Bell's Brae Primary School

Standards & Quality Report
2020-21

and

# School Improvement Plan
2021-22

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, 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 2019-20. 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:

> ➢ Improvement 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; and

> ➢ Improvement in employability skills and sustained, positive school leaver destinations for all young people

The National Improvement Drivers are:
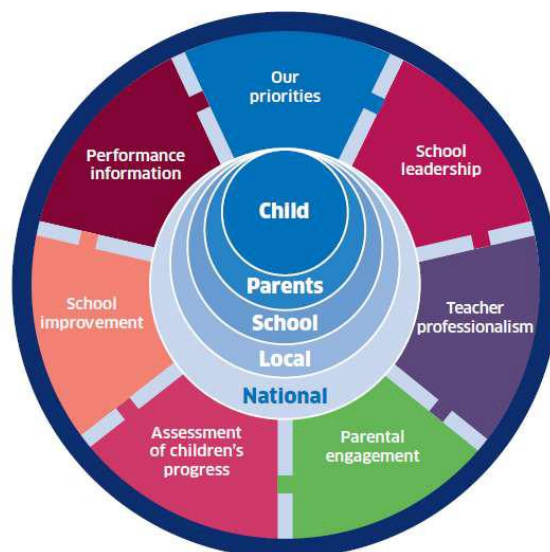
Contextual analysis of the school

Bell's Brae Primary School, a non-denomination 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 350. This includes 57 children in the Early Learning and Childcare (ELC) setting – not all children are in the setting every day. Placing requests account for 23% of pupils. The chart below, collated in September 2020, provides information about our pupil population:
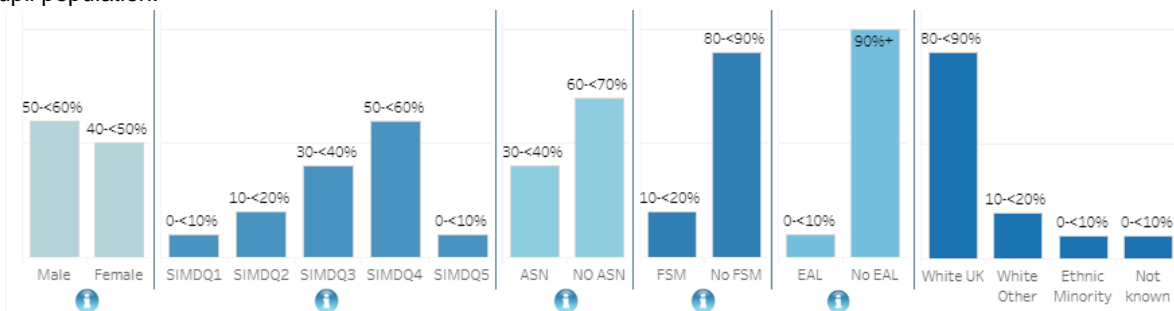
This chart shows the areas where children and young people in the school/area live (SIMD 1 = most deprived areas, SIMD 5 = least deprived areas). This information is based on their postcode.

There are 14 classes in the Primary Department and a further class in the ELC setting. There is also an Additional Support Needs (ASN) Department, catering for pupils with a wide range of additional support needs in the school.

Staffing in the ELC Department has increased as we have implemented the expanded delivery of 1140 hours, this includes an Early Years teacher, a Senior ELC Practitioner and a team of Practitioners and Support Workers. Currently, due to Covid-19 restrictions, the ELC setting has two separate 'cohorts' of children running side by side.

At the beginning of the school session 2020-21 the school had an acting Head Teacher and two acting Depute Head Teachers. Since Feb 2021 no qualified PE teacher has been in post.

COVID-19 had resulted in many changes to the school day and school year this session. Learners returned to school in August 2020 following a significant period of lockdown. On their return they faced staggered breaks, no mixing with other classes, eating lunches in their classroom and PE only allowed outdoors. This continued for two terms before we faced another significant period of lockdown during which time only some children with ASN and the children of key workers accessed remote learning within the school setting. All other learners entered a period of remote learning. Pupil engagement during remote learning was variable. 85-90% of learners in P4-7 engaged but there were some learners and their families who found remote learning extremely challenging. Families with all learners at home were supported and all received a phone call offering a digital device, paper packs and any other support we could offer. This has undoubtedly resulted in some learners having gaps in their learning and returning to school with high levels of anxiety.

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.

Bell's Brae encourages parents/carers to be involved in the education of their children and in normal times has an "open door" policy. With the restriction on people in school buildings this has been a difficult year for reporting on the progress of learners. Parents/carers received written reports about their child's progress in Dec 2020 and May 2021 but have unfortunately not had the opportunity to meet with their child's teacher face to face. Virtual meetings have taken place for GIRFEC reviews.

Our Vision

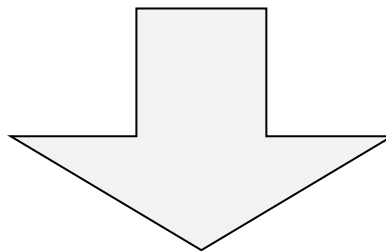## "Bell's Brae is a community where everyone achieves and gains happy memories."

