Bell's Brae Primary School

Standards & Quality Report 2021-22

and

School Improvement Plan 2022-23

Introduction

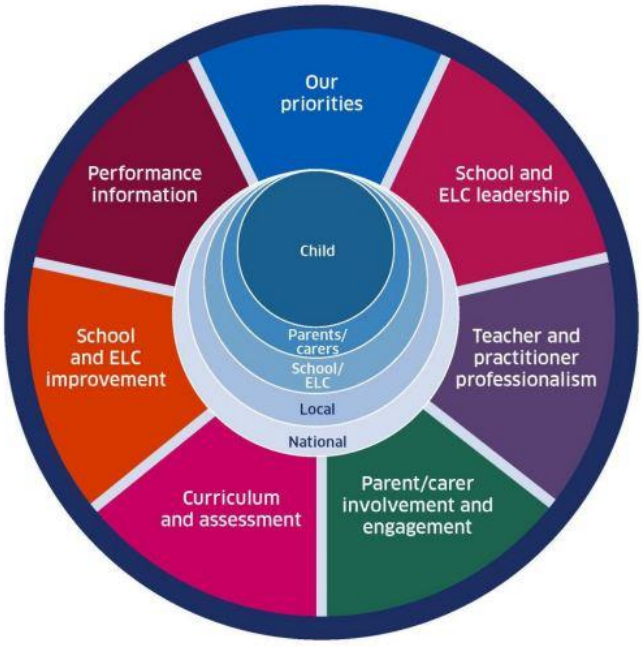
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, Getting it Right for Every Child (GIRFEC), and Developing the Young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

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

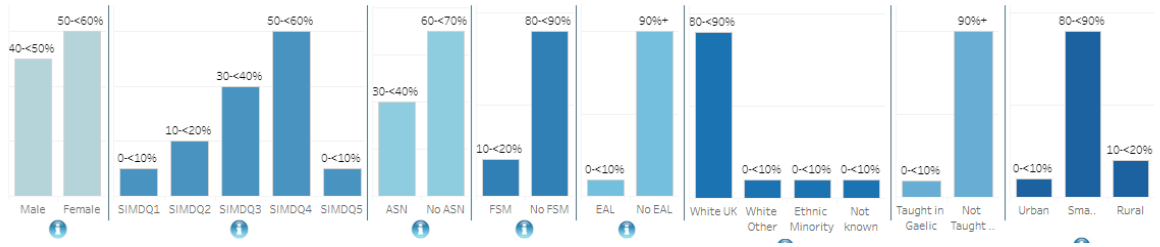
The National Improvement Drivers are:



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 345. This includes 46 children in the Early Learning and Childcare (ELC) setting – not all children are in the setting every day. Placing requests account for 16% of pupils. The chart below, collated in September 2021, 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.

During school session 2021-22 the school had an acting Depute Head Teacher for two terms. Since Feb 2021 no PE specialist has been in post. The PE specialist took up post mid May.

COVID-19 had continued to impact on the school this session. Staggered breaks have continued to be in place all session. Learners from different classes were able to mix freely outdoors but for periods during the session they were back in bubbles when indoors. This impacted on some of our developments. A big challenge during session 2021-22 has been the level of staff and pupil absences.

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 2021 and May 2022 and virtual parent/teacher appointments were held in February 2022. 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**

- 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

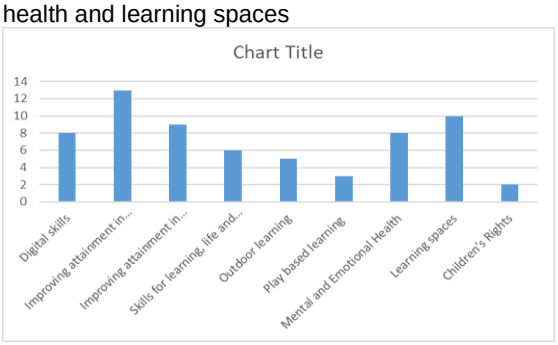
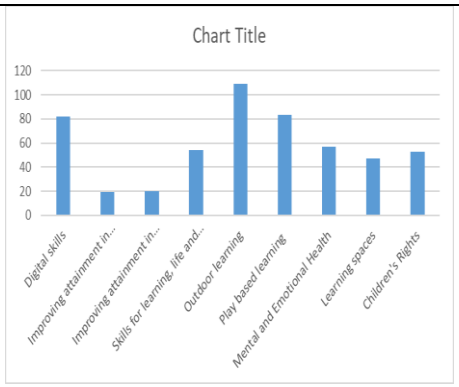
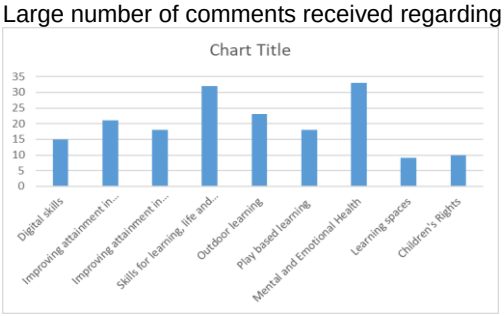
To be **SAFE**

