

# Bell's Brae Primary School



## Standards & Quality Report 2022-23

and

## School Improvement Plan 2023-24

## Introduction

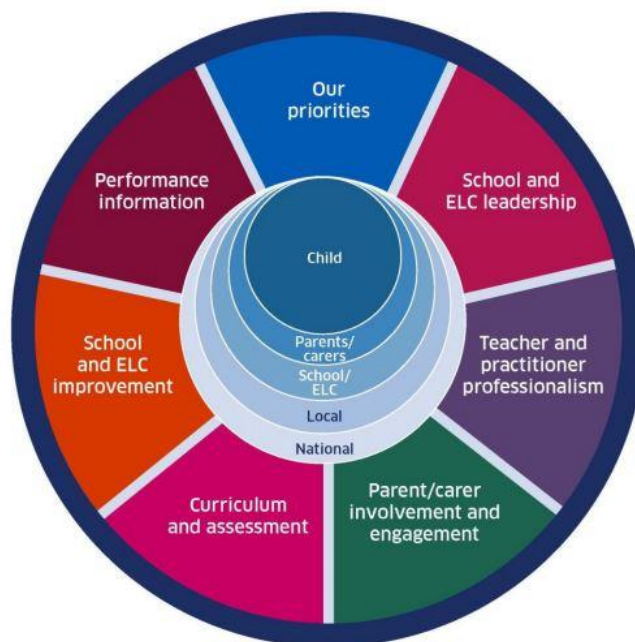
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, Getting it Right for Every Child (GIRFEC), and Developing the Young 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?* 4<sup>th</sup> 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.

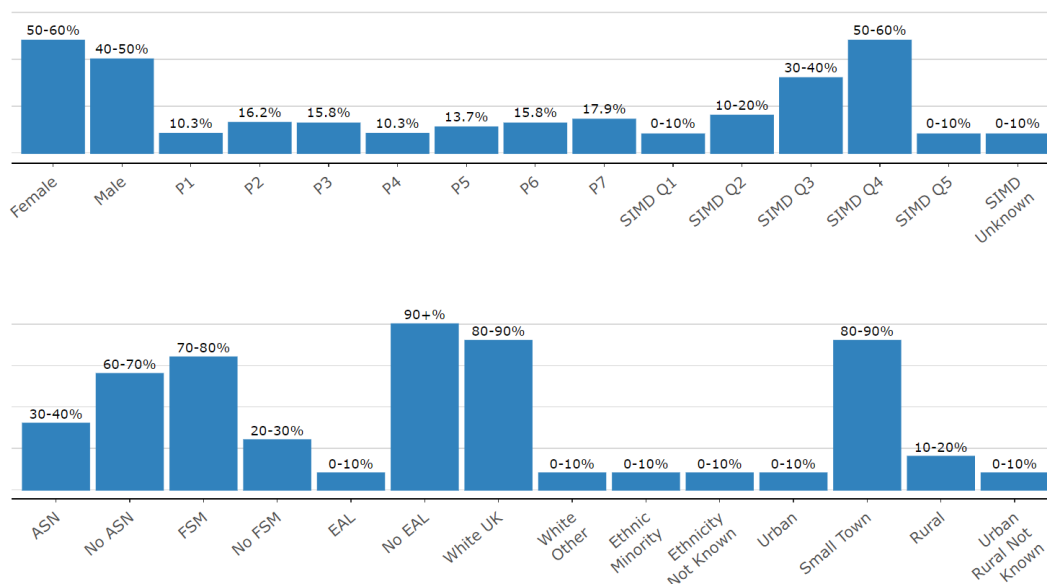
The National Improvement Drivers are:



## 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 352. This includes 48 children in the Early Learning and Childcare (ELC) setting – not all children are in the setting every day. Placing requests account for 21% of pupils. The chart below, collated in September 2022, 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.

A big challenge during session 2022-23 has continued to be 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 has an "open door" policy. Parents/carers received written reports about their child's progress in Dec 2022 and May 2023 and face to face parent/teacher appointments were re-introduced in February 2022.

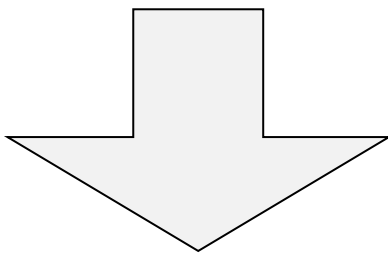
Parents/carers of children in all classes were invited into school to attend a Learning Breakfast.

# Our Vision

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

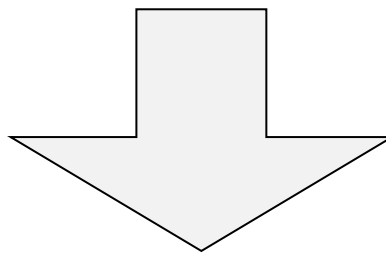
**So, we want everyone:**

To  
**LEARN**



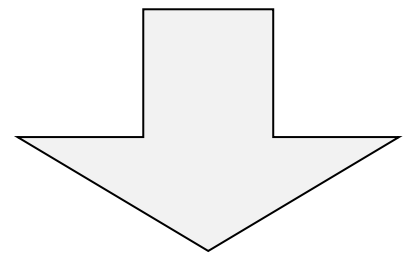
- We always try our best and **enjoy** challenge
- We develop our life skills and **resilience**
- We are **confident** in our own abilities and know our own strengths and needs

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

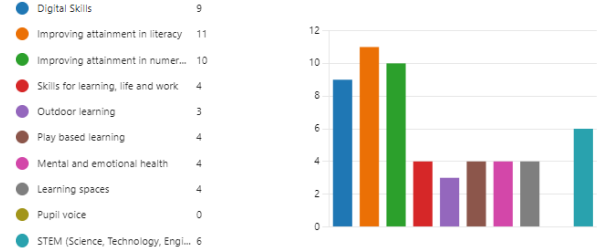
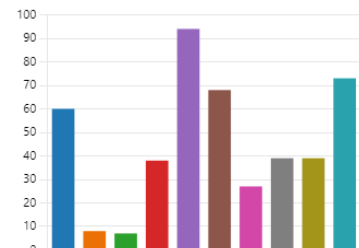
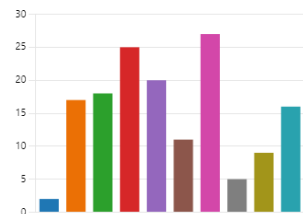
To be  
**RESPECTED**



- 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 2022/23

Who?	When?	How?	What did we find out? (bullet points on key themes)
Staff	March 23  April 23  Termly	Microsoft form questionnaire  Questionnaire re. daily writing  Staff meetings Tracking and monitoring mtgs	<ul style="list-style-type: none"> <li>Staff were asked to identify their top four priorities. Their top four were – attainment in literacy, attainment in numeracy, digital skills and STEM</li> </ul>  <ul style="list-style-type: none"> <li>Targeted interventions are impacting on pupil progress and achievement</li> <li>Teaching staff commented on the impact of the work of the ESO and the need for emotional support for children to continue to be offered</li> <li>60% of teachers felt daily writing had improved attainment in writing, 40% voted 'maybe'.</li> <li>Professional dialogue is valued</li> <li>64% of teaching staff wanted more guidance on how to make their classroom dyslexia friendly.</li> </ul>
Children	April 23   ongoing	Microsoft form – P4-7   Leadership groups and activities Young Leaders Group	 <ul style="list-style-type: none"> <li>Pupils in P4-7 were asked to identify their top four priorities. Their top four were – outdoor learning, STEM, digital skills and mental and play based learning</li> <li>Almost all could identify strategies to use to help with mental health.</li> <li>88% of children enjoy their project work</li> <li>95% of children think Feel Good Fridays are good for their wellbeing</li> </ul>
Parent and Carers	Termly  April 23	Parent Council meetings  Microsoft forms	<ul style="list-style-type: none"> <li>Bell's Brae Parent Council are supportive</li> <li>Parents are supportive of the school</li> <li>Large number of comments received regarding our nurturing approach</li> </ul>  <ul style="list-style-type: none"> <li>Parents were asked to identify their top four priorities. Their top four were – Mental and Emotional Health, Skills for learning, Outdoor learning and attainment in numeracy</li> <li>Parents are very supportive of the Breakfast Club and feel it should continue to be funded by PEF</li> </ul>
Community and other stakeholders	Ongoing	Partners Questionnaire after visits  Survey – April 23	<ul style="list-style-type: none"> <li>Partners comment that our learners consistently demonstrate the school values</li> <li>Some comments received about the children's engagement, participation and behaviour: <i>Yes, All the pupils were engaged and attentive during the session. Pupils were given the opportunity to contribute answers and were polite throughout. All of the above, the kids were really switched on and ready to learn. It was delightful to hear the passion of everyone in the class, and I/we very much look forward to hosting all of you at Saxa Vord one day after we start launching rockets. Thanks again for the invite!</i></li> <li>100% of partners feel there are effective arrangements in place for jointly planning and delivering provision with the school</li> <li>100% of partners are happy with the arrangements for evaluating our joint work.</li> </ul>

