers, and other partners – the questions contained in this Standards and Quality Report. Our self-evaluation – involving staff, pupils, parents/carers, and other partners – is in the pages that follow, along with our main improvement priorities for session 2022-23. This report is based on the quality indicators in *How Good is Our School?* 4th Edition (2015) and *How Good is our Early Learning and Childcare?* (2016) and on the priorities and drivers of the National Improvement Framework.

The current National Improvement Priorities are:

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

The National Improvement Drivers are:



Section 2: Anderson High School Context

Anderson High School is a six-year school, serving Lerwick and the surrounding areas, with our associated primary schools of Bells Brae, Hamnavoe, Nesting, Scalloway, Sound, Tingwall and Whiteness. In addition, pupils from the small islands of Fair Isle, Foula and Fetlar 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 each day.

In September 2023, 986 pupils are enrolled at Anderson High School. There are 70.70 full-time equivalent teachers, and 11.6 Support for Learning teachers, based at Anderson High.

The school has an integrated Support for Learning Department, with provision for nearly all pupils with social and emotional and support needs. The school library has two SIC Library Service staff. Individual music instruction is offered by peripatetic staff working between several 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, a grounds person and five admin colleagues. The school has a strong community role, regularly being let by a wide range of groups. The Parent Council meets regularly and actively contributes to the life of the school.

The new school building at the North Loch Drive site opened in October 2017.

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

Collaboration and consultation with our stakeholders in Academic Session 2022-23			
Who?	When?	How?	What did we find out?
Staff	All collegiate agreed meetings of 2022-23 took place on time.	These meetings were nearly all held in person, moving back from Teams format employed during Covid-19. Whole Staff Meetings (teachers and support staff); Principal Teachers' Meetings; Departmental Meetings; Staff Group Meetings x 4; Health and Safety Committee; Working Time Committee.	We continued to learn how to better share information amongst staff and to and gather views online. We employed online surveys to collate school self-evaluation evidence. We learned about how staff have been supporting young people post Covid 19 and the usefulness of the Staff Group Meeting sessions in developing learning and teaching. We learned that some staff would like to revisit how we consistently reinforce our Whole School Expectations – and this is now a priority for 2023-24.
	Regular	Head Teacher updates and weekly Staff Bulletin.	More staff are now contributing to the weekly Bulletins (for staff and pupils).
	Bi-annual (teachers) Annual (support colleagues) as scheduled	GTCS Professional Review and Development (teachers). SIC Employee Review and Development – now Continuous Conversations (support staff colleagues).	Nearly all individual review meetings took place on time. We have found out the health and wellbeing, training and support needs of staff for 2023-24.
	June 2023	Departmental review and planning process	
Children and young people	Weekly Pupil Bulletin, emailed to all pupils and placed on front page of website on Mondays. 2 x Student Representative Council forums were established in 2021-22 ie S1-3 and S4-6 and continued to try to meet in 2022-23. LGBT Groups continued to meet twice weekly.		We were able to target requests for health and wellbeing support, working with partners. We responded to concerns about study support, offering a range of Easter Revision classes in school. Subject teachers can evidence tracking and monitoring conversations with Senior Phase pupils, as well as progression in Broad General Education, helping us learn how to target learning. We have learned that co-operative learning strategies are being reinforced in nearly all departments.
	Year-long individual engagement one-to-one through Pupil Support (eg monitoring, course choice), Support for Learning and SIC Youth Work, including Child's Plan Review meetings.		
	Subject Teachers – as part of school self-evaluation, teachers provided detailed information about how pupils have been involved in discussing their learning.		

Collaboration and consultation with our stakeholders in Academic Session 2021-22			
Who?	When?	How?	What did we find out?
Parents and Carers	All year	The weekly Pupil Bulletin is available to all parents/carers on the front of the school website each Monday. We continued our increased communication strategies including selected mailshots (to ensure consistency across our catchment area), emails, maintaining a list on the front page of our website for easy access to all key school messages/communications. Our Facebook page has significantly increased its followers.	We have received limited feedback on our key communication strategies and are taking this forward as a priority for 2023-24. We were asked to review how we communicate at times of school closure and this will be considered initially by the Parent Council.
		Parents' Evenings – we returned to face-to-face evenings, but were able to employ the online Parents Booking platform for each year group where Pupil Support Teachers required a second night.	We returned to over 80% attendance at most parents' evenings with S1, S2 and S4 being best attended. We have learned that online can work in some situations, so will be employing Teams next session as required, in line with SIC policy,
		3 x online information evenings ie P7, S2 into S3, S3 into S4 and Into S5 were held. A face-to-face event was held in respect of university funding. Primary 7 parents/carers were welcomed to tour the school following a presentation. Telephone conversations at course choice time or general support. Online GIRFEC review meetings and other meetings	We learned that online information evenings continue to be well received with similar numbers (and this year slightly increased) to previous face-to-face.
		Parent Council – termly meetings were held as scheduled, face-to-face, with an information session in March with a health and wellbeing theme. Spring Workshops offered to all parents/carers, to meet with DHTs to discuss school progress.	We learned that the timing of an additional evening event could be reviewed, given that only 12 or so parents/carers came along to what had been identified as a key local theme. Spring Workshops were not well attended and will now be reviewed.
Community and other stakeholders	All year	Some examples include: Shetland UHI; Skills Development Scotland; SIC Youth Services & MCR Pathways; School Counsellors; Shetland Recreational Trust; Robertson FM; OPEN Project; Dogs Against Drugs; Police Scotland; Ability Shetland; AHS Cluster meetings online; SIC Transport, Safety and Risk; SIC Social Work, Additional Support Base; Home Link; Psychologist; School Nurse; Bridges; YPI; Isles partner schools, Kirkwall Grammar School and the Nicolson Institute.	We have welcomed all partners back into AHS during 2023-24, with a wide programme of agency support in PSE lessons and year group assemblies. We have learned that young people appreciate having such opportunities back in the school day, post Covid eg level of participation in Youth and Philanthropy Initiative (YPI) final. We learned that our in-house partners have been working together more strategically. Our links with SIC Youth Services have been further strengthened with careful planning now taking place for 2023-24.

Standards and Quality Report 2022-23



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

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> -Improvements in attainment, particularly in Literacy and Numeracy -Closing the attainment gap between the most and least disadvantaged children -Improvement in children and young people's health and wellbeing -Improvement in employability skills and sustained, positive school leaver destinations for all young people <p><i>(highlight as appropriate)</i></p>	<p>NIF DRIVERS</p> <p>School Leadership</p> <ul style="list-style-type: none"> Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	<ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 	<ul style="list-style-type: none"> 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships 	<ul style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 1: Health & Well Being

