

Bell's Brae Primary School



Improvement Plan/ Standards and Quality Report

2018 - 19

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Section 1 - Our School a) The School and its Context

Bell's Brae Primary School is the largest primary school in Shetland and is situated in the centre of Lerwick. The school's catchment area includes much of the town itself and stretches as far north as Frakkafield.

The school roll has remained relatively steady for a number of years. Its current roll is 344. This includes 46 children in the Early Learning and Childcare (ELC) setting - not all children are in the setting every day. At present 64 children attend the school from outwith the school's catchment area.

There are 14 classes in the Primary Department and 2 classes in the ELC setting. Each ELC class can accommodate up to 28 children in each session, with one of them offering an extended session. An ASN Department, catering for pupils with a wide range of additional support needs, is attached to the school.

The school is managed by a team of 4 promoted staff. In the Primary Department there are 14 class teachers, two full-time ASN teachers and one part-time ASN teacher. A number of Learning Support Workers provide additional support for pupils. There are part-time specialist teachers of physical education (PE), music and art and visiting instructors provide instrumental music tuition.

Within the ELC setting, staffing currently consists of 2 teachers, 2 Early Years Workers and 4 Early Years Assistants, all of whom work on a part-time basis.

We have one full time and two part-time clerical assistants, two full-time caretakers, two school auxiliaries, two crossing attendants/learning support assistants and two part-time supervisory assistants.

Class teachers in the ASN Department are supported by a team of learning support workers and one part-time clerical assistant. There is also a part-time PE teacher. Additional input is provided by therapists, the specialist teachers for the visually impaired and the teacher for the hearing impaired.

Good links have been developed over the years between Bell's Brae Primary School and the other schools in the Anderson High School cluster. Effective links have also been established with local ELC settings and with the Home Visiting Education Service.

The school encourages parents/carers to be involved in the education of their children and has an "open door" policy. Parents are offered two appointments with their children's class teacher(s) annually and pupil reports are distributed in December and May each year. We recently introduced a Learner Led Event where each child shares their learning with their parents/carers.

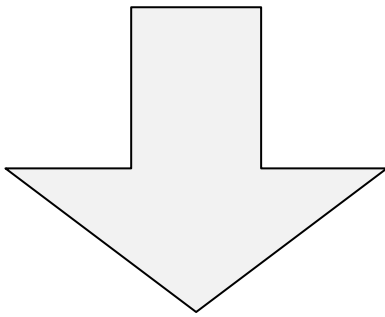
The school has an up to date website from which handbooks, policies, blogs and other documentation can be viewed and downloaded. The school has an active and supportive Parent Council.

Our Vision

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

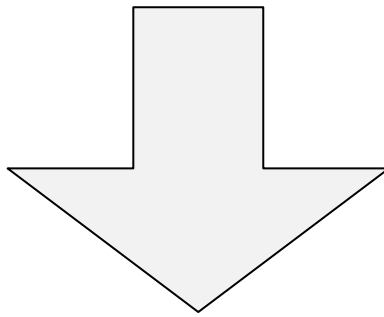
So, we want everyone:

To
LEARN



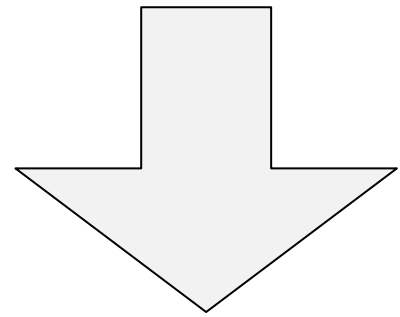
- We always try our best and **enjoy** challenge
- We develop our life skills and **resilience**
- We are **confident** in our own abilities and know our own strengths and needs

To be
SAFE



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

To be
RESPECTED



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



Section 2 – Audit

a) How pupils were consulted and involved in decisions

The views of pupils are of particular importance when decisions require to be made concerning the life and work of the school. In order to ensure that learners are consulted and to maintain a strong pupil voice throughout the school, the following arrangements are in place.

- Pupils in P3-7 have the opportunity to elect a representative to serve on the Pupil Council. These pupils attend regular meetings and consult with all pupils when appropriate.
- The Pupil Council meets on a regular basis and is proactive in generating ideas and initiatives
- The Pupil Council is consulted by school management on matters affecting the quality of learner experience. The Head Teacher and Pupil Council Chair and Vice Chair hold a Pupil Drop In session on the first Monday of every month.
- Learners' views are established using a variety of methods including informal discussions, the use of questionnaires, carousel activities and class representatives
- Informal channels of communication are promoted through eco committee, Junior Road Safety Officers (JRSO's) and other mentoring schemes
- Pupil publications, notice boards, e-portfolios and school events provide opportunities to communicate the views of learners
- Learners' evaluations are used by teachers when planning programmes of work and determining approaches to learning and teaching