# Standards & Quality Report 2022-23

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

Priority 1: Improve attainment in literacy			
What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required?
<p>By June 2023 a minimum of 78% of learners in P1-7 are on track in writing (currently 73 %)</p>	<ul style="list-style-type: none"> <li>Teaching staff co-operatively planned a high quality assessment on writing</li> <li>Reviewed current literacy policy</li> <li>Identify change ideas of daily writing and implemented</li> <li>Protected time for staff to work together to moderate, observe, plan collaboratively</li> <li>Provided guidance to staff to support them in ensuring all classrooms are dyslexic friendly</li> <li>Implemented the CYPIC writing programme in P4 and P5.</li> </ul>	<p>Very Good Progress has been made in this area.</p> <p>77% of learners in P1-7 are now on track.</p> <p>69% of children in P4-7 stated that they have enjoyed daily writing.</p> <p>78% of children in P4-7 stated that daily writing had improved their writing</p> <p>Examples of how it had improved their writing included:</p> <p><i>"I got my capital letters and full stops in the right place and I put in connectives."</i></p> <p><i>"1 year ago I would not have been using conjunctions properly."</i></p> <p><i>"It has improved my writing because I'm a lot better at using conjunctions and openers and I've been writing a lot more."</i></p> <p>Some P4 and P5 pupils involved in the CYPIC programme stated:</p> <p><i>"It makes me feel good when I got all my targets"</i></p> <p><i>"It helped me write more because we have to try reach a target and it makes you want to reach it so you write more."</i></p> <p><i>"It has helped me a lot and I like focusing on one subject because it makes it easy"</i></p>	<p>Next steps for this priority are on our SIP 23-24:</p> <ul style="list-style-type: none"> <li>- <a href="#">See action plan</a></li> </ul>

**Priority 2:** Improve Mental and Emotional Health by empowering learners and increasing awareness of strategies to improve mental health

What were our outcomes?	What did we do?	What was the impact on learners? <i>Good progress has been made in this area</i>	What are the next steps and how do you plan to evidence the impact of further actions required?
<p>By June 2023, 80% of learners in P4-7 can state ways in which they can improve their mental health (35% at March 2022)</p> <p>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%</p> <p>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.</p> <p>By June 2022 90% learners in P6 and P7 can talk about their leadership skills and how they have applied these in learning</p>	<ul style="list-style-type: none"> <li>• Staff embed 'Zones of Regulation' and created visual areas in classrooms</li> <li>• Delivered explicit lessons from 'Mental Health Pathway'</li> <li>• Revamped Friday afternoons to focus on wellbeing activities – Feel Good Fridays</li> <li>• All families received an invite into the school to attend a Learning Breakfast</li> <li>• Identified leadership opportunities for learners in P6 and P7 and implemented.</li> <li>• Young Leaders Group established with pupils from ELC-P7. Regular meetings held and children influencing changes across the school.</li> </ul>	<p>97% of P4-7 learners stated that they had been learning about the Zones of Regulation.</p> <p>91% of learners could state strategies they use to improve their mental health.</p> <p>95% of learners stated that they think Feel Good Fridays are good for their wellbeing.</p> <p>Some examples given were:  <i>"I think that having the outside or inside option is more enjoyable than the options in classrooms. I love getting fresh air without having to play any games to be outside. Though sometimes being inside and having some calm time really makes me feel happy and calm".</i>  <i>"Having that 30 minutes with my friends at the end of a long week makes me feel so joyful knowing that next week i will know more than i did this week."</i></p> <p>100% of parents/carers were invited to a Learning Breakfast. 85% of family members from P1-7 attended.</p> <p>100% of children in P6 and P7 been provided with an opportunity to develop their leadership skills. Through this they have made changes to things in the school – tuckshop, running Children in Need day, coronation event, buddying in playground, participatory budgeting, paired reading, toothbrushing support.</p> <p>91% can talk about their leadership opportunities.</p>	<p>Continue to provide more leadership opportunities for children across the school.</p> <p>Ensure all children are aware of the skills they are developing through these opportunities.</p> <p>Review what Leadership Groups can be established to take forward school improvements.</p> <p>Use How Good is OUR school with children to evaluate aspects of the school.  <a href="#">See action plan</a></p>



**Priority 3:** Pupil Voice to influence interdisciplinary learning

<p><b>What were our outcomes?</b></p>	<p><b>What did we do?</b></p>	<p><b>What was the impact on learners?</b></p>	<p><b>What are the next steps and how do you plan to evidence the impact of further actions required?</b></p>
<p>100% of teaching staff have Improved their confidence and competence in delivering interdisciplinary learning by June 2023</p> <p>By June 2023 100% of learners have had the opportunity to express their views and wishes to influence their interdisciplinary learning</p>	<ul style="list-style-type: none"> <li>Increased staff knowledge of interdisciplinary learning. Teaching staff attended training on IDL and had the opportunity to discuss what it is and how we are delivering it in BB</li> <li>Working group reviewed existing approach and made changes to planning in this area and what staff are delivering with regard to IDL</li> <li>New planning and approach trialled by staff and feedback sought. Amendments made following feedback.</li> </ul>	<p><i>Good progress has been made in some aspects of this action plan but some developments are being carried forward.</i></p> <p>Almost all teaching staff have improved their confidence in this area however, 28% of teaching staff feel this is still an area they would like support with.</p> <p>88% of children in P4-7 stated that they enjoy their project work.</p> <p>Although staff in all classes have given the children choice only 82% of children were able to give examples of this.</p>	<p>Further work on IDL and how this is delivered in school.</p> <p>Review approach in classes, provide staff with time to plan and resource and encourage more opportunities for pupil voice, STEM and outdoor learning.</p> <p><a href="#">See action plan</a></p>

Priority 4: Enhance the provision in our ELC			
<p><b>What were our outcomes?</b></p> <p>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.</p> <p>By June 2023 100% of learners will have developed their collaboration skills through continuous provision</p>	<p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>• All staff undertook professional reading on Continuous Provision and developed a shared understanding of high quality continuous provision in Bell's Brae. A visual was produced.</li> <li>• All staff undertook visits to other settings to see good practice and how the environment was set up in other settings.</li> <li>• Developed a shared understanding of what the benefits of each zone are – skill development, key vocabulary, questioning, etc to develop literacy, numeracy and HWB. Zones visuals created.</li> <li>• Provided opportunities for parents/carers to gain an understanding of the continuous provision being offered in Bell's Brae ELC – termly visits to the setting and produced a continuous provision leaflet for parents.</li> <li>• Protected time for staff to meet regularly to reflect, plan and improve</li> </ul>	<p><b>What was the impact on learners?</b></p> <p><i>Very good progress has been made in some aspects of this action plan but some developments are being carried forward.</i></p> <p>100% of ELC staff stated that their knowledge of the skills being developed has improved.</p> <p>During the recent Education Scotland inspection the following information was fed back to staff:</p> <ul style="list-style-type: none"> <li>• The environment is attractive and well considered</li> <li>• Children are very engaged and staff are picking up any children who lose engagement and redirecting them</li> <li>• There are nurturing relationships</li> <li>• Staff think about and reflect on the environment</li> <li>• Good progress is being made by children</li> </ul>	<p><b>What are the next steps and how do you plan to evidence the impact of further actions required?</b></p> <p><a href="#">See action plan</a></p>

<b>Project/intervention: Regulated, relaxed and ready to learn</b> <b>What was your gap:</b>					
<b>Interventions for Equity</b> <u>Interventions for Equity   Self-evaluation   National Improvement Hub (education.gov.scot)</u> <i>(highlight the interventions that apply)</i>					
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
<b>Planned Outcome</b> 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		<b>Measures of impact on learners</b> <ul style="list-style-type: none"> <li>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.</li> <li>80% of identified learners access the breakfast club on a regular basis.</li> <li>100% of identified learners have had access to a staffed nurturing space or support from our Emotional Support Officer</li> </ul> <b>Feedback from parents/carers</b> <i>"Great use of funds to support children to start the day on a full belly, which we know enhances learning. Like the idea of the iPads and allows children to access digital skills that might to be able to in home environment"</i>  <i>"My kids love coming to the breakfast club &amp; they enjoy the soft start it gives them to their day, as well as being able to share breakfast with their wider community."</i>  <i>"Helping make sure all children can have Breakfast is wonderful"</i>			
<b>Teaching and Learning</b>					
<b>Leadership</b>					
<b>Family and Community</b>	<b>x</b>	<ul style="list-style-type: none"> <li>100% of learners, who received targeted support, have made progress with literacy or numeracy</li> </ul>			