<p>What were our outcomes?</p> <p>All pupils will experience more discussion, support and monitoring in respect of their wellbeing by June 2023, and then by June 2024.</p> <p>Increase the confidence of most pupils, by identifying school-wide learning gaps due to missed curriculum or skills, post-Covid-19.</p>	<p>What did we do?</p> <ul style="list-style-type: none"> Developed our approach to whole school health and wellbeing of young people, including reflecting upon the responsibility of all staff The Health and Wellbeing Group clarified the concept of Well Being in AHS, develop the roles of all staff, review the referral process, and consider the role of monitoring packages eg Glasgow Motivation and Wellbeing Profile, with a view to implementation before 2023-24. All staff focused of resilience and perseverance through their work 2022-23, reflecting the school's values. PT SEB and Head Teacher will develop whole school spreadsheet approach to information sharing of pupil equity data, to support tracking/resources 	<p>What was the impact on learners?</p> <p>Nearly all pupils in S3-6 had the opportunity to complete a Health and Well Being survey. 175 young people responded. Themes emerging were mental health concerns and support. Our Health and Well Being Group re-wrote our guidance in the Staff Handbook ready for publication in August 2023. Impact on learners will now be reviewed in 2023-24. An online referral system was implemented with very good feedback from staff, with most pupils being supported more quickly.</p> <p>Pupil Support Teachers provided support to 200 pupils each. Attendance was lower than pre-Covid by 3 to 4%, but was rising to 92% towards the end of June 2023.</p> <p>Pupil equity data was shared with all Principal Teachers to guide support, as well as tracking and monitoring processes. Initial analysis of attainment data at prelim time, and then completion of SQA qualifications in May, indicates that the impact on learners was very positive. More information is</p>	<p>What are the next steps and how do you plan to evidence the impact of further actions required?</p> <p>Promotion of whole school approaches at staff meetings on 14.08.2023.</p> <p>Promotion of pupil opportunities including S6 Mental Health Ambassador programme.</p> <p>School self-evaluation focus on achievement of a level at end of S3, and SQA attainment S4-6 – provided later in this document.</p>
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<p>Increase the capacity of school staff and partner agencies to support our young people in the Covid-19 recovery period, by June 2023/then June 2024.</p>	<ul style="list-style-type: none"> Principal Teachers reflected upon key skills in need of cross-school development, with the Learning and Teaching Group taking forward an action plan to address. An AHS Working Time Committee sub-group reviewed the Reporting Calendar 2022-23, for 2023-24 session, to better manage teacher workload at certain times of year. The role of Pupil Support Teachers was to be reviewed 2022-23, in discussion with SIC, at a time of increased school roll. The Head Teacher worked with the school's partners agree the calendar of joint self-evaluation, demonstrating our joint work. The Head Teacher led the development of self-evaluation calendars to monitor Safeguarding themes including Child Protection/Care Experienced/Complaints data. Parents/carers were offered online Information Sessions 2022-23. 	<p>provided in the review of Pupil Equity Funding section, later.</p> <p>A survey of all teachers in May 2023 demonstrated that the identified staff development sessions (inclusion/CIRCLE, UNCRC and Co-operative Learning) had made a significant impact upon classroom practice, with nearly all departments explaining impact upon learners. This is detailed in the departmental reviews/plans 2022-23.</p> <p>The AHS Working Time Committee sub-group proposed amended timings for monitoring/reporting, to better balance the pupil year. Impact will be reviewed in 2023-24.</p> <p>The role of the 5 x Pupil Support Teachers was not reviewed in 2022-23, with each colleague still supporting around 200 pupils each, meaning contact time has to be prioritised. Online information evenings and second parents' evenings helped to manage the Pupil Support workload to some extent.</p> <p>Partners based in AHS (SIC Youth Work, MCR Pathways, School Nurse and SDS completed their joint self-evaluation demonstrating strong partnership work to support pupils. Report is available separately.</p> <p>Calendar of Safeguarding self-evaluation is in place for 2023-24 session.</p>	<p>Co-operative Learning Strategies continue to be a development priority in 2023-24.</p>
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Priority 2: Learning and Teaching – inclusion, differentiation and curriculum development

<p>What were our outcomes?</p> <p>All pupils will experience increased inclusive practice in classrooms, as teachers reflect upon and develop their approaches to learning and teaching.</p> <p>Support for Learning Teams develop self- evaluation of impact of their work, demonstrating gain for pupils, by June 2023.</p> <p>Almost all pupils in S4, S5 and S6 will experience a refreshed PSE programme over the next 2 years, reflecting current topics and teaching methodology</p>	<p>What did we do?</p> <ul style="list-style-type: none"> • Teacher collegiate time in September was used to consider CIRCLE principles, co-ordinated by SIC Children's Services, with prior/post reading as appropriate, and classroom time. • All teachers developed their co-operative learning strategies in the classroom 2022-23, increasing pupil participation and differentiation. This will be supported by teacher collegiate time in March 2023, and evidenced in PRD process with collaborative classroom visits • Principal Teachers Support for Learning developed a self-evaluation calendar of quality assurance following the themes explored with Education Scotland inspectors in June 2022. 	<p>What was the impact on learners?</p> <p>A survey of all teachers shows that all departments consider inclusive strategies in their room set-up but that this is constrained at times by the space/equipment available. As a result of the training, more teachers are speaking with Support for Learning about room layout and support strategies better supporting individual learners.</p> <p>This co-operative learnings/metacognition session was well received by all departments, with clear evidence of the majority of teachers employing strategies learned, and others from their own professional learning. Nearly all pupils are experiencing a wider variety of learning strategies post Covid-19.</p> <p>This calendar is now in place, and the impact on learners will be reviewed in 2023-24.</p>	<p>What are the next steps and how do you plan to evidence the impact of further actions required?</p> <p>This is an ongoing area of development, supported by Principal Teachers of Support for Learning and Learning Support Workers.</p> <p>Co-operative learning strategies form part of the 2023-24 plan, later in this document.</p>
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	<ul style="list-style-type: none"> Principal Teachers of Pupil Support reviewed the current course content with pupils, and plan development of themes as appropriate, supported by local partners, 2022-23 and peer support of three island schools (Kirkwall and Nicolson). By July 2024, review and update will be complete. 	<p>S4, S5 and S6 pupils were surveyed in January 2023, commenting upon the quality and content of the PSE curriculum. The results told the teachers that the topics covered were well received, with very good feedback. Topics requested for future development were financial education, management of money, study skills, sexual health (S5).</p> <p>The P7 into S1 transition project was reviewed with Cluster teachers, resulting in nearly all P7 pupils enjoying a Skills Development Scotland package linking to S1 PSE.</p>	<p>The PSE curriculum is being amended for delivery in 2023-24.</p> <p>The new S1 will building upon the updated transition project in PSE lessons, 2023-24.</p>
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Priority 3: Raising Attainment in the Senior Phase