- 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

Collaboration and consultation with our stakeholders in session 2021-22

Who?	When?	How?	What did we find out? *(bullet points on key themes)*
Staff	March 22 Feb 22 Termly	Microsoft form questionnaire Questionnaire re. Online parent/teacher appointments Staff meetings Tracking and monitoring mtgs	• Staff have missed human contact and connection with each other • Staff were asked to identify their top four priorities. Their top four were – attainment in literacy, attainment in numeracy, mental and emotional health and learning spaces  • Mixed views on the virtual parent/teacher appointments. A large number felt that they needed to be longer than 7 minutes • Targeted interventions are impacting on pupil progress and achievement • Increased teacher awareness of holistic view of learners: PEF, Wider achievement, engagement in school learning and home learning • Professional dialogue is valued
Children and young people	Feb 22	Microsoft form – P4-7 Self-esteem questionnaires Leadership groups Zones of Regulation questionnaire	 • Pupils in P4-7 were asked to identify their top four priorities. Their top four were – outdoor learning, play based learning, digital skills and mental and emotional health • A number of learners had poor self-esteem but this has improved over the past year • Which groups to be part of and ideas on what the group could improve • Pupils have enjoyed and benefited from learning about the Zones • Almost all could identify things they were proud of in and/or out of school
Parent and Carers	Termly March 22	Parent Council meetings Microsoft forms	• Parent Council are supportive and happy with school's approach to COVID • Parents are supportive of the school and complimentary about its response to the current pandemic, in particular our communication • Large number of comments received regarding our nurturing approach  • Parents were asked to identify their top four priorities. Their top four were

		Questionnaire re. Online parent/teacher appointments	– Mental and Emotional Health, Skills for learning, Outdoor learning and attainment in literacy • Mixed views on the virtual parent/teacher appointments. A large number felt that they needed to be longer than 7 minutes
Community and other stakeholders	Ongoing	Thematic Inspection – Education Scotland Partners Questionnaire	• Partners comment that our learners consistently demonstrate the school values • Communication was effective • Staff enjoyed working in the school • Evidence of Leadership at all levels • Current priorities were impacting positively on learners *"Pupils participated with confidence and there was a supportive and relaxed atmosphere between pupils and staff. As visitors it felt as though children felt safe to enjoy the experience in a way that suited their individual needs whether that was to sit and quietly listen or ask lots of questions. A lovely experience for us!*

Standards & Quality Report
2021-22

Progress made with the Priorities from our 2021-22 School Improvement Plan

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

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?
By June 2022 a minimum of 76% of learners in P1-7 are on track in writing (currently 70 %)	• Teaching staff engaged in professional learning/reading around current research in high quality feedback. • Staff reflected on existing practice and collegiately planned change around feedback • Staff reflected on and moderated the above with stage partner. They Identified successes and areas for improvement • Staff analysed their data and identifed improvements to implement within stages. Implement strategies, reassess and review effectiveness.	Good Progress has been made in this area. 73% of learners in P1-7 are now on track. Six pupils who have enrolled in the school this session are not on track impacting on this overall figure. 95% of learners in P4-7 stated that their class teacher provides them with written or verbal feedback which they act on. 91% of learners stated that this improves their work. *"I have used this feedback to remember to use better descriptive words to describe in stories."* *"I used my feedback to remember details such as punctuation and vocabulary"* *"I have used my feedback from XXX to make my stories better many times, such as, he told me to add paragraphs and to use more punctuation"*	Next steps for this priority are on our SIP 22-23: - See action plan

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.