## School self-evaluation, 2022-23, 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?” (4<sup>th</sup> 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*

<b>Qualitative Data</b>	<b>Quantitative Data</b>
<i>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 Survey written responses</i>	<i>CfE Attainment 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 Education Scotland inspection report</i>

*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

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?	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?
<p>1.3 Leadership of Change</p> <ul style="list-style-type: none"> <li>Developing a shared vision, values and aims relevant to the setting and its community</li> <li>Strategic planning for continuous improvement</li> <li>Implementing improvement and change</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>Reflects the community we serve</li> <li>Children at the centre</li> <li>Incorporates all the wellbeing indicators</li> <li>Links to our Rights Charter</li> <li>Values Characters to assist learners to relate to them</li> </ul> <p>The V, V and A are very clear. All staff and children understand them and are working towards fulfilling them.</p> <p>All staff take good account of the social, domestic, economic and cultural context of children and their families. The majority of staff have received input on ACEs and trauma informed practice ensuring that children's needs are met.</p> <p>Teaching staff maintain their GTCS standards and regularly update their professional learning. Staff have opportunities to develop their leadership roles and responsibilities. A large number of staff willingly take on leadership roles – JRSOs, SIP Focus Group, SIP working groups, Pupil Council</p>	<p>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</p> <p>Staff and pupils demonstrate this vision and our rights agreement through their work and behaviour.</p> <p>Feedback from visits and visitors is always positive.</p> <p>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.</p> <p>PRD processes have been completed with GTCS standards as benchmarks. Staff have identified next steps and development needs.</p>	<p>Continue to raise the profile of our V, V and aims with all stakeholders</p> <p>Continue to update our Curriculum Rationale document</p> <p>Make use of the new ASN Quality Standards.</p> <p>Continue to raise awareness of ACEs/trauma informed practice</p> <p>Continue to provide and promote leadership opportunities for all staff.</p> <p>Continue moderation through cluster activities and out with.</p> <p>Embedding use of benchmarks.</p>	<p>4</p>

	<p>etc. Through these roles staff present to and train their colleagues during staff development time.</p> <p>Staff are involved in self-evaluation processes using HGIOS 4 and challenge questions and always consider the impact of improvements on learners.</p> <p>Staff collectively agree priorities for change and both individually and collectively work to implement and develop improvement priorities. The collective responsibility improves outcomes for learners.</p> <p>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.</p> <p>Leadership of change in recent years has impacted positively on children learning experiences in a number of key areas.</p> <p>Pupils play a role in leading parts of their learning.</p> <p>Pupils are involved in identifying and discussing the school's priorities.</p> <p>School improvement process very well embedded and all staff are involved in the process.</p>	<p>These mainly link to School and National priorities.</p> <p>Professional discussions demonstrates staff's commitment, involvement, leadership and ownership of change –within own classes and as a school.</p> <p>Detailed working time agreement in place</p> <p>Dedicated development time, SIP Focus Group and SIP procedures in place. Local authority positive feedback on SIP and current work</p> <p>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</p> <p>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 success criteria and assessing their learning.</p>	<p>Further develop pupils' skills in reflective language.</p> <p>Encourage parents/carers to provide written feedback on targets and progress</p>	
--	---	---	---	--

	<p>Cluster support is very good.</p> <p>Staff within the ASN department engage with The Milestones to Support Learners with Complex Additional Support Needs and track the progress of learners.</p> <p>Personal Focussed Risk Assessments are in place</p> <p>A programme of training on record keeping, assessments, confidentiality and good practice is in place for ASN support staff</p> <p>Staff know learners very well and are in tune with their needs and emotional wellbeing.</p> <p>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.</p>	<p>Timetable</p> <p>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.</p> <p>Evaluations of IEPs are robust and identify next steps. A common language is used by all staff.</p> <p>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.</p> <p>Pupil Voice is heard clearly and appropriately.</p> <p>Staff are aware of their roles and responsibilities. There is a standardised approach.</p> <p>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</p>	<p>Protect time for professional dialogue around the moderation of targets.</p> <p>Include language of milestones in training</p> <p>Ensure vision shapes the ELC expansion</p> <p>Further training in these areas and to further embed this in the ELC setting</p> <p>Involve learners and parents in the plans for the ELC environment</p> <p>Continuous provision in indoor area</p> <p>Monitor use of Additional hours.</p>	
--	--	--	---	--

	<p>ELC practitioners have engaged in a range of professional learning opportunities</p> <p>Leadership of all staff in developing continuous provision in the outdoor area</p> <p>Detailed plans are in place for the use of Additional Hours. They tie in with the priorities within the SIP.</p>	<p>Participation in in-house training Staff considering more carefully their interactions and observations</p> <p>Increased engagement and positive play and learning experiences.</p>		
<b>Quality Indicators from How Good is our School?</b>	<p><b>How well are you doing?</b></p> <p><b>What's working well for your learners?</b></p>	<p><b>How do you know?</b></p> <p><b>What quantitative and qualitative evidence do you have of a positive impact on learners?</b></p>	<p><b>What are you going to do now?</b></p> <p><b>What are your improvement priorities in this area?</b></p>	<p><b>How would you evaluate this QI using the HGIOS? six-point scale?</b></p>
<p><b>QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)</b></p>	<ul style="list-style-type: none"> <li>Children experience a very positive, caring and nurturing ethos at Bell's Brae. The school motto is 'We achieve, we are happy'. Our children's behaviour, conduct and performance clearly reflect the words contained in our motto.</li> <li>Children and staff are proud of their school.</li> <li>Relationships across the whole school community are positive, respectful and reflect the school's values. Our school values are displayed throughout the school and staff and children can speak positively of the way they underpin the school's work.</li> </ul>	<ul style="list-style-type: none"> <li>Children are happy and engaged – seen during observations and through discussions with children and through seeking children's views – surveys, My meeting booklets, GIRFEC planning, Pupil Focus Groups, assemblies, Parent survey – 2 stars and a wish</li> <li>Feedback from surveys, Local Authority School Improvement Visit Reports. Staff Professional Reviews and links to our identified SIP priorities</li> <li>Our school values displayed throughout school - pupils and staff know the values and refer to the Values Characters in various situations i.e. in lessons, when walking through the school, playground situations Curriculum Rationale is written with a focus on each value and how it</li> </ul>		Good



	<ul style="list-style-type: none"> <li>• Staff have created a calm, safe and purposeful learning environment and celebrate children's work across the curriculum. Staff are responsive to the needs of individual children and adapt learning environments to suit.</li> <li>• Most children are polite and respectful to each other, adults and visitors to the school. They engage well with visitors and visitor feedback can highlight how they meet our school values.</li> <li>• Most children enjoy learning at school. They behave well, are attentive in class and engage purposefully and enthusiastically in a range of learning activities. This includes them working independently, working with their peers and participating in class discussions.</li> <li>• Children are confident and capable of taking the lead in sharing their learning with others as demonstrated at our Learner Led Events and Learning Breakfasts.</li> <li>• The development of a Learning and Teaching Visual supports a shared understanding of what high quality learning and teaching</li> </ul>	<p>underpins all our work.</p> <ul style="list-style-type: none"> <li>• Feedback from children. Observations, Learning Breakfasts feedback from staff, pupils and parents.</li> </ul> <p>Feedback from partners.</p> <p>Various rooms with adaptations such as soft furnishing, equipment to support sensory needs</p> <p>Zones of regulation approaches – displays and check ins</p> <ul style="list-style-type: none"> <li>• Observations and feedback from a range of different visitors and staff i.e. Active Schools staff, Foodbank staff</li> <li>• Pupils are increasingly using the language of learning and can articulate what they are learning and in some cases why.</li> </ul> <p>Monitoring of learning and teaching Pupil and staff feedback Evaluations of learning</p> <ul style="list-style-type: none"> <li>• Learning Breakfast data Learner Led Event information Pupil Led Assemblies Concerts Community Events – Holocaust Memorial</li> <li>• Teaching staff fully involved in creation</li> </ul>		
--	---	--	--	--