So, we want everyone:

To **LEARN**	To be **SAFE**	To be **RESPECTED**
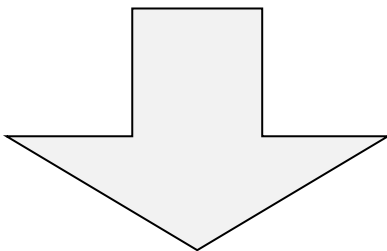
- We always try our best and enjoy challenge

- We develop our life skills and resilience

- We are confident in our own abilities and know our own strengths and needs

- 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
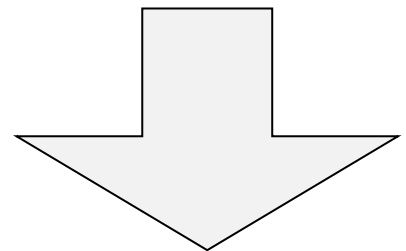
- We communicate and work co-operatively with others

- We are nurturing and show compassion

- We promote equality, recognise differences and are inclusive

Collaboration and consultation with our stakeholders in session 2020

Who?	When?	How?	What did we find out? *(bullet points on key themes)*
Staff	Jan 21 Feb 21 Termly	Capture document with colleagues Microsoft form questionnaire Staff meetings	- Diverse range of opinions - Continue use of TEAMS for staff meetings and homework - Review assemblies 92% who responded suggested no changes to the school's values - Staff identified mental and emotional health, physical health and attainment in literacy and numeracy as priorities for next session - Staff have missed human contact and connection with each other
Children and young people	Feb 21 Fortnightly	Microsoft form Pupil Council meetings	97% of pupils who responded stated our values were still relevant - All learners have improved their digital skills - Learners priorities were Children's Rights, Mental and Emotional Health and Skills for learning, life and work - Learners want things to go back to what they were pre-COVID – access to canteen, Wider Achievement, mixed playgrounds
Parent and Carers	Termly Feb 21	Parent Council meetings Microsoft forms	- Parent Council are supportive and happy with school's approach to re-opening 100% of parents who responded stated our values were still relevant - Parents identified mental and emotional health, relationships, physical health and attainment in numeracy as priorities for next session - Parents are supportive of the school and complimentary about its response to the current pandemic
Community and other stakeholders	Ongoing	Questionnaire	Partners comment that our learners consistently demonstrate the school values

Standards & Quality Report
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Progress made with the Priorities from our 2020-21 School Improvement Plan

Priority 1: *Improve Attainment in Literacy and Numeracy*			
What were our outcomes? Most or almost all are achieving the desired Curriculum for Excellence Level	**What did we do?** • Staff received training in the use of SEEMIS progress and achievement. • Stage partners given time to plan outdoor learning for either numeracy or literacy. Outdoor learning delivered. • Tracking meetings held in February 2021 using SEEMIS P and A for tracking and discussions around pupils. • Teaching staff attended a presentation on using data for improvement • Stage partners planned a 'small test of change' based on the gaps they had identified. • All pupils and families were supported to access their Microsoft TEAM and use it for homework and remote learning to ensure continuation of learning during the current pandemic. A paper pack guide to support this was provided. • Purchased Nessy and trained ASN teachers to use it. Used regularly to support and enhance the literacy skills of identified learners • SNSA in P4 and P7 used as a diagnostic assessment- results followed up at ASN meetings and interventions identified	**What was the impact on learners?** Progress has been made in this area. It is difficult for us to measure exactly how much progress has been made as we have no comparable qualitative data from June 2020 due to COVID-19. However, we know from the results this year that all learners have made progress Staff now have access to P and A all the time and can analyse their data anytime. Improved connections between ACEL and literacy and numeracy pathways. Staff making better use of data to identify interventions. Improved analysis of data Staff working well together to collaboratively plan. The tests of change in P1 and P6 were able to be completed and showed improvements for the selected learners. Other stages did not complete the plans due to other priorities following the period of lockdown. Increased staff knowledge of using data for improvement – links to national picture. In June 2021: P1 : 66% achieved early level in reading & writing 75% achieved early level in listening & talking 72% achieved early level in numeracy P4 : 66% achieved first level in reading and listening & talking 61% achieved first level in writing 64% achieved first level in numeracy P7 : 67% achieved second level in reading 63% achieved second level in writing 82% achieved second level in listening and talking 65% achieved second level in numeracy	**What are the next steps and how do you plan to evidence the impact of further actions required?** This remains a priority and is included on our SIP 21-22 Staff will continue to engage with the Numeracy tracking to identify gaps and address these.

| **Priority 2:** *To provide high quality learning experiences in technologies* |

What were our outcomes?	**What did we do?**	**What was the impact on learners?**	**What are the next steps and how do you plan to evidence the impact of further actions required?**
Almost all learners are provided with age appropriate activities that will increase their skills to use technologies safely and appropriately in learning, life and work	Staff have been given time to look at the Local Authority Digital Literacy and Computing Science Pathway. Staff have used technology for homework during terms 1 and 2. They have continued to develop their skills During period of remote learning in Jan-Mar class teachers delivered learning via Glow. Almost all classes had a virtual classroom and a range of websites and tools were used to motivate and engage learners. Almost all teachers delivered 'live' teaching sessions to their classes, Purchased new devices and allocated these across the school setting. Teaching staff led and supported colleagues with regard to ICT	Very good progress has been made in this area Staff aware of the pathway and the learning expected at their stage. Learners received a consistent approach during remote learning. Increased staff confidence in using ICT In Feb 2021 100% of learners who responded said their digital skills had improved and they have a lot of opportunities to use technology for learning Almost all learners stated that they had used a range of platforms and websites to develop their digital skills Learners now use technology to access their home learning	Learners will continue to use TEAMS for homework and other learning activities Teaching staff will work from the LA Digital Literacy and Computing Science Pathway. Staff development sessions on this will be made available at the request of staff.