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?
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	• Staff trained in Zones of Regulation • Information shared parents/carers around the Zones • Delivered 8 lessons on zones to P1-7 classes • Zones work promoted throughout the school • Developed 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) • Collated a list of partners that can support mental health and share with families. • Shared information with staff around HWB and provided time for staff to concentrate on their own HWB	Very good progress has been made in this area 96% of P4-7 learners stated that they had been learning about the Zones of Regulation 73% stated that they had found learning about the zones useful – those who stated that they did not find it useful went on to say that they already knew what to do to manage their emotions. 96% of learners in P1-7 completed exit passes which showed us that they have tools to regulate themselves when they experience a strong emotion. 100% of staff who responded to the questionnaire stated that they understood how to access available wellbeing support.	Next steps for this priority are on our SIP 22-23: - See action plan

Priority 3: To empower learners			
What were our outcomes? 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?	**What did we do?** • Developed a proposal to share with staff around leadership groups • Discussed 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) • Confirmed proposal and all groups had one meeting to develop an action plan • Increased staff knowledge of the UNCRC and the importance of embedding this in their practice. • Provided professional learning opportunities for staff to learn more about the UNCRC and how to embed in their practice • Provided learning opportunities in classes and at assemblies for children to learn more about the UNCRC. • New display screen in canteen shares information about Pupil Rights.	**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.* 100% of learners in P6 and P7 were allocated a Leadership Group and got their first or second choice. Each group held one meeting prior to national guidance changing around the mixing of classes indoors. 82% of learners in P4-7 stated that their knowledge of UNCRC has increased this session. *"Knowing the Children's Rights helps me to learn easier and understand other people."* *"i feel like kids and adults should all have are speech"* *"It does because it helps me know my rights."*	**What are the next steps and how do you plan to evidence the impact of further actions required?** Re-establish Leadership Groups – run groups and review progress *Pupil and staff feedback* Continue to highlight UNCRC with children *Pupil feedback* Include UNCRC reference in future policy development

Priority 4: Enhance the provision in our ELC			
What were our outcomes? 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.	***What did we do?*** • Provided training for ELC staff on quality interactions • Undertook professional reading and dialogue to ensure greater skill and confidence in their interactions with learners. • Drafted a procedure to ensure a consistent approach to the documentation of each learner's progression (floorbooks, learning journals, developmental overviews) • Provided training for ELC staff on continuous provision • Undertook professional reading and dialogue Identify improvement and implement	***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.* *In a questionnaire 100% of ELC staff provided examples of how they have the skills to know when to step in and step back to enable learners to experience high quality interactions.* *'I find myself taking more time to stand back and listen as before I think I stepped in a little too much or too quickly.'* 100% of learners are experiencing continuous provision through the ELC environment. *'The zones are great as it means staff can add in extra resources or do activities in the areas that stay the same throughout the year.'* *'The kitchen area had way too many items in it before and was quite overwhelming'*	**What are the next steps and how do you plan to evidence the impact of further actions required?** Protect time for professional dialogue and reflection regarding individual children. *Staff feedback* Visits to other settings to see good examples of continuous provision and reflect on visits as a team (stop, start, continue) *Minutes of meetings/improvements to our own environment*

Project/intervention: **"**Why it's great to be me!"
What was your gap 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

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.

Teaching and Learning	
Leadership	
Family and Community	**x**

Measures of impact on learners

- Our breakfast club is attended on average by 50 pupils each day. Feedback from parents, staff and pupils is that this provides nurture, nutrition and social interaction for learners and is highly valued.

- As part of the Northern Alliance Promoting Equity Improvement Programme a small group of learners were targeted to improve their self-esteem. PEF funding provided staffing for this. All learners attending the group were fully engaged and enthusiastic about all sessions. Parents reported that the intervention was having a positive impact on their child.