	<p>looks like and is developing greater consistency across the school. Staff engage in professional learning and reading, linked to this visual, to ensure they maintain high standards. Our monitoring calendar focusses on how the visual is being put into action and learner feedback on aspects of this is sought and then acted on.</p> <ul style="list-style-type: none"> <li>• Overall, across the school the quality of teaching is good and in a number of classes very good. Staff listen well to children and respond appropriately to their comments and ideas.</li> <li>• Teachers provide clear and helpful explanations and instructions. Teachers deliver lessons which are well-structured, including ensuring that the purpose and the outcomes of the lesson are clearly displayed and discussed throughout. In a number of classes, children are beginning to co-create how they will be successful in their learning effectively.</li> <li>• Most teachers link new learning successfully to prior learning and provide children with clear instructions and explanations to ensure confidence in learning tasks. They check for understanding and support children who require additional support. Lessons are differentiated effectively through tasks, expectation, adult interaction, use of</li> </ul>	<p>of visual</p> <p>Monitoring activities</p> <p>LA School Improvement Visit reports</p> <p>Staff and children feedback</p> <p>Visual on display in classrooms</p> <p>Continuum of engagement on display and referred to in ASN classes.</p> <p>Classroom Organisation and Display policy in place and implemented</p> <p>Jamboard – collating all teaching staff comments regarding high quality Learning and Teaching.</p> <ul style="list-style-type: none"> <li>• Monitoring activities</li> </ul> <p>Feedback from staff, pupils and parents</p> <p>Through surveys, Parent meetings and report cards slips parents comment on their child's progress, happiness and how satisfied the majority of them are with the learning and teaching in our school.</p> <ul style="list-style-type: none"> <li>• Monitoring activities</li> </ul> <ul style="list-style-type: none"> <li>• Staff have a clear overview of their pupils, strengths and needs. High quality learning experiences are provided in classes.</li> </ul>	<ul style="list-style-type: none"> <li>• For all teaching staff to ensure consistency in learning and teaching by fully embedding principles on the L and T Visual</li> <li>• Co-creation of success criteria happening across the school consistently</li> </ul>	
--	---	---	---	--

	<p>technologies or concrete materials to support children.</p> <ul style="list-style-type: none"> <li>In most classes teachers make effective use of digital technologies to support children's access to the curriculum and enrich their learning.</li> <li>Staff are beginning to involve children in P4-7 more fully in identifying, tracking and evaluating their learning through digital profiles. Children are proud of these profiles and have begun sharing them with family members. A range of low and high technologies is in use across the school to reduce barriers to learning.</li> <li>Children have opportunities for personalisation and choice in learning, for example, play in early years, interdisciplinary learning and some homework tasks</li> <li>Children in P1 experience daily rich opportunities for learning through play in their play zone. Teachers plan experiences that are relevant to children's stages of development and interests and ensure the children have a voice in what and how they learn. Teachers link play to previous and current learning. Through observations of play, they plan next steps and assess children's progress. These play</li> </ul>	<p>Monitoring of teacher plans</p> <ul style="list-style-type: none"> <li>Observations Teachers planning Use of Nesy and Clicker 8 ASN/MT minutes Individualised ICT to support learners to access the curriculum e.g. eye gaze, TouchChat Sumdog</li> <li>Digital Profiles Pupil feedback</li> <li>Monitoring Pupil Feedback Teacher's plans – IDL – choice of personal topics i.e Victorian fashion Floorbooks in P1 Completed homework Photos Central ELC team feedback</li> <li>Observations in play zone Floor books – where pupils give us their views and ideas. 'I wonder' questions Pupil feedback</li> </ul>	<ul style="list-style-type: none"> <li>Fully implement a progressive pathway for digital literacy to ensure that children are developing a wide range of skills in this area and linking this to skills for learning, life and work. Use digital technology creatively and review hardware and software with local authority personnel.</li> <li>Further development of Digital Profiles and clear timetable for sharing with family</li> <li>Develop further opportunities for children to have more personalisation and choice in their learning</li> <li>Develop Play policy and roll out to other classes</li> <li>Develop middle and top floor open areas further to provide better learning</li> </ul>	
--	--	--	--	--

	<p>opportunities have begun to be extended in some first level classes.</p> <ul style="list-style-type: none"> <li>• Teachers help children to develop a better understanding of their learning through the use of written and verbal feedback.</li> <li>• Teachers use a wide range of assessment evidence to support assessment judgements and decisions about next steps.</li> <li>• Our teachers engage in moderation activities in school and with cluster schools. This collaboration is leading to a shared understanding of progression within and across the CfE levels and improved teacher confidence when making professional judgements.</li> </ul> <p>A few staff have been involved in moderating writing at a National level furthering their</p>	<p>Pupils asked for a Viking boat and this was added to the open area P1 learning journeys</p> <ul style="list-style-type: none"> <li>• Pupil jotters Pupil feedback -survey Feb 22 Classroom observations Pupil Focus Group – April 23</li> <li>• Whole school assessment strategy in place and followed by staff. Pupil feedback – detailed examples of how feedback has improved their learning</li> </ul> <p>Children are clear about next steps and supported to achieve these</p> <p>SIP action plan on feedback</p> <p>Wide range of assessment documentation in classes – Boxalls, Emerging literary spreadsheets, Nessy, Sumdog, Dyslexia assessments/reports, SNSAs, P7 maths assessment for transition purposes <li>• In-service cluster plans Staff feedback</li> <p>PAM plans</p> <p>CYPIC data</p> </p>	<p>environments</p> <ul style="list-style-type: none"> <li>• Improve play opportunities outdoors with further loose parts play resources</li> <li>• Further opportunities to moderate with colleagues from other schools</li> </ul>	
--	---	---	---	--

	<p>ability to make accurate teacher judgements</p> <ul style="list-style-type: none"> <li>• A statement on planning, tracking and monitoring ensures a consistent approach is in place. This includes teachers employing a Plan, Assess and Moderate (PAM) approach to the planning and delivery of High Quality Assessments. These assessments enable children to demonstrate application of skills and knowledge across a range of contexts.</li> <li>• Teachers plan over different timescales. They use learning pathways that have been developed for a number of areas of the curriculum. The learning pathways outline the experiences and outcomes and outline the learning within Curriculum for Excellence levels that children should achieve at each stage. These pathways provide a framework for planning and ensure progression. They support staff to track progress of learners.</li> <li>• Tracking and monitoring arrangements are in place, which include robust discussions among staff to identify children in need of support. Teachers and the management team interrogate a range of data and carry out a robust analysis of this data to ensure all children are making appropriate progress. Targeted interventions are planned and carefully monitored to ensure impact. Over and above the tracking meetings there are systems in place where teaching staff can request support for identified learners. These referrals are discussed by senior leaders and ASN teachers to identify and action training,</li> </ul>	<p>Participation in national training events</p> <ul style="list-style-type: none"> <li>• PAM plans are embedded and assess skills and knowledge Planning, Tracking and monitoring statement developed and implemented</li> </ul> <p>Stage partners work closely together to plan work, assess and moderate work on a regular basis.</p> <ul style="list-style-type: none"> <li>• Planning guidance in place Curriculum pathways</li> <li>• Regular ASN/MT meetings to review pupil progress and discuss any concerns raised by staff or parents. Targeted intervention requests Minutes of ASN/MT meetings SEEMIS records Feedback from staff Pupil Reports</li> </ul>		
--	---	---	--	--

	<p>advice or specific interventions.</p> <ul style="list-style-type: none"> <li>• The progress of children in our ASN department is tracked on SEEMIS and for those following individual milestones, this is done through review and evaluation of IEP targets and GIRFEC planning. These children have daily diaries which document their learning journey and share it with their parents/carers.</li> <li>• In a few classes children have been gathering and analysing data around target setting in writing. They have proudly used this to identify and secure improvements in their writing.</li> <li>• The staff know the children well and respond effectively to any economic or emotional need.</li> <li>• An increasing number of staff (teaching and support) have been trained in Improvement Methodology. They have used this approach to identify target groups and their gap, plan interventions, measure impact, analyse findings and roll out change ideas.</li> </ul>	<p>Survey results from parents ACEL spreadsheets</p> <ul style="list-style-type: none"> <li>• Minutes of reviews IEPs Child's Plans CSPs Daily diaries</li> <li>• Wall displays Pupil feedback Writing improvements – jotter work Pareto/Spreadsheet</li> <li>• Timely interventions SEEMIS notes Reports</li> <li>• NA Promoting Equity Improvement Data – run charts, parental and pupil feedback</li> <li>• CYPIC National Writing Programme data</li> </ul>	<ul style="list-style-type: none"> <li>• Implement SCERTS to enhance target setting</li> <li>• Provide more staff with training in Improvement Methodology</li> </ul>	
--	---	---	---	--