<p>What were our outcomes?</p> <p>Pupils in the Senior Phase will attain Higher pass rates in line with, or above, national pass rates by August 2024, following the two years of SQA alternative certification methods.</p>	<p>What did we do?</p> <ul style="list-style-type: none"> Principal Teachers addressed the self-evaluation questions in recent Insight data training in departmental reviews and planning for 2022-23. Principal Teachers and School Management Team reflected upon alternative qualifications can be the senior phase, in each subject area, to best meet the interests and abilities of individual young people. The S5/6 timetable embedded previous study periods to subject teaching time where staffing permits Core PE was introduced into S5, reducing study time by one period The school management team, local authority officers and college partners continued to review learner pathways for S5 and S6. The SQA co-ordinator led consideration of approaches to awards, including D awards. 	<p>What was the impact on learners?</p> <p>All Principal Teachers carefully analysed departmental attainment data, as reflected in the departmental reviews/plans attached to this document. This has supported conversations with students about progression pathways in subject areas.</p> <p>In 2022-23, we introduced N5 Music Technology (7) and the Baccalaureate in Social Science (3 pupils). In 2023-24, we are now offering H Environmental Science (30 pupils) and AH RMPS (12 pupils). These additional qualifications are in response to learner led demand, supporting attainment.</p> <p>The number of S5/6 study periods not attached to specific subjects has been halved for 2023-24, providing pupils with one additional contact period in most qualifications.</p> <p>Core PE in S5 is now embedded. A few pupils in S5 queried its new role in 2022-23, but it is now part of the wider curriculum in the Senior Phase and is very well attended.</p>	<p>What are the next steps and how do you plan to evidence the impact of further actions required?</p> <p>Raising attainment remains a priority in the 2023-24 School Improvement Plan. There is a particular focus on supporting higher attaining young people, where a small gap has been identified in the Insight data.</p>
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<p>Priority 4: United Nations Convention on the Rights of the Child (UNCRC)</p>			
<p>What were our outcomes?</p> <p>Most pupils will be able to tell us that they are better informed about, and have had the opportunity to engage in, the principles of the UNCRC including: recognising their rights, feeling they are reflected in our culture and values, and seeing links in the curriculum and its development.</p>	<p>What did we do?</p> <ul style="list-style-type: none"> • School Management Team completed the initial UNCRC self-evaluation tool for Children's Rights by July 2022, with SIC officer. • All teachers (collegiate time) and support staff (offer) engaged in a training session, with national and local officers, raising awareness of UNCRC principles and considering next steps for the school. • Established a working group of staff and learners, from December 2022 and agree priorities. • Promoted Anti-Racist Education through Student Representative Councils strategies • Principal Teachers will demonstrate in their departmental reviews in 2023 how pupil voice has influenced their curriculum development. 	<p>What was the impact on learners?</p> <p>The initial self-evaluation tool was completed showing that the school had a general understanding of UNCRC Rights of the Child, with posters displayed in all rooms and some subject specific material taught.</p> <p>All teachers participated in the training session in November led by Aberdeen for a Fairer World. Teacher survey feedback indicated that this was thought-provoking with discussion around rights and responsibilities. The majority of teachers are now reflecting upon departmental approaches to supporting the principles discussed. A working group was established from December and has been well attended. The focus has been background reading and awareness raising, and they now look forward to whole school working and considering impact on learners.</p> <p>Progress in promoting anti-racist education has been limited beyond PSE and Social Subjects this session.</p>	<p>What are the next steps and how do you plan to evidence the impact of further actions required?</p> <p>Pupil Voice and UNCRC will continue to be priorities in the 2023-24 School Improvement Plan.</p>

School self-evaluation, 2022-23, and priorities for further improvement

Leadership of Change (Q1 1.3)

How well are you doing? What's working well for your learners?

We continue to embed our school vision, values and aims, building these into our approaches to health and well-being and promoting positive relationships. 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. Our assemblies and communications continue to regularly reinforce our values. We are striving for consistency in expectations around the school. We have a clear understanding of the context of the school and our role in the school community. Principal Teachers, Depute Head Teachers and the Head Teacher, worked hard through Covid and this recovery period, to aspire for continuous improvement, as evidenced in the Education Scotland Recovery Visit a year ago in June 2022. This visit gave us a clear plan for further improvement during 2022-23 which we have followed. Subject teachers have led change, particularly in respect of any amendments to the Scottish Qualifications Authority's arrangements. Learning Support Workers worked collegiately with teaching colleagues and we have begun a review of their roles. We have continued to work in partnership with our School Management Officer, Head Janitor, Head Cook, Halls of Residence, Shetland Recreational Trust and Robertson FM to ensure that the running of our large community site has been safe for all young people. Nearly all teachers have been involved in Staff Group Meetings to take forward the school priorities and nearly all staff have engaged in the In Service or i-learn opportunities.

How do you know? What quantitative and qualitative evidence do you have of a positive impact on learners?

All staff had the opportunity to be involved in planning our school year, devising the school calendar and working time agreement. A group of 20 people supported this process. We have maintained our full school calendar of collegiate meeting time, completing all agreed tasks. We have planned with partners eg SDS, MCR, SIC Youth Services, School Nurse, SIC school counsellors to support young people, with rich links developed between those based on-site in AHS. We adapted to any amended SQA arrangements, with attainment scrutinised at departmental, whole school, subject development group and local authority level, culminating in attainment in the Senior Phase that continues to be broadly in line with previous years, and better than national averages. We have tracked and monitored progress in the Broad General Education and supported gaps with Pupil Equity Funding (separate self-evaluation attached). Our attainment data is shared later in this document, indicating very good progress in achievement of a level at the end of S3 and steady progress in the Senior Phase. We sought feedback from young people in prioritising the development of our PSE programmes, and are now re-writing S4-6 content in line with pupil advice. The increasing the role of pupil voice and UNCRC is in our planning for 2023-24.

What are you going to do now? What are your improvement priorities in this area?

We have identified reinforcing our Whole School Expectations as a priority for 2023-24, and well further developing UNCRC and pupil voice.

Self-evaluation grade on the HGIOS?6 six-point scale: Good

Learning, teaching and assessment (QI 2.3)

How well are you doing? What's working well for your learners?

Teachers have worked hard to support learning and engagement in the classroom following periods of significant pupil absence, which continued during the winter 2022-23 to be as low as 85% average in a school week. With the relaxation of Covid restrictions, and increased range of planned classrooms activities is now becoming evident and this has been supported in 2022-23 by nearly all teachers attending training on CIRCLE Inclusion Strategies, Co-operative Learning/Metacognition and UNCRRC. Covid-19 has increased pupil and staff use of ICT, including Microsoft Teams. During 2022-23, all classes had Teams, and departmental homework strategies, and supporting absent pupils, are managed Teams. Collaborative classroom visits indicate most young people are engaged in the classroom. Nearly all learning environments are nurturing and positive. Learning intentions, or the purpose of lessons, are generally clearly expressed in nearly all lessons observed. Curriculum and Learning at Home information is shared with all families, by post, at the start of the school session in the Broad General Education, giving a useful reference point for discussion with families throughout the year. The majority of departments provide effective feedback to pupils, and all teachers use the SEEMiS module Progress+Achieve into the tracking and monitoring of pupils in S1-3, with all pupils receiving reports with levels achieved in all curricular areas of the Broad General Education. A range of assessment strategies is used in the BGE, with subject departments following the SIC Tracking, Monitoring and Moderation Guidelines in respect of achievement of a level. In terms of literacy and numeracy, our English and Maths Departments employ the SNSA assessments as a diagnostic tool, during Third Year, as opposed to a summative test at the end of the year. In S4, S5 and S6, we worked hard to share an understanding of the SQA amended arrangements for 2023, and have supported up to 10 staff engage in SQA national processes. As analysed elsewhere in this document, we have employed Pupil Equity Funding to support individual learners and can evidence good impact.

How do you know? What quantitative and qualitative evidence do you have of positive impact on learners?

Post-Covid, we have now been able to reinstate our collaborative classroom visits as part of teachers' professional review and development cycle, mostly in the summer term. A very good level of engagement has been observed. From pupil surveys, classroom discussion and individual conversations with young people and families, we know that engagement levels at home with homework tasks, or learning when absent, continues to be mixed, influenced by a range of factors including access to a device, connectivity, motivation, and mental health. Subject department surveys continue to indicate of methods of seeking learners' views and collaborating with pupils when self-evaluating learning eg involving pupils in their GIRFEC review meetings, using polls and surveys, pupil evaluation surveys at end of topics, amending dates for assessments to balance pupil workload pressures. Teachers were surveyed in May 2023, showing us that nearly all departments had reflected upon the learning and teaching training experienced in Staff Group Meetings 2022-23. Attainment in the Senior Phase was tracked and monitored in line with the agreed school calendar, with teachers considering standards across Shetland through Subject Development Groups. Attainment in the BGE continues to be part of departmental self-evaluation, and is discussed at the school management team meetings in the Autumn Term, with each Principal Teacher. Our BGE attainment by June 2023 and Senior Phase/SQA attainment by August 2023 is analysed later in this document.

What are you going to do now? What are your improvement priorities in this area?

Key themes in our improvement plan for 2023-24 include raising attainment strategies. In addition, we will further develop our co-operative learning approaches.