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree

Over the past year I have improved my digital skills

Over the past year I have had a lot of opportunities to use technology to support my learning

Over the past year I have used a range of different platforms and websites to develop my digital skills…

I know how to use technology safely

I enjoy using technology to support my learning

I think digital skills are important skills to have for the future

Priority 3: *Expand High Quality provision in ELC Setting*			
What were our outcomes?	**What did we do?**	**What was the impact on learners?** *Good progress has been made in some aspects of this action plan but some developments are being carried forward.*	**What are the next steps and how do you plan to evidence the impact of further actions required?**
Increase staff understanding of how to interact with children to enhance their learning experience and how to record high quality observations	"In the moment" planning carried out by all staff and all children observed within that cycle. Staff carried out professional reading 'Realising the Ambition'. Staff received training in quality observations	Staff encouraged to start looking at the purpose of their interactions. Staff were encouraged to think more critically what they have seen and done with the children and how to record it. These interactions highlighted definite target areas for some learners. Improved quality of observation data.	Further development work on quality interactions
Improve the engagement of learners and the quality of their play experiences			
Improve pupil voice to influence decision making processes within the setting.	Weekly blog available to all parents/carers – all staff contributing to it Snapshot of learners being shared with parents/carers following their child being the 'focus child'	Parents/carers are better informed about the work of the service, especially at a time when they are unable to visit the ELC setting. This should enable conversations to take place between the children and their families. All staff have ownership of the blog. .	Continuous provision in indoor area
Improve quality of dialogue with Parents/Carers to ensure greater understanding of pupil progress.			
	Development of outdoor area – continuous provision and loose parts play. Learners able to influence range of type of materials and resources to play with	More engaged learners outdoors. Learners taking ownership of play.	
	Revisited ELC values and identified 4 key values for the setting and how these are exemplified	Staff are fully aware of the values of the setting and were involved fully in their selection.	Embed values

Project/intervention: Positive relationships are associated with improved attainment, behaviour and attendance at school and long term resilience to manage life's challenges.

What was your gap? A significant number of pupils and their families are experiencing high levels of stress and anxiety both in school and at home.

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

(highlight the interventions that apply)

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

Planned Outcome		**Measures of impact on learners**
Improve HWB of identified pupils. Reduce anxiety in identified pupils Learners accessing laptops more frequently Increased Nessy/Sumdog scores Learners using Clicker to improve the quality and quantity of written work		• *Parental feedback at GIRFEC meetings confirms pupils' emotional and physical needs have been met and subsequently SEBN have reduced* • *Identified pupils emotionally ready to learn at the start of the day. Limited disruption to own learners or that of others.* • *Zones of regulation work in one class has resulted in pupils increased ability to self regulate and express and communicate emotions* • *Increased use of ICT tools to support learning* • *Quality and quantity of written work has improved for those children using Clicker – increased motivation and positive feedback from staff, learners and parents.*
Teaching and Learning	**x**	• *We currently have 40 pupils with a subscription. These are pupils whom we deemed as having significant difficulties in literacy despite targeted interventions having been in place over an extended period.* ***Of the 38 learners with a current progress score for READING*,*** *31 of them (80% of them) have made more than 10% progress in reading and 21 of them (that's over half) have progressed by more than 20%.* *17 pupils have made more than 50% progress**. 1 pupil has recorded no progress.* ***Of the 36 learners with a current progress score for SPELLING*,*** *25 of them (70% of them) have made more than 10% progress in spelling and 10 of them have progressed by more than 20%. 2 pupils have progressed by more than 30%. 2 pupils have recorded no progress.* *(*The pupils who don't have a current progress score will be waiting to sit a new Nessy Challenge to set new targets and update their baseline score.)*
Leadership		
Family and Community		

School self-evaluation, 2020-21, and priorities for further improvement

For each of the Quality Indicators listed below, answer the questions and include an overall evaluation using the six-point scale from "How good is our school?" (4th Edition). The self-evaluation grade should be for the whole Quality Indicator, not for individual themes within it. The questions are those used in self-evaluation forms before Education Scotland inspections.

Please refer to relevant qualitative and quantitative data when considering relevant evidence to support your statements

Qualitative Data	*Quantitative Data*
Classroom observations, learning visits, learning walks, etc. *Focus group discussions* *Feedback from online and face-to-face meetings* *Conversations in staffrooms* *Verbal feedback from learners and parents and carers*	*Attainment in the Broad General Education and Senior Phase (where applicable)* *Attendance, absence and late-coming* *Measures of learner engagement, participation, inclusion and health and wellbeing* *Tracking and Monitoring* *Planning documentation* *Curriculum rationale* *Questionnaires and surveys with stakeholders and minutes of meetings with them* *Bullying and exclusion statistics* *Child Protection referrals* *Free School Meals data* *PRDs* *Professional learning records* *Child's Plans, CSPs and IEPs* *School Improvement and Team Improvement reports* *Education Scotland and Care Inspectorate inspection reports*

Education Scotland's evaluative statements can support your analysis of the key QIs:

All 100%; Almost All 91%-99%; Most 75%-90%; Majority 50%-74%; Minority/less than half 15%-49%; A few less than 15%

School self-evaluation and priorities for further improvement

Black font – Whole school   Red font – ASN departments   Blue font – ELC

Quality Indicators from How Good is our School?	How well are you doing? What's working well for your Learners?	How do you know? What evidence do you have of positive impact on learners?	Hard evidence	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS? six-point scale?

1.3 Leadership of Change
 	
• *Developing a shared vision, values and aims relevant to the setting and its community*
• *Strategic planning for continuous improvement*
• *Implementing improvement and change*
	There is a shared vision, values and aims which are known by all. Pupils, parents and staff were all involved in reviewing these in 2017 to ensure they are still relevant and pertinent:
	   o Reflects the community we serve
	   o Children at the centre
	   o Incorporates all the wellbeing indicators
	   o Links to our Rights Charter
	   o Values Characters to assist learners to relate to them
	
	Our vision supports our ethos.
	