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	What are you going to do now? What are your improvement priorities in this	How would you evaluate this QI using
--	---	--	---	---

		do you have of a positive impact on learners?	area?	the HGIOS? six-point scale?
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> <li>Wellbeing</li> <li>Fulfilment of statutory duties</li> <li>Inclusion and equality</li> </ul>	<p>Pupils' wellbeing sits at the heart of all we do and this is clearly understood by all stakeholders.</p> <p>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.</p> <p>Children's knowledge and understanding of the GIRFEC wellbeing indicators is developing well</p> <p>Children are treated with respect and dignity and recognised for their worth</p> <p>Careful support of pupils alongside other professionals, particularly, health and social work, Teacher of Communication. Service Level Agreements are in place to support partnership working.</p> <p>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.</p> <p>Staff are kept informed of any significant events in children's lives so they can plan accordingly and provide the necessary support to individuals.</p> <p>Robust processes in place for child protection and other statutory duties. Staff training includes Child Protection, GIRFEC training, further developing the</p>	<p>The pupils are confident, happy and enjoy the whole school experience. Attendance levels are high, pupils want to come to school.</p> <p>Positive relationships provide consistently positive models for pupils.</p> <p>Pupils can assess their wellbeing and can describe how the school and others support their wellbeing across all indicators.</p> <p>Participation in the Daily Mile and are making links between physical activity and health</p> <p>All staff have had CP training and follow the Interagency Child Protections Procedures</p> <p>School links with other agencies and partners are utilised to support the wide range of need of pupils.</p> <p>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.</p> <p>The school has developed nurturing approaches and the ethos is warm</p>	<p>Encourage the continuation of good attendance, promotion of positive relationships and wellbeing.</p> <p>Promote improved punctuality and provide support for any families having difficulties in this area.</p> <p>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.</p> <p>HWB pathway</p> <p>Look across the wider community to see where we can tap into to enhance learning experiences and involve staff training if required.</p> <p>Make use of the new ASN Quality Standards. Embed UNCRC Zones of Regulation work</p> <p>Consider mixing playgrounds once a week</p> <p>Consider criteria in place for attendance at lunchtime club</p>	4

	<p>nurturing school approach and individual CPD.</p> <p>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</p> <p>Almost all learners have been engaging with the zones of regulation and have tools to support them to regulate their emotions</p> <p>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.</p> <p>We have effective strategies in place which are improving attainment and achievement for children facing challenges.</p> <p>A breakfast club is in place for for all learners. This ensures a soft healthy start is available for all. 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.</p> <p>Through our school values the school community openly discuss inclusion,</p>	<p>and friendly. Nurture groups support a significant number of learners.</p> <p>Embedding of values and rights throughout the school and reference to them in reflective practice. PEF plans, Monitoring meetings, Transition plans</p> <p>Learners have told us they know about the zones and have strategies to regulate</p> <p>Exclusions are rare</p> <p>Large number of placing requests</p> <p>Attendance at clubs</p> <p>After school clubs, buddies, school nurse, dental team etc. Pupils actively involved in Sports Committee events and clubs.</p> <p>Breakfast club is open for all learners</p> <p>Learners who have experienced</p>		
--	---	---	--	--



	<p>participation and equality. An ethos of inclusion exists.</p> <p>Emotional Support Officer is in place</p> <p>The emotional needs of learners are met and seen as a priority</p> <p>We listen closely to the views of our school community and from this have prioritised mental and emotional health this and next session.</p> <p>A range of augmentative and alternative communication is in use and promoted widely through the school community.</p> <p>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</p> <p>We are creating a richer communication environment</p>	<p>trauma has regular emotional support</p> <p>Our 'Living Room' provides a fully staffed nurture space for learners who require emotional support</p> <p>Mental and Emotional Health features as a priority on our SIP</p> <p>All learners are using a range of communication strategies</p> <p>Individualised approach</p> <p>Effective support in place for learners</p> <p>Calmer and more productive learning environment</p> <p>A number of staff are trained in SignAlong Foundation Course</p>		
--	---	--	--	--

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?	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?
<b>3.2 Raising attainment and achievement (HGIOS)</b> <ul style="list-style-type: none"> <li><i>Attainment in</i></li> </ul>	<ul style="list-style-type: none"> <li>We identified gaps in attainment as a result of the pandemic and prioritised support for learning in all literacy and numeracy lessons to close identified gaps. Across the school,</li> </ul>	<p>Overall school results in literacy, numeracy and health and wellbeing show good progress and impact of improvements.</p>	<p>Continue to identify ways to raise attainment in literacy and numeracy and close the attainment</p>	<p>Good</p>

<p><i>literacy and numeracy</i></p> <ul style="list-style-type: none"> <li>• <i>Attainment over time</i></li> <li>• <i>Overall quality of learners' achievement</i></li> <li>• <i>Equity for all learners</i></li> </ul>	<p>children benefit from working in small groups with increased direct teaching time in reading, writing and numeracy and mathematics lessons. This is impacting positively on children's progress and attainment across the school. For children with additional barriers to learning, we can demonstrate that they are attaining appropriately for their individual levels of need and making good progress in literacy and English, and numeracy and mathematics in relation to their prior levels of attainment.</p> <ul style="list-style-type: none"> <li>• School achievement of a level data for last session shows attainment has returned to pre-pandemic levels in almost all classes. This data includes all primary aged children in mainstream and most within our ASN department.</li> <li>• In May 2023 at early level, most children are currently achieving expected Curriculum for Excellence (CfE) levels in listening and talking, reading, writing and numeracy and mathematics. At first level, the majority of children are currently achieving expected CfE levels in numeracy and most in listening and talking, reading and writing. Currently at second level, most children are achieving expected CfE levels in numeracy and reading, the majority in writing and almost all in listening and talking.</li> <li>• Overall, children are making good progress in reading, writing and listening and talking.</li> </ul>	<p>Data gathered and analysed</p> <p>Attainment over time spreadsheet</p> <p>SEEMIS records</p> <ul style="list-style-type: none"> <li>• ACEL data spreadsheet</li> <li>• Data from assessments, along with moderated teacher judgement SEEMIS record</li> </ul> <p>SNSAs</p> <p>Attainment over time s/s</p> <p>Folios of evidence</p> <p>Pupil work</p> <ul style="list-style-type: none"> <li>• Data from assessments, along with moderated teacher judgement</li> </ul>	<p>gap</p> <ul style="list-style-type: none"> <li>• Roll out National Writing CYPIC (Children and Young People's Improvement Collaborative) programme across school</li> <li>• Identify and trial a change idea in numeracy</li> </ul>	
--	--	---	--	--

	<ul style="list-style-type: none"> <li>• Most children receiving support through PEF are making very good progress from prior levels of attainment.</li> <li>• Overall, children are making good progress in numeracy and mathematics.</li> <li>• Robust processes are in place to track attainment in literacy and English and numeracy and mathematics over time. We ensure the data is used effectively to plan support and interventions to close gaps for individual children, classes and groups. This is ensuring progress and attainment is improving across the school.</li> <li>• Staff celebrate children's achievements at assemblies, in classrooms, on the canteen display screen and on our school website. Children recognise the skills and qualities of their peers and nominate them for putting our 'Values into Action'. This is supporting children to contribute to the positive ethos across the school. Children are very proud of the role they have in recognising and celebrating the success of others.</li> <li>• Following COVID mitigations, we have begun to reinstate our children's leadership opportunities. These include organising and running whole school events such as Children in Need Day, Tuck Shop and Coronation celebrations as well as working with other</li> </ul>	<p>SEEMIS record SNSAs Attainment over time s/s Folios of evidence Pupil work</p> <ul style="list-style-type: none"> <li>• PEF spreadsheet</li> <li>• Data from assessments, along with moderated teacher judgement SEEMIS record SNSAs Attainment over time s/s Folios of evidence Pupil work</li> <li>• Planning, tracking and monitoring statement Implementation of monitoring and tracking overview</li> <li>• Pupil feedback Nomination slips Wall displays Scrapbook. Observations of engagement regarding canteen display Emails sent by pupils Achievement survey results</li> <li>• Pupil Feedback Staff feedback Photos</li> </ul>	<ul style="list-style-type: none"> <li>• Track progress across all curricular areas</li> <li>• Reinstate Wider Achievement Groups</li> <li>• Provide further leadership opportunities for more learners to develop leadership skills and involve</li> </ul>	
--	--	---	---	--