b) Strategy for parental engagement

- To continue to provide an ethos whereby parents/carers feel welcomed and that all staff are approachable
- To ensure that all staff are confident in engaging with parents/carers
- To provide clear, specific and targeted information for parents/carers
- To use a variety of approaches to engage parents
- To consult with parents/carers regularly and share the findings
- To put in place measures to overcome any barriers to parents being involved in their child's education, which will include home visits from ELC staff
- To work closely with others in order to improve outcomes for families
- To engage families in learning and promote lifelong learning

c) Previous Development Priorities

The following table shows our progress towards last year's priorities and gives an indication of next steps:

Summary of progress in meeting priorities contained within the School Improvement Plan 2017-18

Development Priority	NIF Priority/Driver QIs	Evaluation of Progress and impact	Next Steps
<p>To improve attainment in literacy</p> <p>The majority of learners are achieving their desired Curriculum for Excellence (CfE) level</p> <p>Opportunities for family learning in literacy are provided which will improve educational outcomes for all children</p>	<p><u>HGIOS? 4 QIs</u> 2.2, 2.3, 2.5, 3.2</p> <p><u>NIF Priority</u> Improvement in attainment</p> <p><u>NIF Driver</u> School improvement, Performance Information, Parental Engagement, Assessment</p>	<p>Good progress has been made in this area.</p> <ul style="list-style-type: none"> • Teaching staff have begun to implement the new literacy policy. • A number of staff have begun to use the VCOP (vocabulary, Connectives, openings and punctuation) approach with learners. • Teaching staff have had time to become familiar with the new literacy benchmarks • The First Minister's Reading challenge has continued • Classes in Primary 4-7 have received Read, Write and Count boxes. These classes have used these resources to enhance home learning. • P1 staff have received regular training on the Northern Alliance Emerging Literacy Project. They have implemented this approach in P1 and assessed the progress of all learners. • 'Identified pupils' with English as a Second Language (EAL) have received targeted support to enhance their literacy skills • All learners have a Folio of Evidence in place. 	<ul style="list-style-type: none"> • Continue with tracking meetings and to discuss evidence which supports teacher judgement • Identify opportunities for learning in literacy to take place throughout the school environment • Extend knowledge and training of Emergent Literacy
<p>To improve attainment in numeracy</p> <p>The majority of learners are achieving their desired CfE level</p> <p>Opportunities for family learning in numeracy are provided which will improve educational outcomes for all children the attainment gap</p>	<p><u>HGIOS? 4 QIs</u> 2.2, 2.3, 2.5, 3.2</p> <p><u>NIF Priority</u> Improvement in attainment</p> <p><u>NIF Driver</u> School improvement, Performance Information, Parental Engagement, Assessment</p>	<p>Good progress has been made in this area.</p> <ul style="list-style-type: none"> • Our PAM plans have been amended to incorporate benchmarks across the curriculum. • A numeracy working group was established. They have audited current practice and discussed improvements. • A number of staff received training in SEAL (Stages of Early Arithmetic Learning) • Staff have had time to engage with the numeracy benchmarks. They have begun to review our numeracy pathways to ensure they are in line with the national benchmarks • 'Identified pupils' who are at risk of underachieving in numeracy have received targeted support and interventions. 	<ul style="list-style-type: none"> • Provide further training in SEAL for ELCC and P1 staff • Produce and implement a Maths and Numeracy policy • Identify opportunities for learning in numeracy to take place throughout the school environment • Engage with the Northern Alliance numeracy progression as per LA guidance
<p>All learners have an increased awareness of SHANARRI (Safe, Healthy, Achieving,</p>	<p><u>HGIOS? 4 QIs</u> QI 1.5, 2.4, 2.5, 3.1, 3.2</p> <p><u>NIF Priority</u></p>	<p>Good progress has been made in this area</p> <ul style="list-style-type: none"> • At a staff meeting all staff identified what was working with regard to lunchtimes and breaktimes and identified improvements. A working group was established and met to 	<ul style="list-style-type: none"> • Finalise progressive SHANARRI programme • Increase breakfast club to daily