	All staff embed the vision, values and aims through learning, teaching and pastoral care.
	
	Staff take good account of the social, domestic, economic and cultural context of children and their families. A large number of staff have received input on ACEs.
	
	Teaching staff maintain their GTCS standards.
	Staff have opportunities to develop their leadership roles and responsibilities.
	
	A large number of staff willingly take on
		The majority of stakeholder groups are aware of our vision, values and aims and its core messages.
		The ethos demonstrates the Vision, Values and Aims and it is referred to when talking to pupils. Stakeholder involvement in devising and reviewing VVA.
		A survey of learners, parents and staff carried out in Feb 2021 confirmed that all our values are still relevant
		
		Staff and pupils demonstrate this vision and our rights agreement through their work and behaviour.
		
		Feedback from visits and visitors is always positive.
		
		Staff have access to pastoral notes and take these in to account when planning for all learners. All staff share information to ensure relevant staff are aware of each child's wellbeing.
		
		PRD processes have been completed with GTCS standards as
			Completed V,V and A document
			
			Values Characters
			
			Survey results Feb 2021
			
			Rights charter
			
			Partners feedback forms
			
			SEEMIS – pastoral notes
			
			Example of staff Professional Learning Plans
			
			Focus Group emails
				Continue to raise the profile of our V, V and aims with all stakeholders
				
				Continue to update our Curriculum Rationale document
				
				Make use of the new ASN Quality Standards.
				
				Continue to raise awareness of ACEs/trauma informed practice
				
				Continue to provide and promote leadership opportunities for all staff.
					4

leadership roles – JRSOs, SIP Focus Group, SIP working groups, Pupil Council etc. Through these roles staff present to and train their colleagues during staff development time.	benchmarks. Staff have identified next steps and development needs. These mainly link to School and National priorities.	Minutes of Pupil Council minutes	
Staff are involved in self-evaluation processes using HGIOS 4 and challenge questions and always consider the impact of improvements on learners.	Professional discussions demonstrates staff's commitment, involvement, leadership and ownership of change –within own classes and as a school.	Completed SIP and working time agreement CPD sessions on signing for staff across schools and parents being run by a member of school staff	Continue moderation through cluster activities and out with.
Staff collectively agree priorities for change and both individually and collectively work to implement and develop improvement priorities.	Detailed working time agreement in place		Embedding use of benchmarks.
Senior Leaders guide the strategic direction and pace of change and create opportunities for all staff to be fully involved in self-evaluation, agreeing priorities and implementing change.	Dedicated development time, SIP Focus Group and SIP procedures in place. Local authority positive feedback on SIP and current work	School timetable Completed audit document	Further develop pupils' skills in reflective language.
Leadership of change in recent years has impacted positively on children learning experiences in a number of key areas.	The impact of previous priorities can be seen in classes e.g. Modern Languages in all classes, introduction of VCOP to improve writing, SHANARRI, growth mindset	Previous SIP Minutes of MT meetings	
Pupils play a role in leading parts of their learning.	Pupils are able to talk about their learning.		
Pupils are involved in identifying and discussing the school's priorities.	Teachers use formative assessment to adapt learning and plan next steps. Pupils have helped shape values of the school. Pupils have made great changes to the school through the Pupil Council and Pupil Voice	Curriculum Rationale document Values Characters designs	
School improvement process very well embedded and all staff are involved in the process.	Pupils are involved in identifying success criteria and assessing their	Pupil Council minutes/Round up Feedback at	

		learning.	assemblies	
	Cluster support is very good.	Timetable	Minutes of Cluster HT meetings	
	Staff within the ASN department engage with The Milestones to Support Learners with Complex Additional Support Needs and track the progress of learners.	Leadership of developments is shared between schools. Staff have opportunities to share good practice with other staff across the cluster. Some moderation work has been undertaken.	Completed IEPs	Encourage parents/carers to provide written feedback on targets and progress Protect time for professional dialogue around the moderation of targets.
	Personal Focussed Risk Assessments are in place	Evaluations of IEPs are robust and identify next steps. A common language is used by all staff.	Completed risk assessments	
	A programme of training on record keeping, assessments, confidentiality and good practice is in place for ASN support staff	All staff and parents are aware of any required adaptations and these are implemented to ensure learners are challenged appropriately and in the right environment.	Completed resources Pupil Voice	Include language of milestones in training
	Staff know that learners very well and are in tune with their needs and emotional wellbeing.	Pupil Voice is heard clearly and appropriately.	Training notes Training powerpoint LSW duties	
		Staff are aware of their roles and responsibilities. There is a standardised approach.		
	Within the ELC staff have a good understanding of the school's vision. Four key values have been identified and work has been completed to detail how this looks in action with children and staff.	Practitioners put the vision into practice on a daily basis. Use of the values characters visually reinforce this. Some children can speak about the key characters	Observations Values documentation Photos Videos Weekly News Developmental	Ensure vision shapes the ELC expansion Further training in these areas and to further embed this in the ELC setting
	ELC practitioners have engaged in a	Participation in in-house training		