Self-evaluation grade on the HGIOS?6 six-point scale: Good

Ensuring wellbeing, equity and inclusion (QI 3.1)

How well are you doing? What's working well for your learners?

We continue to develop our approach to promoting positive relationships tied to our schools aims, reinforcing our values in our daily work and building a shared understanding. The 5 x Pupil Support Teachers are linked to around 200 pupils each, meeting nearly all of their pupils in PSE each week. 3 x Principal Teachers of Support for Learning manage teams of teachers and learning support workers and understand the legislative framework around equalities and inclusion. In partnership with SIC Youth Services, our youth worker and MCR Pathways co-ordinator, both very accessible to pupils by being based in the centre of the school, develop programmes to support wellbeing. SDS officers, the School Nurse and Counselling Service are all based in AHS. Pupil Equity Funding was allocated to address gaps in learning and achievement and is analysed in the previous section of this report. Education Scotland, last year in June 2022, noted that we have a well-structured programme of training in respect of safeguarding, and that staff have appropriate child protection plans and chronologies in place. We continue to address the health and safety, and wellbeing, of the whole school community through regularly up-dating any national or local requirements, communicating with families through mailshots, emails, Facebook and our website.

How do you know? What quantitative and qualitative evidence do you have of positive impact on learners?

We continue to build upon the positive feedback and advice we received in June 2022 when AHS volunteered to host an Education Scotland Recovery Visit. It was noted that AHS staff promote positive relationships underpinned by the principles of nurture, leading to strong relationships throughout the school community. Bespoke arrangements for transition and support of individual needs were recognised. The school's welcoming approach and anti-bullying procedures were praised. The school had achieved the Youth School LGBT Chartermark at Silver Level in Spring 2022, following a detailed self-evaluation and assessment process with the national agency. School attendance has improved since Covid times, but continues to vary between 85 to 93% (average weekly) over the 2022-23 school session, dependent upon the prevalence of Covid-19 and other illnesses in the school community. In spite of this variation, we are pleased to note stable attainment predicted in the Senior Phase by May 2023, although it is noted that attendance may impact upon attainment in the Broad General Education— as noted below. Our Support for Learning Teams, in partnership with Pupil Support, lead on Getting it Right for Every Child processes, including evidencing the voice of the young person in nearly all review meetings. Our recently reformed Social and Emotional Base has supported attendance and progress of a small group of young people very effectively, raising attainment and connecting with positive destinations. When surveyed in May 2023, all AHS teachers responded that they understood the steps involved in Child Protection referrals and were very confident in responding appropriately. Pupil Support Teachers have surveyed pupils to guide their review of the senior PSE programme in AHS.

What are you going to do now? What are your improvement priorities in this area?

Improving attendance will now be a key focus of the AHS School Improvement Plan 2023-24. Embedding the United Nations Convention of the Rights of the Child, and developing Pupil Voice will also form key aspects of our improvement work in 2023-24. Delivery of up-dated Senior Phase PSE courses, in light of pupil comment, will include more reference to financial education.

Self-evaluation grade on the HGIOS?6 six-point scale: Good

Raising attainment and achievement (QI 3.2)

How well are you doing? What's working well for your learners?

How do you know? What quantitative and qualitative evidence do you have of positive impact on learners?

What are you going to do now? What are your improvement priorities in this area?

These areas are evaluated considering the following information – Attainment in S1, S2 and S3 (the Broad General Education) and then Attainment in S4, S5 and S6 (the Senior Phase).

Self-evaluation grade on the HGIOS?6 six-point scale: Good

Attainment in S1, S2 and S3

In S1, S2 and S3, subject departments track and monitor pupil progress. A folio of best work is compiled, with teachers updating the SEEMiS school database with levels achieved when completing monitoring and reporting for parents and carers. This system allows us to see where a pupil is at, across the Broad General Education. In 2022-23, AHS embedded the use of the SEEMiS module called Progress and Attainment, improving the detail of the information recorded for each pupil. This meant that we were able to track, monitor and report to parents/carers about levels achieved in the Broad General Education in all subject areas.

Attainment in literacy and numeracy

At the end of S3, 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 2022-23, 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 2023 are the summation of a range of assessments. These are reported locally and nationally. Our results are shown below.

AHS: Percentage (%) of pupils at the end of S3 achieving at least Third Level				
	Reading	Writing	Listening & Talking	Numeracy
June 2017 (150)	93.5	90.6	91.4	75.0
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	93.1	94.4	96.5
June 2023 (179)	88.8	85.5	86	94.4

AHS: Percentage (%) of pupils at the end of S3 achieving at least Fourth Level				
	Reading	Writing	Listening & Talking	Numeracy
June 2017 (150)	47.5	41.7	46	64.7
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	56.2	56.2	68.1
June 2023 (179)	38	39.7	33.5	83.8

When reflecting upon these percentages, it is important to remember the context of Covid-19 since March 2020. The 2020 data was gathered later in the session, in September 2020, once pupils had settled back to school. From our tracking and monitoring, we anticipated that there would be a fall in attainment in Literacy by June 2023. We believe that the interrupted learning through Covid-19 has now impacted, to some extent, on the embedding of listening and talking in particular. Our English Department has spent some time analysing progress and have decided to amend the order of topics taught, front-loading and revisiting listening and talking skills. Although attainment in Numeracy at Third Level fell a little from 2022, it is in line with previous years. We are pleased to note that there has been significant improvement in the percentage of young people achieving Fourth Level Numeracy by the end of S3. The Maths Department has actively engaged in targeted strategies to support raising attainment and this is now bearing fruit. English and Maths teachers are spending time moderating standards in the Broad General Education (S1 – 3) and are becoming increasingly confident with this assessment process.

At the point of leaving school, Insight analysis of attainment continues to demonstrate that Anderson High School pupils perform better, on average, in terms of attaining Literacy and Numeracy at Levels 4 and 5 than comparable schools and the Scottish average.

In 2022-23, we allocated £2500 of our £39 200 of Pupil Equity Funding to support the Achieve 2000 licence for supporting reading, and the longer term impact of this is being monitored. More than £3000 was allocated to the Maths Department to support individual pupils and small groups to narrow attainment gaps, as well as funding the Numeracy Workout Licence for our associated primary schools. In 2023-24, we are continuing to prioritise literacy and numeracy development in our Pupil Equity Funding plans, which are currently being confirmed.

Anderson High School Attainment 2022-23

Context over the last few years

In 2020 and 2021 due to exceptional circumstances, (Covid19) The Alternative Certification Model (ACM) replaced the SQA exam diet and certification process. The data included below for 2019/20 was from the Teacher Estimate process which was in place for session 2019/20. The data for 2020/21 was produced by the SQA Alternative Certification Model and the data for 2021/22 and 2022/23 is from the SQA exam diets from 2022 and 2023.

Certification at N5, Higher and Advanced Higher Pre-Covid to 2023

2019	2020	2021	2022	2023
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 a 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

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

2023 Pass rates - AHS and National

2023	AHS	Scotland	AHS Difference from National
A-C National 5 %	78.5	78.8	- 0.3
A-C Higher %	75.6	77.1	- 1.5
A-C Advanced Higher %	78.7	79.8	- 1.1

The pass rates show that we are a little below the national pass rate for each level this year. Nationally pass rates from A to C have decreased. Having said that we would always be looking to be on or above the national Average at AHS. There are reasons for this including the importance of analysis being focussed on individual pupil progress and tracking and monitoring. We continue to discuss improvement of attainment with all departments between August and October to look for any further improvements across all subjects and levels. Principal Teachers have been invited to an SMT meeting to walk through their departmental attainment and achievement in the BGE and the Senior Phase. Raising attainment remains on our School Improvement Plan. 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.