- Qualitative statements received - *"It makes me happy."* Pupil *"He smiles more."* Class Teacher *"My child enjoys the group and looks forward to coming."* Parent

		• 96% of learners in P4-7 were able to share examples of things they were proud of in and/or out of school. • 60% of the remaining learners who attended a group to improve their self-esteem improved their score when completing the Rosenberg Self Esteem survey. One learner was unable to complete the programme. However, those who did not improve their score gave examples of how external factors are currently impacting on their self-esteem. When commenting on the self-esteem groups statements included: *"Don't want the group to end"* *"Sad about the group finishing"* *"I enjoyed the group and would have liked to have come more frequently"*

School self-evaluation, 2021-22, 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 quantitative and qualitative evidence do you have of a 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: ○ Reflects the community we serve ○ Children at the centre ○ Incorporates all the wellbeing indicators ○ Links to our Rights Charter ○ 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 and trauma informed practice. Teaching staff maintain their GTCS standards and regularly update their professional learning. Staff have opportunities to develop their leadership roles and responsibilities.	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	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**

	A large number of staff willingly take on 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. Staff are involved in self-evaluation processes using HGIOS 4 and 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. 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. Leadership of change in recent years has impacted positively on children learning experiences in a number of key areas. Pupils play a role in leading parts of their learning. Pupils are involved in identifying and discussing the school's priorities. School improvement process very well embedded and all staff are involved in the process.	benchmarks. Staff have identified next steps and development needs. These mainly link to School and National priorities. Professional discussions demonstrates staff's commitment, involvement, leadership and ownership of change –within own classes and as a school. Detailed working time agreement in place Dedicated development time, SIP Focus Group and SIP procedures in place. Local authority positive feedback on SIP and current work The impact of previous priorities can be seen in classes e.g. Zones of Regulation, UNCRC, use of ICT tools to support and improve writing, SHANARRI, growth mindset Pupils are able to talk about their learning. Teachers use formative assessment and feedback 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 Pupils are involved in identifying	Focus Group emails Minutes of Pupil Council minutes Completed SIP and working time agreement CPD sessions on signing for staff across schools and parents being run by a member of school staff School timetable Completed audit document Previous SIP Minutes of MT meetings Pupil Feedback Form My meeting booklets Curriculum Rationale document	Continue moderation through cluster activities and out with. Embedding use of benchmarks. Further develop pupils' skills in reflective language.	

	Cluster support is very good. Staff within the ASN department engage with The Milestones to Support Learners with Complex Additional Support Needs and track the progress of learners. Personal Focussed Risk Assessments are in place A programme of training on record keeping, assessments, confidentiality and good practice is in place for ASN support staff Staff know learners very well and are in tune with their needs and emotional wellbeing. 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.	success criteria and assessing their learning. Timetable 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. Evaluations of IEPs are robust and identify next steps. A common language is used by all 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. Pupil Voice is heard clearly and appropriately. Staff are aware of their roles and responsibilities. There is a standardised approach. 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	Values Characters designs Pupil Council minutes/Round up Feedback at assemblies Minutes of Cluster HT meetings Completed IEPs Completed risk assessments Pastoral notes My Meeting Booklet Completed resources Pupil Voice Training notes Training powerpoint LSW duties Observations Values documentation	Encourage parents/carers to provide written feedback on targets and progress Protect time for professional dialogue around the moderation of targets. Include language of milestones in training Ensure vision shapes the ELC expansion Further training in these areas and to	

	ELC practitioners have engaged in a range of professional learning opportunities Leadership of all staff in developing continuous provision in the outdoor area Detailed plans are in place for the use of Additional Hours. They tie in with the priorities within the SIP.	Participation in in-house training Staff considering more carefully their interactions and observations Increased engagement and positive play and learning experiences.	Photos Videos Weekly News Developmental Overviews Staff feedback Information board Observations Physical environment WTA for ELC staff Calendar of dates	further embed this in the ELC setting Involve learners and parents in the plans for the ELC environment Continuous provision in indoor area Monitor use of Additional hours.	
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 quantitative and qualitative evidence do you have of a 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 – LI and SC are shared with learners. Learners are encouraged to share their ideas and opinions.	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	Folios of Evidence Recognition of Wider achievements Minutes of MT meetings Pupil jotters Tracking spreadsheets Pupil Feedback form Feb 22 End of year reviews	Track and celebrate pupil achievements in and out of school and identify gaps and skill development Wider achievement Groups Embed use of National benchmarks to support assessments Consistent approach adopted for a Folio of Evidence	**4**