	range of professional learning opportunities Leadership of all staff in developing continuous provision in the outdoor area	Staff considering more carefully their interactions and observations Increased engagement and positive play and learning experiences.	Overviews Staff feedback Information board Observations Physical environment	Involve learners and parents in the plans for the ELC environment Continuous provision in indoor area	
Quality Indicators from How Good is our School?	**How well are you doing?** **What's working well for your learners?**	**How do you know?** **What evidence do you have of positive impact on learners?**	**Hard evidence**	**What are you going to do now?** **What are your improvement priorities in this area?**	**How would you evaluate this QI using the HGIOS? six-point scale?**
2.3 Learning, Teaching and Assessment • *Learning and engagement* • *Quality of interactions* • *Effective use of assessment* • *Planning, tracking and monitoring*	Keen and enthusiastic pupils involved in the teaching and learning process. Children behave very well in classes across the school The learning environment is built on positive nurturing relationships. Learner's experiences are challenging and enjoyable. Our learners are successful, confident and responsible. Children at all stages are engaged by a range of interesting and relevant learning activities. Digital technology is used to deliver and enhance learning. The purpose of the lesson is made clear to learners. Learners are encouraged to share their ideas and opinions. Bell's Brae children are developing the skills to confidently talk about their own strengths and development needs as individual learners. They take on leadership roles. Learners are consulted on their needs and pupil voice is encouraged at review meetings.	Pupils are using the language of learning and are becoming more confident about what the expectations are. Weekly classrooms visits by MT – discussed and minuted with next steps considered, school website, pupil's work in jotters and on displays. (limited due to COVID) Feedback from learners, parents, visitors, staff and members of the community Staff have a clear overview of their pupils, strengths and needs. High quality learning experiences are provided in classes Pupil conversations, P7 Pupil profiles, Pupil Reports. Pupil groups – Pupil Council, assembly presentations, etc.	Folios of Evidence Recognition of Wider achievements Minutes of MT meetings Pupil jotters Tracking spreadsheets End of year reviews P7 profiles School website Review meeting minutes Evaluated IEPs Daily diaries My meeting booklets	Continue to track and celebrate pupil achievements in and out of school and identify gaps and skill development Embed use of National benchmarks to support assessments Consistent approach adopted for a Folio of Evidence Development work on the use of feedback Update our programme of digital learning 3-12 and consider resources Continue to take part	4

	Evaluative statements	Evidence/Impact	Evidence source	Next steps	
	Class teachers are well prepared and clear in their explanations to learners. They make good use of the IWB to support their teaching. Our learners have worthwhile opportunities to learn and achieve beyond the classroom		Northern Alliance Assessment data School website and photos	in Northern Alliance Emerging Literacy Project	
		List of trips within local community – e.g. museum, beach, Mareel, etc. Use of PEF fund to enable wider range of opportunities (Limited due to COVID)		Continue to provide moderation opportunities between staff to ensure shared standards.	
	Use of core formative assessment strategies from P1 – P7. Teaching staff provide feedback to ensure learners are provided with a range of high quality written and verbal feedback.	Whole school assessment strategy in place. Learners are clear about next steps and supported to achieve these	Assessment strategy Class visits Jotters Feedback from staff and learners	Revisit importance of quality feedback and next steps	
	Holistic assessments are planned regularly and demonstrate the progress of learners across a number of curricular areas.	PAM plans are embedded and assess skills and knowledge Data is carefully analysed and this informs the planning process and strategies adopted for individuals.	PAM plans		
	Attainment remains steady this session, despite effects of Covid-19 restrictions.		Planning guidelines Complete plans	Continue to Implement Scottish National Standardised Assessments	
	Variety of summative assessments used to support judgements.	Consistent collegiate approach to planning in place.	Within the ASN department IEP evaluations embed the theory and language of the continuum of engagement		
	Planning is proportionate and manageable and identifies what is to be learned and assessed.	Targeted support identified for pupils. Regular ASN/MT meetings to review pupil progress and discuss any concerns raised by staff or parents.	SEEMIS		
	Tracking meetings with MT focus on purpose of plans, impact of assessment. Attainment is a focus of improvement plan and tracking used as part of the process to monitor progress, form next steps, inform support required and inform challenge and pace.	Calendar of reporting updated to ensure parents/carers get regular information and that pupils are involved in sharing their learning.	Calendar of reporting Sample interim and end of		

	Pupil progress reports are reader friendly and support sharing progress to parents. Involve pupils in sharing their views.		session reports In-service training	
	ASN staff use a range of creative learning and teaching approaches, which help to motivate learners	Learners are engaged and making effective progress	Class visits Review meetings Feedback from staff	Skill development of staff Family learning for parents/carers
	Where the learners have the capacity they are involved in setting their own success criteria	Motivated learners Learners are motivated and can access the curriculum	Class visits Examples of work Photos	
	A range of low and high technologies is in use to support learning and teaching. Learners know what is expected of them during lessons and staff use a variety of techniques to promote positive behaviour and engagement	Routines are in place that learners are aware of. Learners settle quickly to activities. A big emphasis is placed on pupil voice.	Videos Pupil Voice Class visits Review meeting minutes	
	All ELC staff understand the importance of play and how to ensure it has a positive impact on learner's progress	Almost all learners are happy and achieving. Balance of self-directed and adult directed play.	Feedback from staff Progress of learners Feedback from parents/carers	Further develop strategies for involving ELC learners in planning for their own learning opportunities.
	Within the ELC setting purposeful observations of learners take place. Practitioners have a growing sense of the curriculum and child development.	Learners are achieving. Their progress is tracked using Developmental Overviews. Specific amendments to the curriculum are made for some learners	Overviews IEPs GIRFEC meetings Completed documents	Continuous provision of play in EY Develop 'In the moment' planning and monitoring processes.
	All ELC staff input in to literacy and numeracy tracking documents and developmental overviews	Helps inform observation and further planning		