The information below is taken from the results received from SQA via SEEMiS in August 2023

S4 Attainment

S4 SQA Attainment	2017/18	2018/19	2019/20 As August	2019/20 Updated Teacher estimate	2020/21 ACM	2021/22	2022/23
% S4 attaining 5 or more at level 4	86	91	77	86	86	86	81
% S4 attaining 5 or more at level 5 A to C	48	60	50	59	56	50	51

We are pleased to note that National 4 and National 5 results remain very good and pupils are gaining awards as expected. Those achieving 5 or more N5 qualifications in S4 is now above pre pandemic figures. 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 SQA Attainment	2017/18	2018/19	2019/20 As August	2019/20 Updated Teacher estimate	2020/21 ACM	2021/22	2022/23
% S5 3 or more Highers A to C	43	42	46	50	40	40	39
% S5 5 or more Highers A to C	22	24	20	24	18	18	15

We note that Higher passes from A to C are 0.3% below the national average at AHS in 2023. Those achieving 3 Highers in S5 remain steady and comparable with last year. On looking at individual results pupils have performed well and in line with their estimates. There has been a decrease in the number of pupils achieving 5 Highers this can be partly explained by the increase offerings resulting in less pupils taking 5 Highers in S5. We will monitor this closely over the coming year. These results are all prior to any appeals. Appeals have been processed as requested by pupils with no further evidence sent to SQA.

S6 Advanced Highers

S6	2017/18	2018/19	2019/20	2019/20	2020/21	2021/22	2022/23
% S6 attaining at least 1 Advanced Higher Pass	22	23	24	25	23	18	22

The table above shows that the number of pupils achieving 1 Advanced Higher or more has increased by 4%. We would like to see an increased pass rate from A to C at Advanced Higher but recognise the skills learned through the course are very valuable. We need to consider the place of Advanced Highers and make sure pupils are taking this level of course with the full knowledge of what the courses involve.

Baccalaureate - Science and Social Subjects

This year we saw the first year of the Social Sciences Baccalaureate and one candidate successfully completing the award. Science continued their long association with the Science Baccalaureate with four candidates successfully completing the award.

Support for Learning

Certification remains strong 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 high.

Support for Learning Complex Needs

Support for Learning (complex needs) once again supported pupil attainment of National Qualifications by delivering specific courses and units to pupils in the Senior Phase.

In session 2022-2023 the department continued to offer the full range of National 1 and 2 courses and units, however to ensure opportunities for progression, there was an increase in presentation at National 3 level in the senior phase; this included previously taught National 3 courses, as well as new units and courses. National 4 ICT and Administration was delivered successfully as a small group having successfully achieving N3 last year. National 4 English in a Scottish context was delivered to provide progression for pupils who already had achieved N4 English.

Other courses certificated included N2 and N3 Administration and ICT, N3 Geography, N3 English, N3 Practical Cookery, N3 Administration, N3 History units, N2 Lifeskills Mathematics and wellbeing awards.

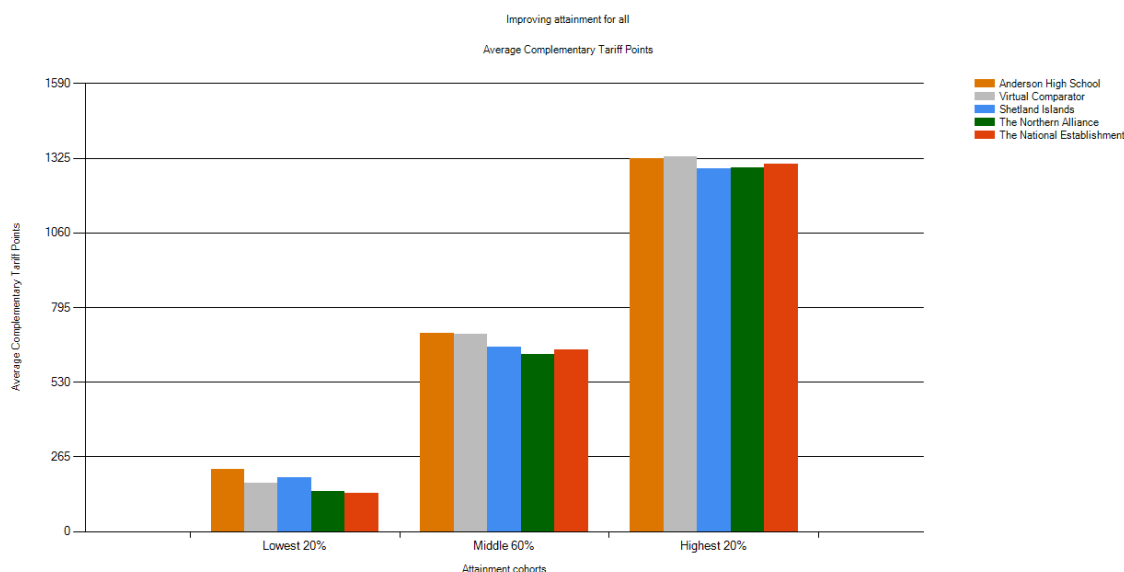
What does Insight tell us about Anderson High School?

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 2022 and are based on 2021-22 Data.

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

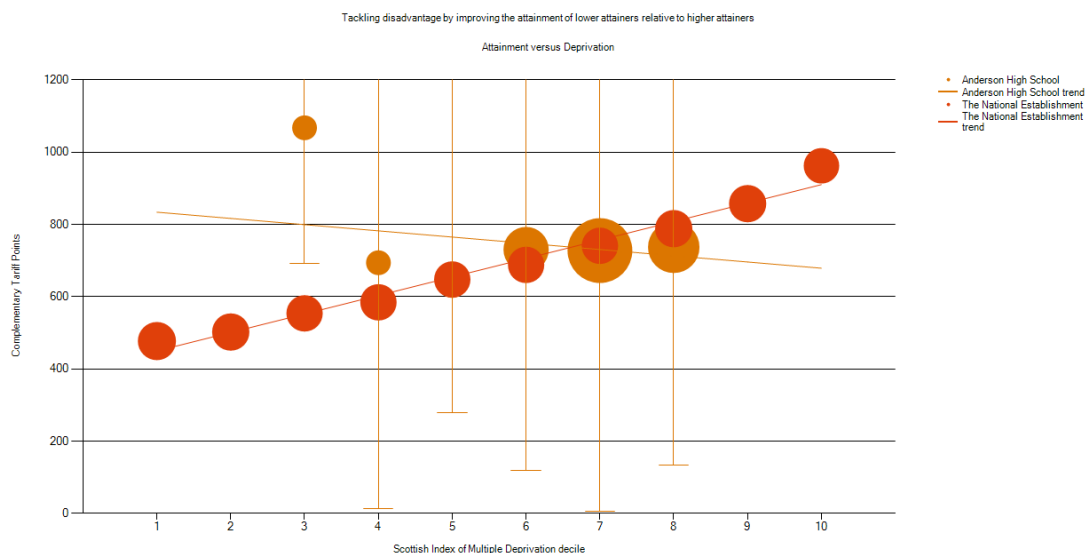
Complimentary Tariff Points – Only the best attainment is considered e.g. Best 5 subjects or 120 Tariff Points