<p>Nurtured, Active, Respected, Responsible, Included) and are developing the skills and language to discuss their own wellbeing</p> <p>Staff are equipped to support learners</p>	<p>Improvement in children and young people's health and wellbeing</p> <p><u>NIF Driver</u> Teacher professionalism, School improvement, Performance Information</p>	<p>discuss staff comments. They then finalised plans and shared these with staff.</p> <ul style="list-style-type: none"> • A Lunchtime club established with Pupil Equity Funding (PEF) funding - this has had a positive impact for those attending in that staff have reported that those attending are more engaged in learning during the afternoon.. • The Pupil Council were successful in bidding for monies to purchase new resources and materials for wet playtimes. • A new Shelter is in place in the P4-7 playground and now accessible to pupils. • Buddies are now in place to support pupils in P1-4 during inside and outside playtimes • A Nurture base is established and staffed on a full time basis • A study club is available after school on two afternoons. Attendance at this has increased and it provided learners with a quiet space to learn, play and socialise. It has provided additional experiences to some of our 'identified learners'. 	<ul style="list-style-type: none"> • Continue with lunchtime and study club • Seek funding for school ground improvements
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d) Factors Influencing the Plan

SCHOOL FACTORS INFLUENCING THE IMPROVEMENT PLAN

In February all parents/carers were asked to complete a questionnaire which focussed on our revised aims and values.

Learners in Primary 3-7 also completed a questionnaire based on our revised aims.

School staff worked in groups to consider next steps to improve attainment in literacy and numeracy and improve the Health and Wellbeing of pupils and staff.

The results of these audits were shared with all staff. A focus group of staff analysed the results and from these audits, and along with other evidence collated through the year, identified the strengths of the school and the areas for development. These are as follows:

AREAS FOR DEVELOPMENT

The National Improvement Framework Drivers

Driver	Area of Strength	Areas to Develop
School Leadership	Leadership and teamwork at all levels	Engagement with implications of governance review.
Teacher Professionalism	High quality learning and teaching High quality learning opportunities that allow learners to regularly engage with the wider community Learners that are well behaved, motivated and respectful	Engage with Northern Alliance initiatives and developments. Continue to provide opportunities for moderation in school and cluster to ensure accurate teacher judgement of a level. Further SEAL training.
Parental Engagement	Ethos - welcoming, friendly and approachable A caring and nurturing environment	Family learning, particularly in literacy and numeracy.
Assessment of children's progress	Systems in place for reporting to parents/carers on learners'	Increase the percentage of children achieving

	<p>progress.</p> <p>Tracking system in place that identifies pupils in need of support and further challenge.</p>	<p>curriculum levels in numeracy and literacy.</p> <p>Analysis and act on results of SNSA.</p>
School improvement	Staff committed to self-evaluation and their own professional development.	Improve levels of pupil punctuality.
Performance information	Use of data enables us to target interventions.	Engage with SEEMIS module 'Progress and Achievement'

All staff have taken part in a professional performance review. This allowed staff to speak about their achievements over the year and areas in which they wish to develop further.

Information and feedback on events, visits and other school activities are based on diaries, newsletters to parents and evaluations by pupils, staff and parents. Partners are being asked to complete a brief questionnaire on their input and pupil engagement.

The Parent Council have been asked for their comments and feedback on a variety of new initiatives and developments during the session.

LOCAL AUTHORITY FACTORS INFLUENCING THE IMPROVEMENT PLAN

The Schools and Quality Improvement Service Plan for 2018-19 provides information on the main priorities from Children's Services School and Quality Improvement. Some of these priorities will require input from schools.

Evidence gathered from the Quality Assurance visits by the school's Quality Improvement Officer further backed up the belief that the school is performing well and has the capacity to improve.

Circular 014/2018/I issued by Children's Services specified priorities which must be included in School Improvement Plans.

NATIONAL FACTORS INFLUENCING THE IMPROVEMENT PLAN

The National Improvement Framework (NIF) and The Scottish Attainment Challenge:

The key priorities within the National Improvement Framework (NIF) are:

- Improvement in attainment, particularly in literacy and numeracy;

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

As part of the Education (Scotland Act) 2016, there is a statutory requirement for schools and local authorities to report on aspects of the NIF.

We have taken on board the advice Education Scotland have issued in 'Driving Excellence and Equity: Advice on School Improvement Planning 2018/19'.

How Good Is Our School, 4th Edition & How Good Is Our Early Learning & Childcare: Schools will continue to engage with these documents for self-evaluation and self-improvement purposes and in referencing progress in relation to the aims and drivers within the NIF.

Tackling Bureaucracy

Schools need to continue to consider ways of tackling bureaucracy to reduce teacher workload.

e) The school's performance

How well do children and young people learn and achieve?

(Q.I. 2.3 Learning, teaching & assessment; 3.2 Raising attainment & achievement / Securing children's progress (HGIOELC?), 3.1 Ensuring wellbeing, equity and inclusion)

Our school ethos and culture reflects a commitment to children's rights and positive relationships.

The overall attainment of children in literacy and numeracy across the school is good. Most children in P1 have achieved early level in Listening and Talking and Numeracy and the majority in Reading and Writing. In P4 most children have achieved first level in Listening and Talking and Reading with the majority achieving this in Writing and Numeracy. And by the end of P7 most children have achieved second level in Listening and Talking, Reading and Writing with the majority achieving this in Numeracy.