Quality Indicators from How Good is our School?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	Hard evidence	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS? six-point scale?
3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	Pupils' wellbeing sits at the heart of all we do and this is clearly understood by all stakeholders. All staff know pupils very well and promote a nurturing ethos and environment. There is an ethos of mutual respect where relationships are positive and supportive. Children's knowledge and understanding of the GIRFEC wellbeing indicators is developing well Children are treated with respect and dignity and recognised for their worth Careful support of pupils alongside other professionals, particularly, health and social work. Service Level Agreements are in place to support partnership working. Staff have a working knowledge of statutory requirements and codes of practice and this is embed into the day to day life of the school. Staff are kept informed of any significant events in children's lives so they can plan	The pupils are confident, happy and enjoy the whole school experience. Attendance levels are high, pupils want to come to school. Positive relationships provide consistently positive models for pupils. Pupils can assess their wellbeing and can describe how the school and others support their wellbeing across all indicators. Participation in the Daily Mile and are making links between physical activity and health All staff have had CP training and follow the Interagency Child Protections Procedures School links with other agencies and partners are utilised to support the wide range of need of pupils. Staff are aware of and use the Addressing Dyslexia Toolkit. Monthly MT/ ASN mainstream	Attendance data SEEMIS Work featuring SHANARRI CP training spreadsheet RSHP programme and guidelines Assembly plan and presentations Dyslexia assessments	Encourage the continuation of good attendance, promotion of positive relationships and wellbeing. Promote improved punctuality and provide support for any families having difficulties in this area. Continue with programmes that highlight SHANARRI so that there is clear progression in children knowledge and skill development in this area. Assess pupil wellbeing using the SHANARRI web. Implement ICE pack lessons.	**4**

	accordingly and provide the necessary support to individuals. Robust processes in place for child protection and other statutory duties. Staff training includes Child Protection, GIRFEC training, further developing the nurturing school approach and individual CPD. Careful planning in place to support the breadth of pupil needs – supported by ASN teacher where necessary. Supports a progressive learning experience. Enhanced transition in place for identified children Assemblies stimulate discussion and thought about global citizenship, diversity, faith and well-being. Staff are proactive at tackling issues or misconceptions through their learning and teaching – proactive and reactive. We have effective strategies in place which are improving attainment and achievement for children facing challenges. A breakfast club and study club have been established for all learners. **(currently on hold due to COVID)** A lunchtime club is available for learners who have shown that they struggle with the busy playground environment. After school clubs**(currently on hold due to COVID)**	teacher meetings are held to discuss how pupil needs are being met and to consider any new pupils that require support. The school has developed nurturing approaches and the ethos is warm and friendly. Nurture groups support a significant number of learners. Embedding of values and rights throughout the school and reference to them in reflective practice. PEF plans, Monitoring meetings, Transition plans No exclusions Large number of placing requests Attendance at clubs After school clubs, buddies, school nurse, dental team etc. Pupils actively involved in Sports Committee events and clubs.	Living Room timetable Spreadsheet detailing PEF criteria Review minutes GIRFEC plans CSPs Breakfast Club register Letters to parents/carers Active schools Sports events Inter-school meets Netball Leagues Use of 60:40 and Swimming facilities.	HWB pathway Look across the wider community to see where we can tap into to enhance learning experiences and involve staff training if required. Make use of the new ASN Quality Standards. Embed UNCRC Zones of Regulation work Consider mixing playgrounds once a week Consider criteria in place for attendance at lunchtime club	

	The school works with a range of partners to improve outcomes in health and wellbeing. Through our school values the school community openly discuss inclusion, participation and equality. An ethos of inclusion exists. A range of augmentative and alternative communication is in use and promoted widely through the school community. Staff have a very good understanding of behaviours as a means of communication. A wide range of approaches and strategies are in use to support individual children	All learners are using a range of communication strategies Individualised approach Effective support in place for learners Calmer and more productive learning environment	Assemblies Pupil Voice Class visits Class visits IEPs Review minutes Pupil Voice	Continue to have a 'Sign of the week' Promote the new Sign book'	

Quality Indicators from How Good is our School?	How well are you doing? What's working well for your children?	How do you know? What evidence do you have of positive impact on children?	Hard evidence	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS? six-point scale?
3.2 Raising attainment and achievement (HGIOS) • *Attainment in literacy and numeracy* • *Attainment over time*	The overall attainment of children in literacy and numeracy across the school has been impacted due to the current COVID pandemic. In June 2021, the majority of children in P1 had achieved Early level in Listening and Talking, Reading, Writing and Numeracy.	Overall school results in literacy, numeracy and health and wellbeing show good progress and impact of improvements. Data from assessments, along with	Attainment data SEEMIS Gap spreadsheet PEF plans	Further embed professional dialogue around pupil attainment and predictions – look at identifying learners who are "on track", "exceeding	4

• *Overall quality of learners' achievement* • *Equity for all learners*	In P4 the majority of children had achieved Early level in Listening and Talking, Reading, Writing and Numeracy. In P7 the majority of children had achieved Second level in Writing and Numeracy and Reading with most achieving it in Listening & Talking. Attainment in literacy and numeracy continue to be improvement priorities in line with reducing the attainment gap. Teachers use the curriculum pathways and use benchmarks to underpin their teacher judgement. Children's achievement in and out of school are celebrated in classes and at assemblies Tracking meetings address responsibilities and approaches. Children with barriers to learning are identified and regularly reviewed. Their progress is closely monitored. Learners in the ASN department have IEPs, Personal Needs Care Plans and GIRFEC child's plans, MAPA plans. These identify short term and long term targets. All learners are making good progress in meeting their targets. Transition for Early Years Pupils is clearly planned and good links exist with local providers. Transition programme welcomed by parents.	moderated teacher judgement informs planning and support. Regular self-evaluations from a wide range of evidence- pupil focus groups, classroom visits, learners work, evidence on school website, performances. Minutes of review meetings Evaluated IEPs Links with AHPs Individual trackers are in place for literacy and numeracy in the ELC. Developmental Overviews	Minutes of MT meetings Minutes of ASN/MT meetings Barnardo's outcomes Boxall profiles ELC development overviews	expectations" and "requires support" Implement PEF plans to raise attainment as per individual plans. Continue use of strategies outlined in the Northern Alliance Emergent Literacy programme. Increase use of SEAL to support learning and attainment in Numeracy. Continue to involve pupils and seek their views. Leadership Groups Track pupil achievements in and out of school and identify gaps and skills. Continue to provide safe and appropriate opportunities for learners to get out in their local	