	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. 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 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. High quality assessments are planned regularly and demonstrate the progress of learners across a number of curricular areas. Attainment remains steady this session, despite effects of Covid-19 restrictions. Variety of summative assessments used to support judgements – including digital assessments Planning is proportionate and manageable and identifies what is to be learned and assessed.	Pupil conversations, P7 Pupil profiles, Pupil Reports. Pupil groups – Pupil Council, assembly presentations, etc. 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) Whole school assessment strategy in place. Learners are clear about next steps and supported to achieve these PAM plans are embedded and assess skills and knowledge Data is carefully analysed and this informs the planning process and strategies adopted for individuals. Consistent collegiate approach to planning in place. Targeted support identified for pupils. Regular ASN/MT meetings to review pupil progress and discuss any concerns raised by staff or parents.	P7 profiles School website Review meeting minutes Evaluated IEPs Daily diaries My meeting booklets Northern Alliance Assessment data School website and photos Assessment strategy Class visits Jotters Feedback from staff and learners PAM plans Planning guidelines Complete plans Sumdog, Nessy, Boxall, SNSAs, Within the ASN department IEP evaluations embed the theory and language of the	Continue to take part in Northern Alliance Emerging Literacy Project Continue to provide moderation opportunities between staff to ensure shared standards. Post COVID ensure Monitoring and Tracking calendar is fully implemented. Continue to promote use of digital technology, outdoor learning and play Develop a play policy Continue to Implement Scottish National Standardised Assessments	

	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. Pupil progress reports are reader friendly and support sharing progress to parents. Involve pupils in sharing their views. ASN staff use a range of creative learning and teaching approaches, which help to motivate learners Where the learners have the capacity they are involved in setting their own success criteria 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 Intensive interaction approaches improve pupil communication All ELC staff understand the importance of play and how to ensure it has a positive impact on learner's progress Within the ELC setting purposeful	Calendar of reporting updated to ensure parents/carers get regular information and that pupils are involved in sharing their learning. Learners are engaged and making effective progress Motivated learners Learners are motivated and can access the curriculum Routines are in place that learners are aware of. Learners settle quickly to activities. A big emphasis is placed on pupil voice. Learners are now initiating communication All learners are happy and achieving. Balance of self-directed and adult directed play. Learners are achieving. Their	continuum of engagement SEEMIS Calendar of reporting Sample interim and end of session reports In-service training Class visits Review meetings Feedback from staff Class visits Examples of work Photos Videos Pupil Voice Class visits Review meeting minutes My Safety Support Plans Video footage Parental feedback Log of II input Feedback from staff Progress of learners Feedback from	Skill development of staff Family learning for parents/carers Implement CIRCLES Further develop strategies for involving ELC learners in planning for their own learning opportunities.	

	observations of learners take place. Practitioners have a growing sense of the curriculum and child development. Staff maintain literacy and numeracy tracking documents and developmental overviews for all learners All ELC are developing continuous provision through zones in our ELC resulting in improvements in planning and higher quality observations and interactions	progress is tracked using Developmental Overviews. Specific amendments to the curriculum are made for some learners Helps inform observation and further planning Written observations are highlighting progress and next steps	parents/carers Overviews IEPs GIRFEC meetings Completed documents Learning Journals	Continuous provision of play in EY Develop 'In the moment' planning and monitoring processes Develop a play policy	

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 quantitative and qualitative evidence do you have of a 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, Teacher of Communication.	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	Attendance data SEEMIS Work featuring SHANARRI CP training spreadsheet	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	**4**

	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 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 Almost all learners have been engaging with the zones of regulation and have tools to support them to regulate their emotions 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	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 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 Learners have told us they know about the zones and have strategies to regulate Exclusions are rare Large number of placing requests	RSHP programme and guidelines Assembly plan and presentations Targeted intervention requests Dyslexia assessments Care Plans Living Room timetable Spreadsheet detailing PEF criteria Review minutes GIRFEC plans CSPs Pupil feedback forms/exit passes	progression in children knowledge and skill development in this area. Assess pupil wellbeing using the SHANARRI web. Implement ICE pack lessons. 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	