A small number of our learners are following individual milestones and continue to enjoy success in their learning.

Overall, our learners are successful, confident individuals who exercise responsibility and contribute to the life of the school and the wider community. The priorities in our school improvement plan have had an impact on improving the achievements, attainment and well-being of our learners, and the work of our school. The majority of learners are aware of their strengths and needs as learners and are satisfied that their views are taken into account.

Strengths

We continue to promote and encourage an ethos of high expectation throughout the Bell's Brae community. Learners have made progress on their prior learning. This has been evidenced through support plans, IEPs, class work, review meetings involving allied health professionals, results of both formative and summative assessments and teachers' professional judgements. Through classroom visits and examples of pupil work, it is evident that in classes learners are provided with challenging tasks, activities and experiences and there is a breadth of learning opportunities for children. Almost all children are achieving well and making appropriate progress in their learning.

The overall quality of learners' experiences is very good and in some cases excellent. Almost all pupils are motivated and actively engaged in their learning. Learning experiences are planned with a focus on skill development as well as the acquisition of knowledge. An assessment strategy has been drawn up with all teachers that identifies clear and focussed assessment tasks to evidence depth of learning and identify next steps.

The greater emphasis on reading throughout the school has seen improved pupil engagement and enjoyment. The Emergent Literacy in Primary 1 has ensured that learners have developed their fine motor skills and all have a secure tripod grasp. The majority of learners in P1 have secured early skills in phonological awareness.

IEPs are in place for pupils as appropriate and these identify achievable targets involving pupils and parents in the process. Regular meeting with ASN teachers and members of the management ensure that support for learning is targeted at those children most in need of support.

Through the processes of Personal Learning Planning and 'Assessment is for Learning' strategies, our pupils continue to be involved in planning their own learning and personal development and are showing increasing skills as learners. Feedback makes them aware of their progress and strengths as learners and what they need to do to improve. Learners are treated with equality, fairness and respect. Staff regularly share learning intentions and success criteria with learners.

Our learners' views are valued. They take part in regular reflection on their learning and are becoming skilled in this area. Pupils are actively engaged in their learning and assessment. Pupils' views are sought through the Pupil Council, Eco Committee, JRSO's and through Focus Groups. A newly established Pupil Drop In session has been welcomed and has resulted in improvements suggested by the pupils such as painting the toilets and nets on the goals. To ensure that learners see these groups as worthwhile, and their involvement in them valued, regular meetings are timetabled and take place during class

time. This session, pupils completed an End of Year review form. This was shared with parents and also included in each learners 'Folio of Evidence'.

Pupils' achievements are celebrated in the school, through assemblies, the media and on our recently revamped school website. Pupil work is displayed in classrooms, and shared with others in open areas, through assemblies and in the community. A weekly bulletin is emailed out to the parents/carers of children in the EY department, sharing photographs and information about the learning experiences the children have enjoyed that week - this also provides a visual stimulus for the children to talk at home about what they have been doing.

Pupils achieve in a range of activities for personal and wider recognition. Throughout the year individual children have taken part in outside accreditation such as music examinations and sporting events. During the year almost all pupils have had the opportunity to take part in various competitions on an individual or team basis. Almost all pupils took part in the annual school sports and almost all pupils in P3-7 took part in an annual swimming gala. The school football, netball and hockey teams and athletics team competed in the interschool competitions. All pupils were superb ambassadors for Bell's Brae. Two teams participated in the Primary Netball League which took place after school. This showed great commitment and dedication from the netball players. Pupils in P5 and P6 have had the opportunity to work with Scottish Opera. As well as gaining confidence from this experience they developed their skills in performing and listening.

Pupils from P1-7 have the opportunity to take part in musical performances, demonstrating what confident individuals they are as they showcased their musical and performance skills.

A number of P6 pupils sat their Bikeability test and successfully passed.

Behaviour, both in the school and when classes are participating in visits to the wider community, is excellent and often commented upon by visitors to the school. Feedback from our parents who have engaged with the learners has always been very positive and we are now capturing and collating this feedback.

This session, children have experienced many well-planned learning visits to places of interest within the local community such as Shetland Museum, Michael's Wood, Northlink, Lerwick Port Authority, Shetland Gas Plant and Old Scatness Dig. Primary 7 pupils took part in a successful and fun trip to Edinburgh. These visits have allowed children to extend their curiosity and understanding of the wider world. They also increased the children's knowledge of the workforce in Shetland. Many visits to the museum have allowed pupils to deepen their understanding of how the past influences the present and the future.