Improving attainment for all



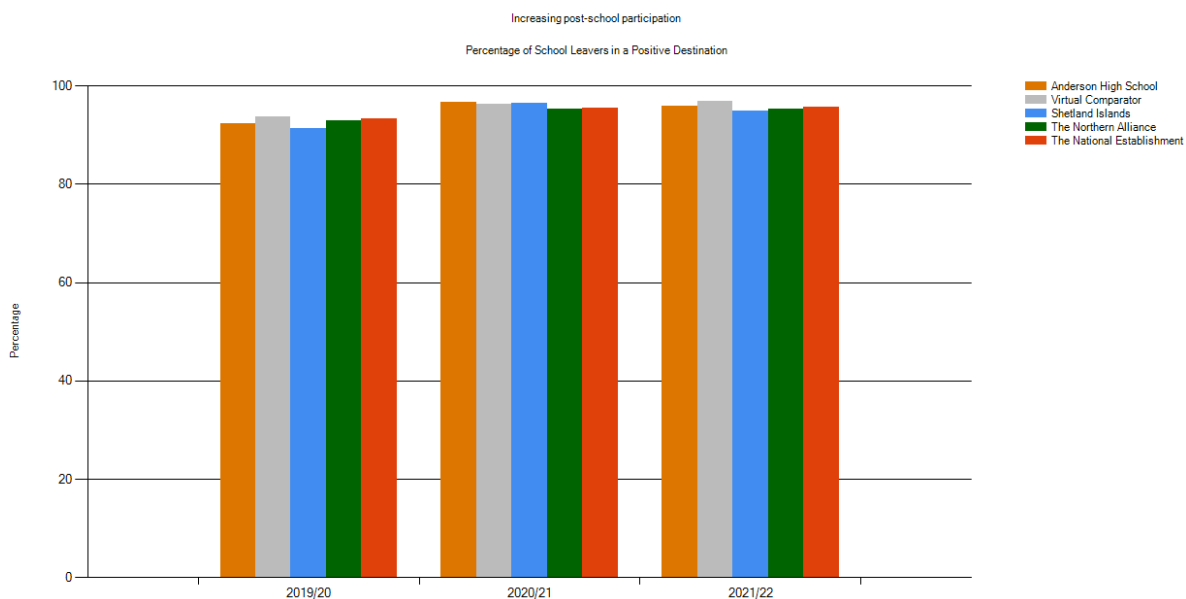
We continue to improve attainment for all with Anderson High School above the virtual comparator and national figure for pupils in the lowest 20% and the middle 60% and the highest 20% of average complimentary tariff points in S5, this allows fair comparison. It is pleasing to note we are above the national figures but will look to be above the virtual comparator again with 2022/23 figures. This indicates that AHS presents pupils for a range of courses and awards across S4 to S6 thus maximizing what pupils can achieve individually.

Tackling Disadvantage - Showing 2021/22 School Leavers Data



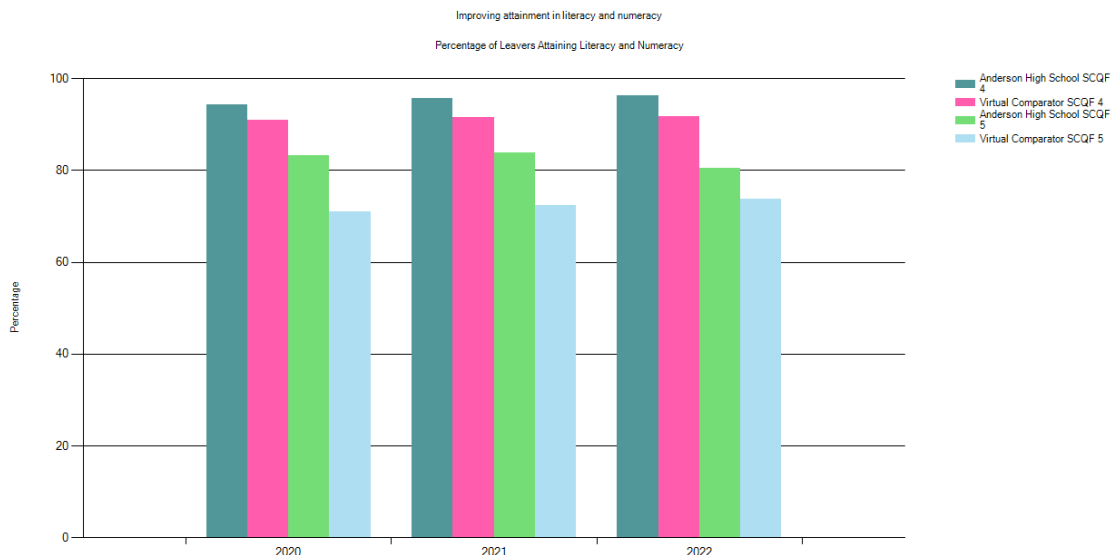
The graph above shows how well we do at Anderson High School when measuring attainment versus deprivation. We perform well at present compared to the national trend. Our aspiration would be for all areas to be above the national trends. We have larger than average numbers in SIMD decile 6, 7 and 8. We 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 2 and 3 in terms of complimentary tariff points.

Positive Destinations - Showing 2021/22 School Leavers Data



We continue to work hard to improve our recording procedures for School Leavers. It is positive to note we were above all other comparators in 2020-21, there has been a slight decrease in those in positive destinations compared with the virtual comparator in 2021-22. Post school participation remains very high but we remain keen to maintain this with good working practices between AHS Pupil Support and SDS. We continue to work closely with SDS to make sure the correct information is recorded as required.

Literacy and Numeracy School Leavers - Showing 2021/22 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 2020, 2021 and 2022.

School Improvement Plan 2023-24



Factors Influencing the 2023-24 School Improvement Plan

<p>Local authority factors</p> <ul style="list-style-type: none"> • Shetland Islands Council National Improvement Framework Plan • Children’s Services: School Improvement Planning and Standards and Quality Reporting • SIC Strategy for Parental Involvement 2022 • Children’s Services, School Improvement Framework 	<p>National factors and drivers</p> <ul style="list-style-type: none"> • Curriculum for Excellence • Realising the Ambition • National Improvement Framework • The Scottish Attainment Challenge • Education Reform and Empowerment • Getting It Right for Every Child • Developing Young Workforce • Digital Learning and Teaching Strategy • The Equity Audit • “Learning Together”: Scotland’s national action plan for parental involvement etc. 2018-2021
<p>School factors</p> <ul style="list-style-type: none"> • Stable school roll of around 1,000 pupils. • Increase in average class size in S1-3, with most register classes at 29 pupils • Education Scotland Recovery Visit of June 2022, and advice for next steps 	<p>Local factors</p> <ul style="list-style-type: none"> • Review of P7 transition activities in light of two years for Covid-19 disruption. • Extending transition links to non-catchment primary schools. • Reinstating secondary department Head Teachers’ meetings.
<p>UNCRC</p> <ul style="list-style-type: none"> • School Improvement Planning 2023-24 (see Priority 3) • Our school will take forward key areas in partnership with local authority officers, and reflect upon progress as part of school improvement planning. 	<p>Tacking Inequalities, Poverty Proofing and Cost of the School Day</p> <ul style="list-style-type: none"> • Our Pupil Equity Funding strategy is currently being confirmed. • We continue to promote the offer of ICT support ie devices or connectivity to all families. • We established contactless payment in our canteen in 2022-23.