	<p>children in roles such as buddies in the playground, tooth brushing supporters, Young Leaders Group, Canteen Monitors and Paired Reading. Our children enjoy opportunities to lead activities for younger children. This is developing their confidence, leadership and communication skills.</p> <ul style="list-style-type: none"> <li>• Children participate in a range of clubs and activities in and out of school. We monitor participation and identify children who are not attending any of the activities on offer. We have begun to address barriers to participation including extending the range of clubs.</li> <li>• Our children take great pride in representing their school within the community. They achieve high levels of success and recognition when doing so.</li> <li>• Children in P4-7 are regularly reflecting on their learning in and out of school and recording this on a digital profile. Through this, they are furthering their understanding of how they are meeting the four capacities and</li> </ul>	<p>Action plans Minutes of meetings Development Driver action plans Participatory Budgeting presentation – to other schools in Shetland and at National conference Extremely successful whole school events organised and run by children – Children in Need, Coronation etc</p> <ul style="list-style-type: none"> <li>• Achievements survey and results After school clubs register Actions agreed following monitoring of achievement survey BB approach to achievements – assemblies/screen in canteen etc.</li> <li>• Euroquiz regional winners Tree planting Holocaust memorial Young Fiddler competition Music Festival Choir concert Sporting events – Boccia, Netball etc Intergenerational work Young Writer's Competition School trips – museum, library</li> <li>• Digital profiles</li> </ul>	<p>them more fully in self-evaluation activities through 'How Good is OUR school'</p> <ul style="list-style-type: none"> <li>• Continue to offer a wide range of clubs for all ages</li> <li>• Euroquiz final in Edinburgh in June 23</li> <li>• Further improve children's ability to self reflect and identify a wide of range of skills – enhance their knowledge of metaskills.</li> </ul>	
--	--	--	--	--

	<p>developing a wide range of skills.</p> <ul style="list-style-type: none"> <li>• As part of transition to the AHS children in P7 are learning about metaskills and have begun profiling on My World of Work. They are recognising their personal skills, qualities and achievements and how these can be built on during their learner journey.</li> <li>• All staff have a strong understanding of the range of barriers to learning children may face. We track closely the progress and attainment of all children with potential barriers to their learning.</li> <li>• Our management team work with teachers to analyse data and identify specific gaps in children's learning and achievement. We track the progress and attainment of children supported through PEF. We use PEF funding to provide additional teaching and support staff. These additional staff members provide targeted support for identified children. PEF funding also provides a breakfast club which is free and accessible to all. Families have been invited into the school to experience the Breakfast Club alongside their child. A few classes are at the early stages of using PEF for Participatory Budgeting to improve reading for</li> </ul>	<p>Pupil feedback</p> <ul style="list-style-type: none"> <li>• P7 My World of Work profiles</li> </ul> <p>Pupil voice</p> <ul style="list-style-type: none"> <li>• SEEMIS notes Staff feedback IEPs Individual supports in place Adapted environments Targeted Intervention Requests</li> <li>• PEF spreadsheet – school overview and impact of intervention Breakfast Club register Pupil Feedback Learning breakfast data Management Team minutes Participatory Budgeting ASN/MT minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Begin learner journey lessons in P6</li> <li>• Participatory budgeting rolled out</li> </ul> <p>Provide emotional support role in 23/24</p>	
--	---	---	--	--

	<p>enjoyment at second level.</p> <ul style="list-style-type: none"> <li>• A number of children have a multi-agency child's plan, which sets clear measurable targets, to ensure their needs are met. Regular monitoring of these plans take place which involve input from staff, pupils, parents and all partners.</li> <li>• We promote a shared understanding of equitable approaches. An Equity Statements is in place and shared with the school community to enhance their knowledge and remove potential barriers to learning.</li> <li>• Our Emotional Support Officer and nurture groups provide essential support to children who have experienced trauma or are experiencing challenges in their life. Careful monitoring of these individual children shows improvements in their engagement and ability to self-regulate.</li> </ul>	<ul style="list-style-type: none"> <li>• IEPs Child's Plans CSPs GIRFEC documentation Pupil passports Personal Needs Care Plans</li> <li>• Equity statement</li> <li>• Minutes of MT/ESO meetings ESO records and spreadsheet Feedback from staff, parents and pupils SEEMIS notes Trauma Informed Practice Sway</li> </ul>	<ul style="list-style-type: none"> <li>• Consider how we provide emotional support once the ESO role ends.</li> </ul>	
--	--	---	---	--

**Self-evaluation summary for primary schools and primary schools with a nursery class/early learning and childcare settings (ELC):  
Bell's Brae Primary School, Shetland Islands Council**

<b>How well are you doing?</b>	<b>How do you know?</b>	<b>What are you going to do now?</b>	<b>How would you evaluate this QI</b>
--------------------------------	-------------------------	--------------------------------------	---------------------------------------

What's working well for your learners?	What evidence do you have of positive impact on learners?	What are your improvement priorities in this area?	using the HGIOS?4/HGIOELC? six-point scale?
<b>QI 2.3 Learning, teaching and assessment</b> (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)			
<ul style="list-style-type: none"> <li>All staff have worked hard to create a purposeful, safe, stimulating and nurturing play environment. Children have free flow access to their outdoor environment, which allows them to develop skills and take part in risky play activities. Children have access to loose parts across the setting supporting them to develop a wide range of skills.</li> <li>Children are involved and engaged in the play opportunities offered. They have regular opportunities to lead their own learning. Children are calm and comfortable in the environment and are familiar with the routines in the setting.</li> <li>Through supportive and nurturing relationships the children are happy and confident. They interact well with adults and peers. Staff encourage children to develop independence and responsibility on a regular basis.</li> <li>All staff have a shared understanding about the importance of play and how to ensure it has a positive impact on children's progress and development. Staff are more confident in knowing when to observe, question or comment during children's play. In the setting there is a balance of adult initiated, child led and adult led experiences.</li> <li>Staff have developed continuous</li> </ul>	<ul style="list-style-type: none"> <li>Outdoor policy Children's feedback Staff feedback Floorbooks Local Authority School Improvement Visit Feedback Photos Observations Minutes of staff meetings</li> <li>Observations Staff training records Floorbooks All learners are happy and achieving. Balance of self-directed and adult directed play.</li> <li>Observations/monitoring Children's feedback Parent feedback Personal Plans Minutes of staff meetings Familiar routines for children Snack and mealtimes procedure</li> <li>Staff feedback Staff training records ELC Microsoft Team records Zone visuals Staff can articulate the importance of Realising the Ambition Teacher's timetable</li> </ul>	<ul style="list-style-type: none"> <li>Improve staff observation in zones to fully identify next steps in learning for each individual.</li> <li>Share Bell's Brae's continuous provision journey at our planned Stay and Play session in May 2023</li> <li>Staff snack and mealtime working group to continue to develop opportunities for children to take responsibilities around food and food choices.</li> </ul>	Good

<p>provision indoors through zones, resulting in improvements in planning and higher quality observations and interactions. As a result of the zones development children's engagement has improved as they have access to a wider range of open ended resources. These familiar zones have also impacted on the children's feelings of security.</p> <ul style="list-style-type: none"> <li>The development of an ELC Visual supports a shared understanding of what high quality provision looks like in our setting. This is ensuring greater consistency across the setting. Staff engage in professional learning and reading, linked to this visual, to ensure they maintain high standards.</li> <li>Within the setting purposeful observations of children take place. Staff have a growing sense of the curriculum and child development. They have increased their knowledge and understanding of metaskills and highlight these to make informed observations. Staff meet regularly to discuss observations and use this information to plan next steps for children.</li> <li>Tracking and monitoring processes are well established for all children. These provide information on each child's progress and identify areas for development. The ELC teacher maintains literacy and numeracy tracking documents for all pre-schoolers.</li> </ul>	<p>Zones planning</p> <ul style="list-style-type: none"> <li>Staff feedback Children's feedback Survey results – April 23 Zone visuals Zone floorbooks Observations Staff guidance on zone floorbooks Children are aware of where resources are in the environment and what to expect</li> <li>All staff involved in the creation of a visual – document on TEAMS Staff feedback Visual Jamboard with all staff feedback Monitoring Professional Learning discussions</li> <li>Observations Focus Child floorbook Learning Journals Minutes of staff meetings Personal Plans Staff feedback</li> <li>All children are making progress. Their progress is tracked using</li> </ul>	<ul style="list-style-type: none"> <li>Outdoor working group developing loose parts and growing</li> <li>Provide further opportunities for children to use digital technology to enhance their learning.</li> <li>Continue to develop further consistency among staff team in implementing all aspects of the visual and ensuring feedback from monitoring is based on these identified principles. This will be used to form professional learning discussions with all members of the staff team.</li> <li>Literacy and numeracy guidance has been drafted and is to be shared with whole staff team, in order for them to be better placed to identify next steps in these curricular areas.</li> <li>Continue to develop ways to effectively share observations within the wider staff team.</li> <li>Learning Journey and Journal documentation to be shared with P1 teachers to ensure a smooth transition and that teachers are building on prior</li> </ul>	
--	---	---	--