This session we continued to provide further opportunities for our learners to achieve success through a wide range of after school/lunchtime activities.

Using our PEF funding a breakfast club, study club and lunchtime club have all been established. The breakfast club has encouraged our learners to arrive in school on time and ensure they are ready of learning. It has increased independence and provided a nice, safe environment for developing social skills.

Areas for Development

- To use our Pupil Equity Funding (PEF) money effectively by ensuring we put measures in place to bridge the attainment gap
- To update our Mathematics and Numeracy Policy and practice in order to raise attainment
- To roll out SEAL (Stages of Early Arithmetic Learning) in ELCC and P1
- To review the consistency of feedback to learners
- Share findings and strategies of the Emergent Literacy Project with staff

How well is the school helping children and young people to develop and learn? (Q.I. 1.2 Leadership of learning; 2.2 Curriculum; 2.4 Personalised support; 2.5 Family Learning; 2.7 Partnerships)

Bell's Brae school continues to develop learning and teaching in line with Curriculum for Excellence. Our Curriculum Rationale identifies what is unique about Bell's Brae and focuses all that we do around our recently revised Vision, Values and Aims.

All children and young people are encouraged and supported to achieve their potential through the provision of a carefully planned curriculum which endeavours to meet the very specific individual needs of each child. We have a range of effective systems in place to facilitate collegiate working.

Strengths

The curriculum follows national and local guidelines and shows clear evidence of breadth and balance. Our curriculum is built up around our school aims.

We take on board national and local advice to improve the experience of our learners. This session all class teachers have begun to implement our revised Literacy Policy. They have engaged with the National benchmarks and worked to update our curriculum pathways in line with these.

Use is being made of formative assessment strategies and this will continue to be developed. Information and Communication Technology (ICT) is used in a number of ways and has a positive impact on pupils' learning experiences. This session Primary 7 pupils learned all about coding during a programming Lego robots workshop from Skills Development Scotland.

The school's arrangements for pupils' care and welfare are very good.

Whilst the quality of learning and teaching is of a high standard in Bell's Brae Primary,

the school continues to strive to bring about improvements to the learning experiences of pupils. There is a purposeful learning environment at all stages and pupils are encouraged to exercise initiative and take responsibility for their learning.

There is a wide range of experience and expertise among the teaching staff who make use of a variety of teaching methods and differentiated approaches. Within ELCC, play is used fully to motivate the children and enhance their development. On a daily basis the pupils have a choice of activities using a wide variety of different resources. All staff encourage active learning .

Teachers plan their lessons thoroughly and provide a good range of learning activities. Staff work collegiately through our Planning, Assessment and Moderation (PAM) cycle to ensure learners are provided with motivating and challenging learning experiences and assessment tasks which demonstrate breadth and depth of learning.

The use of praise underpins learning and teaching throughout Bell's Brae. Work has continued throughout the session to ensure that standards of pupils' behaviour and discipline remain high. A 'Rights Agreement' is fully implemented in the school community. This is promoted regularly with everyone being reminded of their rights and responsibilities. Pupils are very familiar with these.

The quality of pastoral care for pupils and their personal and social development is very high. Staff work collectively to maintain a climate where mutual trust, respect and confidence are evident throughout the school. Staff are alert to the emotional, physical and social needs of individual pupils and effective arrangements are in place throughout the school for the care and welfare of pupils. Feedback from pupils, parents and staff confirm that the school environment achieves high standards of care and welfare. Due to the needs of learners with SEBN, we have established a nurture classroom which is staffed on a full time basis by trained staff.

Inclusion and support for learning is a key strength of the school. The needs of pupils who require additional support are regularly reviewed. There are individual learning programmes in place for pupils with the greatest needs. Individual learning plans have been developed to ensure that all targets planned are SMART (Specific, Measurable, Attainable, Realistic, Timely).

Staff are committed to Getting It Right For Every Child. GIRFEC principles and procedures are now embedded in practice to ensure that needs are identified and addressed. In classes learners are becoming familiar with the Health and Wellbeing indicators SHANARRI (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included).

Regular reviews are held for pupils with additional support needs. Staff know pupils well and are aware of the need to set targets with and for individual pupils. The range of activities and the pace of work are tailored to meet the needs of all pupils.

Termly tracking meetings take place. These provide an opportunity for class teachers to discuss the progress of learners with members of the management team and identify strategies and interventions to use to support individual learners.

Support has also been provided by the home-link service, speech and language therapy, occupational therapy and the sensory service. Positive attitudes and tolerance are promoted through Personal and Social Development, Religious and Moral Education and Circle Time.

Bell's Brae is a welcoming school and parents/carers are encouraged to participate in their child's learning. We have effective mechanisms for communicating and consulting with parents/carers that make good use of face-to-face contact, newsletters, e-mail, website, surveys and telephone calls.