	In the ELC children are making good progress. Teaching staff trained in Metacognition and have begun to implement strategies An effective partnership is in place with the Anderson High School to support transition. There have been no exclusions in the past 9 years. Attendance levels are good. Our PEF plans focus on closing our gap, with money being used to fund additional staff for nurture and to improve the self esteem of identified learners.	A comprehensive transition programme from primary to secondary in place. Enhanced transition available for pupils who need additional support. Pupils requiring targeted interventions to support transition have been identified and staff are working with appropriate ASN Outreach workers	Transition programmes HOP PEF plans	environment

School Improvement Plan
2021-22

Factors Influencing the Improvement Plan

Local authority factors	National factors and drivers
- Shetland Islands Council National Improvement Framework Plan - Children's Services, Recovery and Renewal Plan - Children's Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting - SIC Strategy for Parental Involvement 2018	- Curriculum for Excellence - 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 - Realising the Ambition
School factors	**Local factors**
- We have received £34,183 of Pupil Equity Funding - COVID-19 has resulted in a large number of changes to practice – staggered breaktimes, provision of lunches, No breakfast or study clubs - Due to the large number of staff we have been unable to have physical staff meetings	Consideration of the electronic transfer and storage of pupil evidence within the cluster
UNCRC	**Poverty Proofing and Cost of the School Day**
- Pupil Leadership Group established on Children's Rights – this group will promote Children's Rights throughout the school and will monitor progress through their action plan. Impact – increased awareness - Staff development time set aside on UNCRC – evaluation of staff knowledge before and after training	- Sensitive planning for all activities. - School supports families that we are aware of that are in financial hardship. - Partnership with the Early Help Team to support individual families. - Restricted fundraising expectations on families.

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

Priority 1: Improve attainment in literacy through the use of consistent quality feedback systems

Continuation from 20/21? N   Link to COVID-19 recovery Y

Data/evidence that informs this priority:	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
Teacher judgements in Feb 21 indicate that in almost all classes less than 75% are achieving the appropriate level in writing Feedback from parent, staff and pupils indicate that improved attainment in literacy and numeracy remains a priority.	By June 2022 a minimum of 76% of learners in P1-7 are on track in writing (currently 70 %)	• By June almost all pupils in P1-7 can use feedback constructively to improve the quality of their writing. • All teaching staff have improved their knowledge of high quality feedback in writing and developed confidence in giving feedback to learners and encouraging them to act on it. • Engage in professional learning/reading around current research in high quality feedback. (17.8.21) (1.2.22. 5.5.22) • Reflect on existing practice and collegiately plan change around feedback during term 1 e.g. build in sufficient time for learners to reflect on feedback and improve future writing (17.8.21) • Reflect on and moderate the above with stage partner. Identify successes and areas for improvement (25.10.21) • Analyse data and identify improvements to implement within stages. Implement strategies, reassess and review effectiveness. (5.1.22) (24.5.22)	Visible learning: Feedback – Shirley Clark and John Hattie books £20 each https:/vimeo.com/524545369) DHT (Upper) Visualisers	ACEL data in writing (CT) Information from teaching staff around their use of feedback – has it resulted in improvements to the quality of children's writing? (MT) Completed moderation of writing – increased staff knowledge and more robust tracking (CT)

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

Priority 2: Promote wellbeing – improve everyone's ability to recognise their emotions and the emotions of others and have a range of tools/strategies to manage their emotions and improve their own wellbeing.

Continuation from 20/21? N   Link to COVID-19 recovery Y

Data/evidence that informs this priority:	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
100% of parents/carers and staff and 99% of pupils responding to a survey in Feb 21 identified emotional and mental health as being an important priority for school improvement. Staff absence data	By June 2022, 90% of learners can use tools to regulate themselves when they experience a strong emotion (77% at May 2021) By June 2022, 100% of staff will indicate they are aware of and understand how to access available wellbeing support	• Provide all staff with training in the Zones of Regulation (Teachers -29.4.21) (Support staff – 17.8.21) • Communicate with parents/carers around the Zones (Aug 21) • Deliver 8 lessons on zones to P1-7 classes (T1) • Embed zones work throughout the school (T1, T2) • Develop a progressive pathway looking at 'what is mental health?' 'How can we look after our mental health?', 'What affects our mental health' and 'Who can help us when we are struggling?' (30.9.21, 4.11.21, 23.11.21) • Collate list of partners that can support mental health and share with families. • Organise an event that showcases services and activities to support wellbeing (7.12.21)	Ipads x 7 Input from Psychological Services DHT (ASN) Support agencies	Zones of regulation – pre and post questionnaires with learners – learners able to recognise their emotions and know how to self-regulate. (CT) Pupil questionnaire around mental health – learners know how to look after their own mental health and how to access support (MT) Staff questionnaire indicating they are aware of available support (MT)