<p>Developmental overviews are in place for all children.</p> <ul style="list-style-type: none"> <li>• Staff record skills and progress in children's learning journals. They have begun to capture the child's voice within these journals.</li> <li>• Staff have detailed knowledge about the children in the setting and in particular those who are experiencing barriers to their learning. They identify and support children who require additional help.</li> <li>• Staff record and share children's interests, progress and achievements with parents/carers twice year through their 'Focus Child' approach. This approach involves individual target setting.</li> </ul>	<p>Developmental Overviews/tracking documents. CT and DHT meet to discuss children's progress and where necessary identify and record targeted interventions – which may involve input from other agencies</p> <p>Tracking spreadsheet</p> <p>'My Learning Journey' documentation</p> <p>SEEMIS records</p> <p>Personal Plans</p> <ul style="list-style-type: none"> <li>• Written observations are highlighting progress and where necessary next steps. Learning journals are individual to each child.</li> <li>• Personal plans SEEMIS notes Play plans 'All about Me' forms Personal plans guidance Enrolment forms Staff interactions with individual children</li> <li>• Focus Child forms Parent feedback</li> </ul>	<p>learning.</p> <ul style="list-style-type: none"> <li>• Review staff roles around the completion of developmental overviews</li> <li>• Consistent approach by all staff to the completion of learning journals ensuring significant aspects of learning are document – develop guidance to support this</li> <li>• Increase frequency of monitoring Learning Journals</li> <li>• 'All about me now' forms to be developed</li> <li>• Further involvement with parents/carers to incorporate achievements out of school</li> <li>• Review Focus Child observation sheet to invite written parental feedback</li> </ul>	
--	--	---	--

**QI 3.2 Securing children's progress** (Progress in communication, early language, mathematics, health and wellbeing; Children's progress over time; Overall quality of children's achievement; Ensuring equity for all children)

<ul style="list-style-type: none"> <li>• In the ELC almost all children are making very good progress.</li> <li>• High quality experiences, spaces and approaches ensure that all children are highly motivated and engaged, developing a range of skills.</li> <li>• The environment indoors and outdoors ensures continuous provision where children can apply and develop their literacy and numeracy skills through engaging play opportunities.</li> <li>• Staff make effective use of information to work towards and achieve agreed targets for individual pupils with ASN.</li> <li>• The achievements of children are</li> </ul>	<ul style="list-style-type: none"> <li>• Individual trackers are in place for literacy and numeracy Developmental Overviews Tracking spreadsheet Target setting for focus child.</li> <li>• Observations Zone floorbooks Children's feedback Focus Child sheets Open ended resources</li> <li>• Continuous provision environment Photos Learning Journeys Photos of children finding lines of symmetry in the environment and fractions of a shape in snack area Story of the week Nursery Rhymes at Together time Story maps Drawing club pictures Photos of children writing to Edinburgh Zoo</li> <li>• Individual play plans Minutes of meetings Plan for Learning Support Worker input SEEMIS notes Personal plans</li> </ul>	<ul style="list-style-type: none"> <li>• Review staff roles around the completion of developmental overviews</li> </ul>	<p>Good</p>
---	--	---	-------------

<p>recorded and celebrated in their Learning Journals, on wall displays and on the Nursery Blog. These are available for parents/carers to see.</p> <ul style="list-style-type: none"> <li>Children in the setting are provided with opportunities to engage with the wider school community in the playground, at whole school events and during buddy time. They have opportunities to develop their understanding of their place in the community through local walks and visits.</li> <li>Equity for children and their families remains at the heart of our practice and staff demonstrate commitment to GIRFEC.</li> <li>We promote a shared understanding of equitable approaches. An Equity Statements is in place and shared with the school community to enhance their knowledge and remove potential barriers to learning.</li> <li>Staff provide regular updates on children's progress to parents/carers using a range of different approaches.</li> <li>Staff are committed to Continued professional learning and this supports the development priorities outlined in the school improvement plan</li> </ul>	<ul style="list-style-type: none"> <li>Learning Journals Nursery Blog Wall displays</li> <li>Photos – Folk Festival concert, Montfield garden, library Children's feedback Community display board Zones floorbooks Outdoor learning policy</li> <li>SEEMIS notes Play plans GIRFEC paperwork</li> <li>Equity sway 'We have rights song' -UNCRC</li> <li>Focus Child sheet Personal Plans Pre-school written reports/appointments SEEMIS notes Learning Breakfast Learner Led Event Daily feedback at drop off/pick up</li> <li>Staff review and development meetings Additional hours agreement document ELC Microsoft team Staff training records</li> </ul>	<ul style="list-style-type: none"> <li>Develop a consistent approach to gathering and sharing children's achievements out of the setting</li> <li>Staff sharing key learning from CPD/Professional reading during staff meetings</li> </ul>	
--	--	---	--

# **School Improvement Plan 2023-24**

## **Factors Influencing the 2023/24 Improvement Plan**

<p><b>Local authority factors</b></p> <ul style="list-style-type: none"> <li>• Excellence and Equity for Shetlands' learners</li> <li>• Children's Services, Recovery and Renewal Plan</li> <li>• Children's Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting</li> <li>• SIC Strategy for Parental Involvement 2022</li> </ul>	<p><b>National factors and drivers</b></p> <ul style="list-style-type: none"> <li>• Curriculum for Excellence</li> <li>• Realising the Ambition</li> <li>• National Improvement Framework</li> <li>• The Scottish Attainment Challenge</li> <li>• Education Reform and Empowerment</li> <li>• Getting It Right for Every Child</li> <li>• Developing Young Workforce</li> <li>• Digital Learning and Teaching Strategy</li> <li>• The Equity Audit</li> <li>• "Learning Together": Scotland's national action plan for parental involvement etc. 2018-2021</li> </ul>
<p><b>School factors</b></p> <ul style="list-style-type: none"> <li>• We have received £33,075 of Pupil Equity Funding</li> <li>• 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.</li> <li>• The school received an inspection from Education Scotland in May 2023</li> <li>• The loss of our Emotional Support Officer for 2023-24</li> </ul>	<p><b>Local factors</b></p> <ul style="list-style-type: none"> <li>• Consideration of the electronic transfer and storage of pupil evidence within the cluster</li> </ul>
<p><b>UNCRC</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p><b>Tacking Inequalities, Poverty Proofing and Cost of the School Day</b></p> <ul style="list-style-type: none"> <li>• Sensitive planning for all activities.</li> <li>• School supports families that we are aware of that are in financial hardship.</li> <li>• Partnership with the Early Help Team to support individual families.</li> <li>• Restricted fundraising expectations on families</li> <li>• Cost of the School Day sway produced and shared with families</li> </ul>