School Improvement Plan (SIP) Priorities, 2023-24

Data/evidence that informs priority	Recent developments related to the priority. What have we been doing as a school in recent years?*	Priority/Planned Outcome (s) What are we looking to achieve?	What will we do in relation to the priority?	Who will be involved and the resources required?
<p>Attendance data for school, and local and national attendance data, post the Covid-19 pandemic.</p>	<p>Teachers and support staff have worked hard to support learning and engagement in the classroom, following periods of significant pupil absence, which continued during the winter of 2022-23, at times, as low as 85% average in a school week.</p>	<p>Priority 1:</p> <p>Improving attendance at school and in classes</p> <p>Planned outcomes:</p> <p>(a) The school’s weekly attendance rate will consistently average around 93% over the course of this academic session.</p> <p>(b)By June 2024, the school will be consistently monitoring and responding to the few learners, regularly not attending their classes, with more informed qualitative and quantitative data, gathered from actions in this priority, supporting interventions to improve their attendance in classes/departments.</p> <p>(c)The school will have a stronger evidence base of the factors contributing to learner absence</p>	<p>Six actions within Priority 1:</p> <p>(a) Continue to improve the accuracy of period-by-period attendance reporting and review approaches to attendance and absence monitoring in the school, including examining the current scope of SEEMiS for attendance monitoring.</p> <p>(b) Explore support for Pupil Support in their duty role, dealing with daily attendance issues.</p> <p>(c) Formally monitor monthly, as a school management team (SMT), whole school attendance trends and patterns and, working closely with the Pupil Support and Support for Learning departments,</p>	<p>SMT member overseeing priority 1: Mr Robertson.</p> <p>New short-life staff attendance working group to be formed to include clerical input.</p> <p>Short-life pupil focus group to be formed specifically to examine the issue of attendance.</p> <p>Shetland Islands Council’s Education Scotland Attainment Advisor to support the work of the pupil focus group.</p> <p>Input from the Education Outreach Manager and colleagues in the Central Inclusion Team.</p> <p>Involvement from colleagues from the Central Service, including MIS Support Assistants, with discussion around developing the capacity and potential of SEEMiS for the Anderson High School.</p>

		<p>and will have identified further whole school strategies and approaches to improve attendance moving forward.</p> <p>How will the impact of the priority be measured? Data to be considered will include:</p> <ul style="list-style-type: none"> • Termly monitoring of the School Improvement Plan at school management team meetings, referring to the overarching SIP implementation plan. • Weekly school attendance, absence and latecoming data. • Outputs from the two new attendance working groups. • Feedback from staff, learners and families. • PEF monitoring evaluations. 	<p>supporting young people and parents/carers to address attendance issues and support improved attendance.</p> <p>(d) Where there have been attendance issues, the SMT, Pupil Support and Support for Learning will consistently share appropriate information with staff to ensure they are in the loop in order to support learners when back in school.</p> <p>(e) Engage with the local authority's new '<i>Promoting and Managing School Attendance Guidance</i>' to develop processes for attendance monitoring, managing absence and supporting learners not able to attend school.</p> <p>(f) Establish a pupil focus group to gather the views of learners on attendance issues including:</p> <ul style="list-style-type: none"> - factors influencing motivation to attend school; - how we can promote the importance of attendance; - how we can develop approaches to supporting pupils during and following a period of absence; 	<p>PEF monies to support Pupil Support with their duty role to track the status of learners not attending classes.</p>
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Data/evidence that informs priority	Recent developments related to the priority. What have we been doing as a school?*	Priority/Planned Outcome (s) – What are we looking to achieve?	What will we do in relation to the priority?	Who will be involved and the resources required?
<p>Insight data</p> <p>Teacher self-evaluation</p> <p>Building on the 2022-23 improvement plan priorities (Co-operative learning strategies)</p>	<p>Approaches to digital learning and digital devices have developed.</p> <p>Focus on literacy and numeracy PEF activities.</p> <p>Whole school approach to information sharing of pupil equity data have been developed.</p> <p>Learning and teaching group action plan.</p> <p>Positive Relationships and Behaviour toolkit in place.</p> <p>Child Inclusive Research into Curriculum Learning Education (CIRCLE) principles shared with all staff.</p> <p>Teachers have developed their co-operative learning strategies with a focus on pupil participation and differentiation to widen the variety of learning and teaching strategies.</p> <p>S5/6 timetable embedded study periods to subject</p>	<p>Priority 2:</p> <p>Raising attainment</p> <p>Planned outcomes:</p> <p>(a) Learners in the Senior Phase will attain above the national and local authority pass rates average at all SCQF levels by August 2025.</p> <p>(b) The school’s Senior Phase curriculum offer for session 2024-25 will include at least four new courses/options from across the curricular areas, in partnership with UHI Shetland, to better meet the needs of all learners.</p> <p>(c) Learners entering secondary six in June 2024 will have broader menu of pathways to consider in respect of the four discernible options they will undertake in their final year of school.</p> <p>How will the impact of the priority be measured? Data to be considered will include:</p>	<p>Five actions within Priority 2</p> <p>(a) Implement Study Support and a Study Skills Session(s) (S4-6)</p> <p>b) Continue to embed co-operative learning and metacognition strategies, and approaches to high quality learning and teaching, more generally, building upon improvement plan priorities in recent years, with support from the learning and teaching working group.</p> <p>(c) Explore broadening the school’s curriculum offer, including courses and programmes in the Senior Phase, within available resources, to better meet the needs of all learners in S4-S6. In addition to considering new courses in school, like National Progression Awards, explore further school-college programmes with UHI Shetland, and links with local employers and the voluntary sector.</p>	<p>SMT member overseeing priority 2: Mrs Scollay.</p> <p>Staff Group Meeting 3.</p> <p>Learning and Teaching working group.</p> <p>Children’s Services’ Senior Phase Working Group.</p> <p>Learning and Teaching working group.</p> <p>Establish new short-life Senior Phase curriculum working group in the school with key external partners, including UHI Shetland.</p> <p>Pupil focus group and general engagement with current Senior Phase learners.</p> <p>Principal Teachers’ meetings will also be a forum to discuss this priority as a whole.</p>

	<p>teaching time where staffing permits with pupils receiving additional contact time in most qualifications.</p> <p>New learner pathways for S5/6 introduced, including Music Technology, Baccalaureate in Social Subjects and Environmental Science.</p> <p>Whole school approaches to tracking and monitoring through SEEMiS Progress and Achieve.</p> <p>A range of assessment strategies are used.</p>	<ul style="list-style-type: none"> • Termly monitoring of the School Improvement Plan at school management team meetings, referring to the overarching SIP implementation plan. • Attainment data in the Senior Phase, including Insight data. • Tracking and monitoring data in the Broad General Education and Senior Phase. • Feedback from 2023 departmental attainment reviews with Principal Teachers. • Outputs from the new curriculum working group. • Outputs from the learning and teaching working group. • Feedback from staff and learners involved in study skills developments. • Parental and learner questionnaires, term two 2023-24. • Option choice booklets and subject choice process. 	<p>d) Related to (c), review the S6 experience with a view to developing broader pathways, including scope for wider achievement opportunities, extra-curricular, work experience and part-time employment to become formally part of S6 provision and the four discernible options young people undertake in S6.</p> <p>e) 2023 departmental attainment reviews with all principal teachers will also support further strategic actions to raise attainment at departmental and whole school level.</p>	
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Data/evidence that informs priority	Recent developments related to the priority. What have we been doing as a school?*	Priority/Planned Outcome (s) – What are we looking to achieve?	What will we do in relation to the priority?	Who will be involved and the resources required?
<p>Pupil Feedback, parental feedback</p>	<p>LGBT Youth Scotland Charter. Race equality and anti-racist education.</p> <p>LGBT lunchtime provision.</p> <p>Partnership working, including with Anchor for Families, School Nursing Service, School Counselling Service, Youth and Employability Service, Skills Development Scotland, Education Outreach Service and MCR Pathways.</p> <p>Whole school calendar of joint self-evaluation with partners in place.</p> <p>Self-evaluation calendar to monitor Safeguarding themes in place.</p> <p>Support for Learning self-evaluation calendar of quality assurance.</p> <p>Approaches to ensure the voice of young people in the GIRFEC process.</p>	<p>Priority 3:</p> <p>Developing school self- evaluation, including approaches to pupil voice.</p> <p>Outcomes:</p> <p>(a)By June 2024, all learners will have had the opportunity to become more involved in school life, with learner voice and learner participation, visibly and increasingly, engrained across the school.</p> <p>(b)More meaningful and robust self-evaluation for parents and carers will be in place with a majority of the school’s parent and carer forum contributing at least one aspect of school self-evaluation during this academic session.</p> <p>(c)Voluntary learning and teaching networks for teaching staff will have been established to enable more opportunities to share practice and engage collaboratively in developing key facets of learning, teaching and assessment.</p>	<p>Four actions:</p> <p>(a) Roll out the ‘See Me See Change’ programme.</p> <p>(b) Develop approaches to pupil voice in the school and embed UNCRC.</p> <p>This will include:</p> <ul style="list-style-type: none"> - Reviewing and broadening the role of the Student Representative Committee (SRC). - Establishing pupil focus groups, within the SRC, to encourage young people to consider issues around learning for sustainability, pupil attendance, UNCRC, and other themes of interest, with support from interested staff. -Extend S6 leadership roles in the school, including peer support and supporting lunchtime clubs and extra-curricular activities. 	<p>SMT member overseeing priority 3: Mr Calder</p> <p>Staff Group Meeting 1</p> <p>UNCRC working group</p> <p>SRC and supplementary focus groups.</p> <p>Pupil Support Principal Teacher.</p> <p>New learning and teaching networks (voluntary)</p>