	which are improving attainment and achievement for children facing challenges. A breakfast club and study club have been established for all learners. A lunchtime club is available for learners who have shown that they struggle with the busy playground environment. After school clubs 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. Emotional Support Officer is in place The emotional needs of learners are met and seen as a priority We listen closely to the views of our school community and from this have prioritised mental and emotional health this and next session. 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	Attendance at clubs After school clubs, buddies, school nurse, dental team etc. Pupils actively involved in Sports Committee events and clubs. Breakfast club is open for all learners Learners who have experienced trauma has regular emotional support Our 'Living Room' provides a fully staffed nurture space for learners who require emotional support Mental and Emotional Health features as a priority on our SIP All learners are using a range of communication strategies Individualised approach Effective support in place for learners Calmer and more productive learning environment	Breakfast Club register Letters to parents/carers Parent, staff and pupil feedback Active schools Sports events Inter-school meets Netball Leagues Use of 60:40 and Swimming facilities. Vicky's timetable Parental feedback Records of sessions and engagement Living Room space Targeted intervention request forms Parent, staff and pupil feedback SIP action plans Assemblies Pupil Voice Class visit Class visits IEPs Review minutes Pupil Voice Staff Register of singalong	Continue to have a 'Sign of the week' Promote the new Sign book'	

	children We are creating a richer communication environment	A number of staff are trained in SignAlong Foundation Course	Learners/staff are using the signs		

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 quantitative and qualitative evidence do you have of a 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?
3.2 Raising attainment and achievement (HGIOS) • *Attainment in literacy and numeracy* • *Attainment over time* • *Overall quality of learners' achievement* • *Equity for all learners*	The overall attainment of children in literacy and numeracy across the school has been impacted due to the current COVID pandemic. In June 2022, most children in P1 had achieved Early level in Listening and Talking, Reading, Writing and the majority in Numeracy. In P4 most children had achieved First level in Listening and Talking, Reading, Writing and the majority in Numeracy. In P7 most children had achieved Second level in Writing, Reading Listening & Talking and Numeracy. Attainment in literacy continues to be a improvement priority 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	Overall school results in literacy, numeracy and health and wellbeing show good progress and impact of improvements. Data from assessments, along with 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.	Attainment data SEEMIS Gap spreadsheet PEF plans Minutes of MT meetings Minutes of ASN/MT meetings Boxall profiles	Further embed professional dialogue around pupil attainment and predictions – look at identifying learners who are "on track", "exceeding 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.	**4**

	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. 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 has been 1 exclusion in the past 10 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. All learners are making good progress in meeting their targets. Multi-agency approach to planning Transition for Early Years Pupils is clearly planned and good links exist with local providers. Transition programme welcomed by parents. In the ELC children are making good progress.	Minutes of review meetings Evaluated IEPs Links with AHPs 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 Learners in the ASN department have IEPs, Personal Needs Care Plans and GIRFEC child's plans, My Safety Support plans. These identify short term and long term targets and are reviewed regularly Individual trackers are in place for literacy and numeracy in the ELC. Developmental Overviews	Transition programmes HOP PEF plans Pupil Plans ELC development overviews	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 environment	

School Improvement Plan
2022-23

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 2022	• Curriculum for Excellence • Realising the Ambition • National Improvement Framework • The Scottish Attainment Challenge • Education Reform and Empowerment • Getting It Right for Every Child • Developing Young Workforce • Digital Learning and Teaching Strategy • The Equity Audit • "Learning Together": Scotland's national action plan for parental involvement etc. 2018-2021
School factors • We have received £33,075 of Pupil Equity Funding • Over the past two years staff have really missed the opportunity to work collaboratively and meet face to face. This will be considered when planning implementation strategies to maximise this.	**Local factors** • Consideration of the electronic transfer and storage of pupil evidence within the cluster
UNCRC • 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	**Tacking Inequalities, Poverty Proofing and Cost of the School Day** • 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 • Placing the human rights and needs of every child and young person at the centre of education. • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly in literacy and numeracy. *(highlight as appropriate)*	**NIF DRIVERS** • School and ELC leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement • Curriculum and assessment • School and ELC 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