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

Priority 3: To empower learners

Continuation from 20/21? N   Link to COVID-19 recovery N

Data/evidence that informs this priority:	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
87% of our learners identified Children's Rights as a priority 67% of learners and 75% of staff identified pupil voice as an important priority	By June 2022 90% learners in P6 and P7 can talk about their leadership skills and how they have applied these in learning By June 2022 100% learners in P6 and P7 have taken part in pupil voice groups which support opportunity for positive change within the school community. By June 2022, 80% of learners will state they are knowledgeable about the UNCRC and how this impacts on their learning within Bells Brae?	• Develop a proposal to share with staff around leadership groups • Discuss idea of pupil leadership groups with pupils and staff. Identify suitable groups and personnel. (Pupil Council, Sports committee, Children's Rights, Digital Leaders, Eco-committee, STEM etc) (14.9.21) • Confirm proposal and implement (T2) • Review (8.3.22) • Increase staff knowledge of the UNCRC and the importance of embedding this in their practice. • Provide professional learning opportunities for staff to learn more about the UNCRC and how to embed in their practice (31.8.21, 11.1.22) • Provide learning opportunities in classes and at assemblies for children to learn more about the UNCRC.	HT	Pupil feedback – learners have a greater sense of ownership of decision that are made in the BB community and can articulate the skills they have developed (MT) Leadership groups evaluated action plans – evidence of learners leading change (MT) Pupil questionnaire – increased knowledge of the UNCRC (CT)

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

Priority 4: Enhance the provision in our ELC

Continuation from 20/21? N   Link to COVID-19 recovery N

Data/evidence that informs this priority:	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
Feedback from Education Support Officer for ELC Observations of L&T Professional reading	By June 2022 100% of ELC staff will have the skills to know when to step in and step back when interacting with learners so that learners experience quality interactions. 80% of learners can talk knowledgably about their learning journey by June 2022 so that they have ownership of their learning and an understanding of their progress. By June 2022 100% of learners will experience continuous provision throughout the ELC environment.	• Provide training for ELC staff on quality interactions • Undertake professional reading and dialogue to ensure greater skill and confidence in their interactions with learners. • Draft a procedure to ensure a consistent approach to the documentation of each learner's progression (floorbooks, learning journals, developmental overviews) • Implement procedure • Provide training for ELC staff on continuous provision • Undertake professional reading and dialogue • Identify improvement and implement	Interacting or Interfering? Julie Fisher Realising the ambition	Observations of learning and teaching (peers, central team, MT) Individual learner discussions on their learning journal Observations of learning and teaching (peers, central team, MT)

Pupil Equity Fund – Planning and Reporting

PEF Allocation 21/22 £39,311	Carry forward from 2021: £13,335.80

Project/intervention: "Why it's great to be me!"

What data/evidence informs this? Teacher judgement on HWB, Parents, staff and learners feedback on importance of physical health, feedback from individual families or support agencies

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

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

Planned Outcome		Details of project/intervention:	Resources and Lead Person	Measures of impact on learners
a) By June 2022, 80% of identified learners will have improved self-esteem. b) By June 2022, 90% of P4-7 learners say they have a lot to be proud of. Currently, 68% say this in May 2021.		• Employ a LSW to run a daily breakfast club • Time with all classes to enable learning opportunities in the polycrub • Targeted group work with identified children to undertake experiential activities in the polycrub and wider community • Plan and deliver class activities that promote a feeling of success. • Hold celebrations of success, e.g. exhibitions of creativity, prepared meals using school grown food, etc.	Full time LSW MT Online Boxall subscription 0.2 FTE Class teacher Breakfast food Polycrub resources "Be Yourself"	a) Boxall profiles (ASN teacher, LSW and CT) SHANARRI wheel (LSW) b) Rosenberg Self Esteem Scale
Teaching and Learning				
Leadership				
Family and Community	X			

	Development Time Tuesdays 1510 – 1610 (unless otherwise stated)		
	Date 2021 - 2022	Development Area	Personnel
Term 1	16 August	Class set up / Reconnection	All Staff
	17 August	Improving attainment through feedback	All Staff
	31 August	Children's Rights	All Staff
	14 September	Leadership groups	All Staff
	30 September	Mental Health	Teaching staff
Term 2	25 October	Improving attainment through feedback	All Staff
	26 October	LA programme	All Staff
	4 November	Mental Health	Teaching staff
	23 November	Mental Health	Teaching staff
	7 December	Staff Wellbeing	All Staff
Term 3	5 January	Improving attainment through feedback /Cluster moderation	All Staff
	11 January	Children's Rights	Teaching staff
	1 February	Improving attainment through feedback	Teaching staff
	22 February	Audit/self-evaluation	All Staff
	8 March	Leadership groups	Teaching staff
Term 4	5 May	Improving attainment through feedback	Teaching staff
	10 May	Consider audit results and draft action plans	All staff
	24 May	Improving attainment through feedback	Teaching staff
	2 June	Draft SIP/S&Q report	All staff
	14 June	Staff Wellbeing	Teaching staff

	ELC Development Time Tuesdays or Thursdays 1600 - 1645	
	Date 2021 - 2022	Development Area
Term 1	16 August	Continuous provision set up
	17 August	Continuous provision set up
	19 August	Professional reading – 'loose parts toolkit'
	24 August	Draft procedure for recording learning journeys
	2 September	Continuous provision indoors- discussion
	7 September	Professional reading - interactions
	16 September	Professional reading - interactions
	21 September	QI 2.3 How Good is our Early Learning and Childcare
	30 September	ELC Education Support Officer input
	5 October	QI 2.3 How Good is our Early Learning and Childcare

Working Time Agreement 2021-22

Collegiate Agreement Bell's Brae Primary School Session 2021 - 2022	
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 39 weeks x 5 hours = 195 hours	
Activity	Total
Partnership with parents/carers	25
Reports / Profiling	40
Staff development time and professional reading	20
Professional Enquiry	10
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	13
Total	**195**