	<p>Initial self-evaluation UNCRC tool completed and training session for all teachers and support staff.</p> <p>New working group of staff and learners set-up.</p> <p>Pupil voice continues to influence curriculum development.</p> <p>Subject department surveys continue to indicate of methods of seeking learners' views and collaborating with pupils when self-evaluating learning, using polls and surveys, pupil evaluation surveys at end of topics, amending dates for assessments to balance pupil workload pressures.</p>	<p>How will the impact of the priority be measured? Data to be considered will include:</p> <ul style="list-style-type: none"> • Termly monitoring of the School Improvement Plan at school management team meetings, referring to the overarching SIP implementation plan. • Parental and learner questionnaires, term two 2023-24. • Pupil focus group discussions. • UNCRC working group minutes file/notes. • Self-evaluation feedback from engagement with parents and carers. • Verbal feedback from learners. • Verbal feedback from parents/carers. • Actions from the new learning and teaching networks. 	<p>-Explore pupil fundraising groups.</p> <p>(c) Develop approaches to engaging parents and carers with school self-evaluation, working with the Parent Council.</p> <p>(d) Increase opportunities for staff to collaborate and share practice around learning and teaching, developing voluntary professional learning networks/groups with a particular focus on active learning, learner led learning, personalisation and choice and pupil voice.</p>	
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Data/evidence that informs priority	Recent developments related to the priority. What have we been doing as a school?*	Priority/Planned Outcome (s) – What are we looking to achieve?	What will we do in relation to the priority?	Who will be involved and the resources required?
<p>Teacher feedback, support staff feedback</p>	<p>The development of the Social and Emotional Base.</p> <p>Daily nurture provision and nearly all learning environments are nurturing and positive.</p> <p>Developed approaches to whole school health and wellbeing, clarifying the concept of wellbeing in the school, developing the roles of staff, review of the referral process leading to an online referral system, and the consideration of pupil monitoring packages.</p> <p>Our school values are continually promoted, including through our assemblies and communication in general.</p> <p>Positive Relationships and Behaviour toolkit</p> <p>School vision, values and aims built into approaches to health and well-being and promoting positive relationships</p>	<p>Priority 4: Reinforcing our Whole School Expectations, behaviour management strategies and consistency</p> <p>Outcomes:</p> <p>(a) By June 2024, there will be a consistent application of the Positive Relationships and Behaviour toolkit across the school.</p> <p>(b) All online referrals made by teaching staff will be dealt with in a timely manner by Principal Teachers, Pupil Support and Year Group Heads.</p> <p>How will the impact of the priority be measured? Data to be considered will include:</p> <ul style="list-style-type: none"> • Termly monitoring of the School Improvement Plan at school management team meetings, referring to the overarching SIP implementation plan. • Actions from the Health and Wellbeing (Promoting 	<p>Five actions</p> <p>(a) Reinforce the recent work of the Health and Wellbeing Group to promote consistency across all departments of the school, including:</p> <ul style="list-style-type: none"> - meeting and greeting pupils at the door at the start of lessons; -consistent expectations around the use of phones in classes; arrangements for children accessing toilets in class; -classes being released at the end of periods and not before; -promoting the continual reference to the Positive Relationships and Behaviour toolkit and the school’s values; <p>b) Continue to review the consistency and the impact of the online referral system and the roles, responsibilities and timescales at all levels in the</p>	<p>SMT member overseeing priority 4: Mr Redman</p> <p>Staff Group Meeting 2</p> <p>Health and Wellbeing (Promoting Positive Behaviour) Working Group</p> <p>Nurture Working Group</p> <p>Support for Learning (SEB)</p>

		<p>Positive Behaviour) Working Group and the Nurture Working Group.</p> <ul style="list-style-type: none"> • Feedback from the Staff Meeting 2 and others forms of self-evaluation with staff in relation to this priority. • Classroom visits and observations, referring to the Positive Relationships and Behaviour toolkit and the extent to which the school's values underpinning learning and teaching. • Reflections from school management team daily visibility around the school. • Regular sampling of online referral forms as part of the school management team's calendar of quality assurance. 	<p>school, and the timeout provision.</p> <p>(c) Review the current one way system in corridors as a means of improving punctuality and behaviour.</p> <p>(d) Address health and safety concerns at social times on the first, second and third levels of the school</p> <p>(e) Continue to support staff adopt a trauma informed and nurturing approach to addressing distressing communication and behaviour. This includes promoting clear expectations, rules, routines, correction and consequences, praise and relationships across the school.</p>	
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*Sources:

2021/22 Standards and Quality Report
2022/23 Standards and Quality Report
2023/24 Staff Handbook

The Anderson High School Pupil Equity Funding plan for 2023-24 will be confirmed at the start of Term 2.

Section 6: Working Time Agreement

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: 2023-24

School: Anderson High School

Breakdown of Time Allocations	Agreed Hours
Parent Meetings (6 evenings x 4 hours each in total i.e. 3 scheduled hours each + 1 hour for preparation time)	24
Staff Meetings: <ul style="list-style-type: none">• Whole staff (3 x 1 hour on In Service days and not after school)• teachers' meetings (1 x 0.5 hour, after school)• Staff group meetings related to School Improvement Plan (4 x 1 hour, after school) September 2023: School Improvement Priority – Pupil Voice/Parental Involvement November 2023: School Improvement Priority – Whole School Expectations March 2024: School Improvement Priority – Higher Attaining Pupils May 2024: School Self-evaluation using HGIOS 4	not applic 0.5 4
Formal Assessment/Moderation (includes up to 8 hours for subject development groups)	60
Tracking/Monitoring/Up-dating Teams/Preparation of Reports	55
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	7.5
The total per annum must be 195 hours.	195

Signed:

(on behalf of the AHS Working Time Committee)

(Following Working Time Committee Meeting of 31.05.2023).