Continuation from 21/22? Y 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
Current attainment data Classroom observations Tracking discussion Staff feedback	By June 2023 a minimum of 78% of learners in P1-7 are on track in writing (currently 73 %)	• Co-operatively plan high quality assessment (all teaching staff) **16.8.22** • Review current literacy policy (working group) **30.8.22, 13.9.22** • Identify change ideas - modelling, daily writing? (working group) **29.9.22** • Change ideas shared with staff (all teaching staff) **3.11.22** • Implement change ideas **Terms 2-4** • Protect time for staff to work together to moderate, observe, plan collaboratively (all teaching staff) **T2-4** • Ensure all classrooms are dyslexic friendly (all teaching staff) **16.8.22** • Review and monitor ASN interventions in writing (ASN/MT) **Termly**	Cheryl Simpson Working Group Tools to support writing Highland Literacy Pathway SNSA	ACEL data in writing (CT) Tracking data (CT) Completed moderation of writing – increased staff knowledge and more robust tracking (CT) Observation of classroom practice (MT)

Group writing

Doing some kind of writing every day, but not a full story.

Get outside to get inspiration for writing

Writing linked to topics

Do writing more often

Pupil choice for topics

Practicing punctuation.

Outside learning

Imaginative writing

Practicing writing skills.

More writing competitions

Do reading more often

NIF PRIORITIES	NIF DRIVERS			
• Placing the human rights and needs of every child and young person at the centre of education. • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly in literacy and numeracy. *(highlight as appropriate)*	• School and ELC leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement • Curriculum and assessment • School and ELC 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 2: Improve Mental and Emotional Health by empowering learners and increasing awareness of strategies to improve mental health

Continuation from 21/22? Y 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**
Feedback from parents and staff – 69% of parents and 62% of staff who responded to a survey felts this was a priority for the school National and Local priorities	By June 2023, 80% of learners in P4-7 can state ways in which they can improve their mental health (35% at March 2022) By June 2023, 100% of parents/carers have been given the opportunity to engage in a wellbeing activity with their child, with an uptake of 75% 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 90% learners in P6 and P7 can talk about their leadership skills and how they have applied these in learning	• Embed 'Zones of Regulation' and create visual areas in classrooms (all teaching staff) **T1** • Deliver explicit lessons from 'Mental Health Pathway' **T1-4** • Revamp Friday afternoons to focus on wellbeing activities – Feel Good Fridays (working group) **30.8.22, 13.9.22** • Share revamp ideas with all staff **6.12.22** • Identify wellbeing activities for parent/child (working group) **29.9.22** • Implement Leadership Groups from session 2021/22 **T1** • Review Leadership Groups **23.5.23**	Julia McGinlay Working Group SCERTS CIRCLES Kitbag Mental Health Pathway UNCRC	Feedback from staff and pupils (MT) Observations of activities (CT/MT) Pupil Feedback Parent survey following wellbeing activity (working group) Parental uptake(working group) 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)

Growing plants
Yoga
Just dance
School clubs

Crafts
Outside more
Play with nursery
Every Friday fun

Baking
More mindfulness
Longer playtime
Cooking

Good choices for Feel Good Friday
Experiments
Movies

More drawing & colouring in
Show & Tell
Buddying

Pairing up with friend you wouldn't usually play with

Sewing
crocheting

NIF PRIORITIES	NIF DRIVERS			
• Placing the human rights and needs of every child and young person at the centre of education. • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly in literacy and numeracy. *(highlight as appropriate)*	• School and ELC leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement • Curriculum and assessment • School and ELC 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: Pupil Voice to influence interdisciplinary learning

Continuation from 21/22? 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
Pupil, staff and parental feedback (see page 5) Current IDLs are dated	100% of teaching staff have Improved their confidence and competence in delivering interdisciplinary learning by June 2023 By June 2023 100% of learners have had the opportunity to express their views and wishes to influence their interdisciplinary learning	• Increase staff knowledge of interdisciplinary learning (all teaching staff) **24.10.22** • Review existing approach (working group) • Identify improvement (working group) • Share improvements with staff (all teaching staff) **22.11.22** • Trial new approach for one term, utilising resources and personnel in the local community (all teaching staff) **T3** • Review new approach **4.5.23**	Jennifer Wadley Working Group Play based resources Outdoors Local community Skill development UNCRC	PAM (CT) Pupil and staff feedback (MT)