The Early Years staff have contact with parents on a daily basis and this ensures that the needs of the pupils are being discussed regularly. ELCC staff send weekly emails to parents/carers sharing the learning and activities that have taken place during the week. A 'soft finish' has been introduced to encourage parents/carers to regularly spend time in the ELCC setting so that they can witness their child(ren)'s progress first hand as well as experiencing what is happening in the department on a daily basis. This has been very well received by parents/carers. A series of 'drop in' sessions for the children due to start in the next session and their parents/carers have taken place. These have enabled ELCC staff to build positive relationships with families from the earliest stage possible.

Very good links exist with the Parent Council and other outside agencies. Parental views have been sought on a number of issues this session. These views have been valued, practice has been amended and parents/carers have been given feedback on their suggestions.

Most pupils maintain a very good level of attendance. However, there continues to be a number of unauthorised absences due to holidays being taken during term time. We are aware of the number of pupils who arrive late in the morning. The impact of this is frequently shared with parents/carers and we have begun to implement our punctuality statement.

The school stages a range of events that the community can attend. We continue to strengthen links with the local business community to support the school's development of enterprise education.

Over the year, we have had a number of visits from outside agencies. The feedback from these agencies has always been extremely positive. These agencies always compliment us on the happy, enthusiastic and well-disciplined pupils.

Areas for Development

- To continue to implement a standardised approach to dealing with issues of

punctuality and support families where necessary

- To engage most families in family learning

How well is the school improving the quality of its work?

(Q.I. 1.1 Self-evaluation for self-improvement; 1.3 Leadership of change)

All staff are strongly committed to improving the experiences of learners through on-going reflective practice and professional dialogue.

Triangulated evidence shows that the school is making very good progress with improving the quality of its work. We are engaging in moderation, self-evaluation and development activities to ensure that staff are continuously increasing their skills and knowledge.

A shared vision, values and aims are known by all and underpin our school ethos. Pupils, parents, partners and staff were all involved in reviewing these this session.

Strengths

Rigorous procedures for self-evaluation continue to be developed to ensure that the focus is on improving learning and teaching. Staff engage in self-evaluation on aspects of school life as well as on their own learning and teaching. Our calendar of monitoring and tracking is constantly being revisited and regular class visits by member of promoted staff take place.

We have very effective systems to gather the views of staff, parents, learners, partners and others about the quality of our work. "Characters" who are representative of our values have been created by the pupils and are displayed within the school.

Our Quality Assurance Policy has an emphasis on self-evaluation and continuous improvement.

We ensure that learning is the central focus of our improvement plan and always consider the impact developments will have on the pupils.

We are committed to planning and implementing strategies for improvement.

Developments in our school take account of our capacity for improvement and staff have time to consider and embed changes.

We reinforce an atmosphere of collective responsibility and mutual support. A number of staff have taken on leadership roles in working groups and through delivering in-service and parents' information sessions. We reinforce a culture where staff feel able and confident to take lead roles within and beyond the classroom. Working groups play an important part in taking this forward. Members of teaching staff have undertaken leadership courses - Into Headship and Middle Leaders. Others are willing to train as facilitators for Teaching Learning Communities.

We have strong links with our cluster schools/settings to ensure that pupils are well

supported during the transition process. Transition arrangements are well established in all sectors of the school. These arrangements are effective and highlight the school's committed approaches to inclusion, particularly teamwork with partner agencies.

We are fortunate to have support from an Active Schools Co-ordinator and alongside her are considering applying for a Sports Award to recognise all the good work that takes place in the school.

Parents/carers are receiving more information about the work of the school and the learning experiences of their children. We continue to inform parents on a termly basis of their child's targets in all curricular areas. We listen closely to the views of parents/carers and use information received to influence improvements and developments. Parents participate well in relevant meetings and school events. Attendance on parents' evening is approximately 98%. A new website on Glow is allowing us the opportunity to provide parents with information about learning on a regular basis.

We implement a variety of effective systems for gathering the views of staff, parents, learners and others on the quality of our work. As individuals, and with colleagues, we evaluate our work and make improvements.

Staff are involved in self-evaluation processes using HGIOS 4/HGIOELC challenge questions and always consider the impact of improvements on learners. Staff collectively agree priorities for change and both individually and collectively work to implement and develop improvement priorities. Our school calendar of staff development time is linked directly to the School Improvement Plan with additional opportunities for staff training made. Pupils are involved in identifying and discussing the school's priorities

Staff take good account of the social, economic and cultural context of children and their families and bear this in mind when planning and delivering learning opportunities.