Learn about different jobs and try them out (artist, actor hairdresser)

More school trips about topics
More variety in topics
Penpals

Outdoor learning
More equipment – loose parts play

More STEM and science experiments
More history
Reading and spelling

More geography
Pupil Choice topics
Teddy picnics

Learning about WW
Topic Tuesday for going outside
Swimming galas

Bake sales
On nice days you can have option to eat in/out

NIF PRIORITIES	NIF DRIVERS			
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Priority 4: ELC

Continuation from 21/22? Y 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 staff identified the need to continue to improve our continuous provision and understanding around this. ELC ESO report (Dec 21) Staff observations post covid	By June 2023 100% of ELC staff will have increased knowledge of the skills developed in each 'zone' resulting in improved experiences for each learner. By June 2023 100% of learners will have developed their collaboration skills through continuous provision	• Undertake professional reading on Continuous Provision – develop shared understanding of high quality continuous provision in Bell's Brae • Visits to other settings • Develop a shared understanding of what the benefits of each zone are – skill development, key vocabulary, questioning, etc to develop literacy, numeracy and HWB • Engage in the Early Level Play pedagogy interactive toolkit • Provide opportunities for parents/carers to gain an understanding of the continuous provision being offered in Bell's Brae ELC • Protect time for staff to meet regularly to reflect, plan and improve	Frances Tait Alistair Bryce Clegg books Early Level Play pedagogy toolkit Additional hours agreement ELC Blog Metaskills Progression Framework	Staff feedback Visuals for each zone Observations Developmental overviews Focus Child comment sheet Feedback from Parents

Pupil Equity Fund – Planning and Reporting

PEF Allocation 22/23 £33,075	**Carry forward from 2022: £12,290.65**

Project/intervention: Regulated, relaxed and ready to learn

What data/evidence informs this? Tracking documentation. Attendance at breakfast club and feedback from parents about this service.

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) Throughout school session 22/23 75% of identified learners are accessing the breakfast club on a regular basis. b) By June 2023 100% of identified learners are regulated enough to increase their baseline Leuven Scale of Active Engagement and Learning by 1 or 2 points	Pupils will have the opportunity to attend breakfast club Pupils will have access to a staffed nurturing space or support from our Emotional Support Officer	Staff member to run breakfast club Breakfast Club food Training for staff (nurture, trauma, bereavement etc) 0.2 teacher (£10,000) 27.5 hour LSW (£20,825.12)	a) Register at Breakfast Club b) Leuven Scale scores c) Feedback from learners d) Feedback from parents

Teaching and Learning	
Leadership	
Family and Community	**X**

Development Time Tuesdays 1510 – 1610 (unless otherwise stated)			
	Date 2022 - 2023	Development Area	Personnel
Term 1	15 August	Class set up	All Staff
	16 August	Writing	All Staff
	30 August	Working groups	Teaching staff
	13 September	Working groups	Teaching staff
	29 September	Working groups	Teaching staff
Term 2	24 October	IDL	All Staff
	25 October	LA programme	All Staff
	3 November	Writing working group - feedback to staff	Teaching staff
	22 November	IDL working group - feedback to staff	Teaching staff
	6 December	HWB working group – feedback to staff	All Staff
Term 3	4 January	Moderation	All Staff
	10 January	Working groups	Teaching staff
	24 January	Staff Wellbeing	Teaching staff
	21 February	Audit/self-evaluation	All Staff
	7 March	Working groups	Teaching staff
Term 4	4 May	Review IDL approach	Teaching staff
	9 May	Consider audit results and draft action plans	All staff
	23 May	Review Leadership Group	Teaching staff
	June	Draft SIP/S&Q report emailed out	All staff
	13 June	Staff Wellbeing	Teaching staff

ELC Development Time Mondays 1600 - 1700		
	Date 2022-2023	Agenda
Term 1	22rd Aug	Planning/Operational meeting – Focus child
	29th Aug	Continuous Provision
	5th Sept	Planning/Operational meeting – Discuss value characters
	12th Sept	Continuous Provision
	19th Sept	Planning/Operational meeting
	26th Sept	Continuous Provision
	3th Oct	Planning/Operational meeting

	Planning/operational meetings
	Development meetings

Working Time Agreement 2022-23

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**