Areas for Development

- To continue to support staff with the GTCS Professional Update
- To continue to develop opportunities for distributed leadership among staff
- To make use of SEEMIS for tracking Progress and Achievement
- Provide opportunities for Learners to become familiar with the Values Characters and how these values can be put in to action.

Section 3 - a) Action Plans

Lead Officers -

Priority	NIF Priority - Improvement in attainment NIF Driver - School improvement, Performance Information, Parental engagement, Assessment QIs - 2.2 (Curriculum), 2.3 (Learning, teaching and assessment), 3.2 (Raising attainment and achievement/Securing children's progress)				
Target	To improve attainment				
Desired Outcomes	Implementation strategies	Timescale	Personnel	Resources/ Staff development	Monitoring
Most or almost all learners are achieving their desired Curriculum for Excellence Level	Extend knowledge and training of Emergent Literacy	19.11.18 15.1.19	All class teachers Early Years Workers/Early Years Assistants	Northern Alliance training materials/Highland Literacy website	Tracking and monitoring of pupil attainment.
	Produce an up to date Mathematics and Numeracy Policy, which includes a resource bank of ideas and suggested resource for mental maths and problem solving	4.10.18	Numeracy working group		Termly review focussing on what has been implemented, SMT will monitor, discuss and evaluate with QIO.
	Seek and secure SEAL (Stages of Early Arithmetic Learning) training. Roll out SEAL in ELCC and P1	Oct 18	EY and P1 staff ASN staff	SEAL training	Collegiate time dedicated to supporting colleagues and evaluating success. Class visits.
	Identify opportunities for learning in literacy and numeracy to take place throughout the school environment including outdoor areas.	18.9.18	All staff SMT	Education Endowment Toolkit Moderation Hub	
	Revisit and develop whole school approaches to feedback as a strategy to raise attainment. Explore principles of metacognition. Identify strategies to implement in classrooms.	20.8.18 12.3.19 21.5.19	Class teachers SMT	'Milestones to support learners with complex additional support needs'	
	Engage with 'Milestones to support learners with complex additional support needs'	Throughout the year	ASN teacher		

Pupil Voice:

- More Eric time
- Continue with good selection of library books
- Use video clips to support understanding of things like Personification and grammar
- More maths carousels
- More active lessons i.e. spelling challenges
- Reinforce number with games - Buzz
- Read, Write, Count - more homework like this

Priority	NIF Priority - Improvement in attainment, improvements in children's health and wellbeing NIF Driver - School improvement, Parental engagement QIs -2.5 (Family Learning), 3.1 (Ensuring wellbeing, equality and inclusion) 3.2 (Raising attainment and achievement/Securing children's progress)				
Target	To provide high quality family learning opportunities				
Desired Outcomes	Implementation strategies	Timescale	Personnel	Resources/ Staff development	Monitoring
A range of new Family Learning opportunities in literacy, numeracy and HWB have been offered and valued by those attending	Provide staff development opportunities in Family Learning.	29 Oct 18	All class teachers SMT	In -Service Education Scotland	Family Engagement to be tracked and monitored. Discussions with staff and parent council. Feedback from parents/carers. Collegiate time.
	Review and maximise use of Read, Write and Count resource boxes	29 Oct 18	P4-7 class teachers	HGIOs 2.5	
	Audit and evaluate current provision for parental involvement. Evaluate against QI 2.5 on family learning	Nov 18		Review of Family Learning: Supporting Excellence and Equity	
	Distribute questionnaire to parents/carers with a focus on Family Learning.	6.11.18 19.2.19		SIC Strategy for Parental Involvement and Parental Engagement	
	Produce a Family Learning policy with the support of the parent council, pupil council and school staff.	From Jan 19		Read, Write and Count resource	
Provide and evaluate a range of opportunities for parents/carers to be involved in the learning process i.e. coming in to school, sharing work home, life skills homework grid.				Family Learning Framework: Advice for Practitioners	
Collate information about available clubs/groups in the community and add these to the school website and creation of a family learning noticeboard		February 2019	MT		

Pupil Voice:

- Bingo nights
- School dance
- Read, Write, Count - more homework like this where they can bake and make things with their family
- Games for homework

PEF Action Plan						
What data/evidence informs this priority?	Outcomes	Interventions	Expected Impact	Measures	Resources and cost £43,600	Actual Impact
High levels of lateness among 'identified pupils' Extremely high level of lateness for 25% of FSM	Improve punctuality for 95% of children, with the highest level of lateness, by Summer 2019.	Update and re-issue a leaflet prepared and shared with parents to ensure they understand the detrimental effects of the pupils arriving late and highlighting the schools new structured procedures to combat this. Identified pupils are collected from the family home and taken to school. Increase the frequency of our Breakfast Club to five mornings per week.	Decreased lateness figures Improved attainment for identified children Less disruption to classes with latecomers Improved links/support for identified families	Monitor lateness figures (SEEMIS) Monitor attendance at Breakfast club (Sign in sheets) School tracking and assessment	LSW £20620 (30hrs) Food £1200 Car insurance, petrol and servicing £2,500	
75% of our 'identified pupils' have limited opportunities to participate in a range of experiences out with school	Enhance the HWB of the pupils identified as being "experience poor" through a range of nurturing experiences by June 2019.	Continue to provide opportunities for identified children to access real life experiences on a weekly basis, e.g. visiting beaches, using public transport, etc. Ensuring literacy and numeracy learning through this curriculum. Parents and carers will be encouraged to be actively engaged in and follow up on new experiences every six weeks. Lunchtime club to be available daily. Study club to be available twice a week. Provide a nurture classroom and clear written information for staff and parents	Improved social skills. Positive socialisation with peers. Increased choice of activities/opportunities. Shared family experiences. Build capacity/resilience to meet child's needs. Improved behaviour and engagement	Boxall profiles for Living Room groups Monitor attendance at Study Club Review GIRFEC outcomes	ASN teacher (10hrs) £16,435 Trips and activities £1000	

Section 3 - b) Maintenance Plan

Development Priority	Actions needed	Responsibility	Resources/Costing	Criteria for Success
To continue to provide out of class opportunities for learners at lunchtime and after school	<ul style="list-style-type: none"> • Arrange knitting activities • Consider other opportunities such as chess • Continue with lunchtime and study club 	SMT		Learners get a range of different opportunities available to them
Enhance outdoor learning opportunities	<ul style="list-style-type: none"> • Update and share Outdoor Learning Policy 	Working Group		Policy reflects and guides current practice Maximum use is made of the school grounds
SHANARRI (Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected and Included)	<ul style="list-style-type: none"> • Finalise SHANARRI programme and share with staff 	BA and MM	Time	All learners learn about the wellbeing indicators through a progressive programme Learners are able to assess and influence their HWB
To continue to recognise and support the wellbeing of staff	<ul style="list-style-type: none"> • Members of the SMT identify a dedicated time where they are available for staff drop in • Explore a range of social activities ie. Makkin and Yakkin 	SMT	Time	Staff have access to members of the SMT on a structured basis Staff have access to social experiences with their colleagues
Ensure ICT programme reflects technology Es and Os and benchmarks	<ul style="list-style-type: none"> • Review current ICT programme and update to reflect current documents 	SMT Class teachers	Time	Learners are developing key skills in using technologies
Self evaluation against specific QIOs	<ul style="list-style-type: none"> • Staff involved in evaluating practice against QIs 	SMT	Draft scoping paper	Staff are fully involved in identifying strengths and areas for development

Section 3- c) Development Time

Tuesdays 1510-1610 (unless otherwise stated)

	Date 2018/19	Development	Personnel
Term 1	20 August	Meta-cognition/Growth Mindset	In-Service - all staff
	21 August	Class set up	In-Service - all staff
	Tue 4 September		stage meetings
	Tue 18 September	Literacy and Numeracy in the school env.	All staff
	Thurs 4 October	Numeracy policy	stage meetings
Term 2	29 October	Family Learning	In-Service - all staff
	30 October	SHANARRI/IDL/ LA provision	In-Service - all staff
	Tue 6 November	Family Learning	stage meetings
	Thurs 29 November	Emergent Literacy	Teaching staff /stage
Term 3	7 January	Cluster Moderation activities	In-Service - all staff
	Tue 15 January	Emergent Literacy	stage meetings
	Tues 19 February	Family Learning	stage meetings
	Thurs 28 February	Audit/self-evaluation	All staff
	Tues 12 March	Metacognition/Feedback	Teaching staff
Term 4	Tues 30 April		stage meetings
	Tues 7 May	Consider audit results from staff, pupils and parents - Focus Group feedback	All staff
	Tues 21 May	Metacognition/Feedback	stage meetings
	Thurs 6 June	Draft SIP/S&Q report	All staff
	Tues 25 June		stage meetings

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

Section 3 - d) Collegiate agreement

BELL'S BRAE PRIMARY SCHOOL SESSION 2018-19

Activity	Time per week
Teaching	22.5 hours
Personal time (preparation and correction)	7.5 hours
Collegiate time	5.0 hours
Total	35 hours

Total collegiate time available 38 weeks x 5 hours = 190 hours

Activity	Total
Partnership with parents/carers	25
Reports / Profiling	40
Staff development time	20
School Improvement Priorities	26
Planning, Assessment and Moderation	30
Liaison/consultation - class teachers/ASN teachers/MT	25
Professional Review and Development	6
Time left for other activities/duties	18
TOTAL	190