<b>NIF PRIORITIES</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education.</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy.</li> </ul> <i>(highlight as appropriate)</i>	<b>NIF DRIVERS</b> <ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer involvement and engagement</li> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>	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 Numeracy and Literacy  
**Continuation from 22/23? 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
<p>Current attainment data</p> <p>SNSA</p> <p>Circular 017 – 2023 – R</p> <p>Education Scotland inspection feedback</p>	<p>By June 2024 a minimum of 80% of learners in P1-7 are on track in writing (currently 77%)</p> <p>By June 2024 a minimum of 81% learners in P1-7 will have improved their performance in number and number based processes (current baseline 79%)</p> <p>By June 2024 100% of learners will be working at a pace which is suitable to their needs, receiving appropriate differentiation and challenge.</p>	<ul style="list-style-type: none"> <li>Attend Metacognition and Differentiation training (14.8.2023)</li> <li>Discuss training and planned actions as a result (7.10.23)</li> <li>Introduce documentation in planning meetings to capture actions for children not on track and those above track (T1)</li> <li>Roll out CYPIC writing improvement training (29.09.23)</li> <li>Implement CYPIC writing improvement bundle in P2-7 (terms 2 and repeat term3/4)</li> <li>Set CYPIC stretch aims (24.10.23)</li> <li>Review and moderate CYPIC progress (21.11.23)</li> <li>Undertake for peer observation/support (21.11.23 and term 2)</li> <li>Plan and complete a numeracy baseline assessment of their stage by the end of term 1 (29.08.23)</li> <li>Identify numeracy change idea and implement(29.08.23)</li> <li>Review and monitor (21.05.24)</li> </ul>	<p>Cheryl Simpson</p> <p>Working group</p> <p>Adapted CYPIC materials</p> <p>Updated literacy policy 2023</p>	<p>Highland Literacy Pathway</p> <p>Attainment data / tracking meetings as per cycle</p> <p>Planning documentation</p> <p>Pupil voice</p> <p>Tracking meetings</p> <p>Classroom visits</p> <p>Moderation activities – in school and with other schools.</p>

<b>NIF PRIORITIES</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education.</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy.</li> </ul> <i>(highlight as appropriate)</i>	<b>NIF DRIVERS</b> <ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer involvement and engagement</li> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>	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: Improving Skills for Learning, Life and Work

Continuation from 22/23? 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
22/23 SIP  Feedback from QIM  Pupil Voice Survey  Parent Survey  Education Scotland inspection feedback	<p>By June 2024 90% of learners, through IDL, will exercise further choice and take increasing responsibility for leading the learning</p> <p>By June 24 90% of learners in P5-7 have evaluated the development of their metaskills and have set their own targets in relation to this.</p> <p>By June 24 90% of teachers will be creating opportunities for learners to recognise, understand and explore their metaskills development</p>	<ul style="list-style-type: none"> <li>Evaluate and organise resources and IDL plans (Oct 23)</li> <li>Identify opportunities/experiences within IDL to ensure personalisation and choice as well as STEM based activities (8.1.24)</li> <li>Familiarise self with meta-skills and involve learners in evaluating their skills and setting their own targets. (2.11.24)</li> <li>Provide opportunities for learners to develop their meta-skills and track their progress. (16.1.24) (5.3.24) (30.5.24)</li> </ul>	Teaching staff	Staff feedback  IDL plans Meta-skills self-evaluation  Pupil voice

<b>NIF PRIORITIES</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education.</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy.</li> </ul> <i>(highlight as appropriate)</i>	<b>NIF DRIVERS</b> <ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer involvement and engagement</li> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>	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: Implement CIRCLE and SCERTS frameworks

#### Continuation from 22/23? 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
LA priority  Continues from last year's plan	<p>By March 24 100% of staff will be aware of the CIRCLE framework and will utilise this approach when supporting learners</p> <p>100% of identified learners have increased engagement in their individual targets, measured through GIRFEC process</p> <p>By June 24 100% of relevant staff have an increased awareness of the SCERTS framework and are using it to support target setting</p>	<p>Attend relevant training (5.12.23)</p> <p>Audit current practice against CICS and CPS</p> <p>Ensure all environments are CIRCLE friendly</p> <p>Familiarise ASN teaching staff with suite of SCERTS resources</p> <p>Engage outside agencies in the SCERTS assessment process</p>	<p>All staff</p> <p>CIRCLE training - 2hrs face to face</p> <p>Online training – 3hrs</p> <p>CIRCLE inclusive classroom scale (CICS) CIRCLE participation scale (CPS)</p> <p>SCERTS resources ASN teachers</p>	<p>Staff feedback Observations</p> <p>GIRFEC meetings My meeting booklets</p>



<b>NIF PRIORITIES</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education.</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy.</li> </ul> <i>(highlight as appropriate)</i>	<b>NIF DRIVERS</b> <ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer involvement and engagement</li> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>	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: ELC improvements

### Continuation from 22/23? 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
Education Scotland inspection feedback	By June 2024 100% of staff have improved their skills and confidence in recording quality observations and using these to identify next steps for individual learners.	<ul style="list-style-type: none"> <li>Develop a shared understanding of the purpose of learning journeys – what is being recorded, why and how is it impacting on the individual child</li> </ul>	Frances Tait	Staff feedback Observations Floorbooks record consistent quality observations Learning journeys clearly identify results of observations and next steps
Staff feedback	By June 2024 90% of children will have their achievements from out with school recognised and recorded by staff	<ul style="list-style-type: none"> <li>Agree a clear procedure for gathering information from families and recording achievements of children.</li> <li>Recognise children's achievements and use these to consider next steps for each child.</li> </ul>	All ELC staff	Learning journeys Displays Feedback from staff, children and parents
LA advice	By June 2024 100% of children have improved their digital literacy skills	<ul style="list-style-type: none"> <li>Familiarise self with Digital Literacy and Computing Science framework and implement in ELC setting</li> </ul>	Digital Literacy and Computing Science framework	Observations Staff feedback Pupil voice Displays
	By June 2024 90% of staff will feel confident in delivering framework for digital literacy and computer science.			
	By June 2024 100% of staff have had opportunities to take on leadership roles.	<ul style="list-style-type: none"> <li>Continue with working groups to take forward aspects of ELC practice</li> <li>Empower all staff to be involved with tracking children's progress</li> </ul>	Working groups	Staff feedback

## Pupil Equity Fund – Planning and Reporting

<b>PEF Allocation 23/24</b> £31,503.25 <b>Remaining in Aug 23 - £3202.32</b>		<b>Carry forward from 2023: -£1571.75</b>			
<b>Project/intervention:</b>  <b>What data/evidence informs this?</b> Feedback from pupils, staff and parents about the value of breakfast club					
<b>Interventions for Equity</b> <a href="#">Interventions for Equity</a>   <a href="#">Self-evaluation</a>   <a href="#">National Improvement Hub (education.gov.scot)</a> <i>(highlight the interventions that apply)</i>					
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
<b>Planned Outcome</b>  100% of children have access to free breakfast and fruit		<b>Details of project/intervention:</b>  <ul style="list-style-type: none"> <li>• Offer a free breakfast club</li> <li>• Offer free fruit at breaktimes</li> </ul>		<b>Resources and Lead Person</b> Staff member to run breakfast club Breakfast Club food Tuck shop fruit	
<b>Teaching and Learning</b>					
<b>Leadership</b>					
<b>Family and Community</b>		<b>X</b>			
<b>Measures of impact on learners</b>  Breakfast club register Uptake of fruit					

<b>Development Time</b> <b>Tuesdays 1510 – 1610 (unless otherwise stated)</b>			
	Date 2023 - 2024	Development Area	Personnel
Term 1	14 August	Metacognition and differentiation training	All Staff
	15 August	Class set up	All Staff
	29 August	Numeracy baselines/change ideas	Teaching staff
	7 September	Differentiation and Metacognition	Stage Meeting
	12 September	CIRCLE training	All staff
	29 September	CYPIC – cascading writing programme	Teaching staff
Term 2	23 October	IDL- evaluate plans and resources/SCERTS	All Staff
	24 October	CYPIC – target setting/planning	All Staff
	2 November	Meta-skills	Teaching staff
	21 November	CYPIC progress/peer support meeting	Teaching staff
	30 November		Stage Meeting
	5 December	CIRCLE training	All Staff
Term 3	8 January	Cluster moderation/IDL – choice and STEM	All Staff
	16 January	Meta-skills	Teaching staff
	8 February		Stage Meeting
	20 February	Audit/self-evaluation	All Staff
	29 February	CYPIC – target setting 2	Teaching staff
	5 March	Meta-skills	Teaching staff
	21 March	CYPIC - review	Teaching staff
Term 4	2 May		Stage Meeting
	7 May	Consider audit results and draft action plans	All staff
	21 May	Review Numeracy Change idea	Teaching staff
	30 May	Meta-skills	Teaching staff
	4 June	Draft SIP/S&Q report	All staff
	13 June		Teaching staff

## Working Time Agreement 2023-24

Collegiate Agreement Bell's Brae Primary School	
Activity	Time per week
Teaching	22.5 hours
Personal time (preparation and correction)	7.5 hours
Collegiate time	5.0 hours
<b>Total</b>	<b>35 hours</b>

Total collegiate time available 39 weeks x 5 hours = 195 hours	
Activity	Total
Partnership with parents/carers	25
Reports / Profiling	35
Staff development time/professional reading/stage meetings	25
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
<b>Total</b>	<b>195</b>

Additional Hours Agreement Bell's Brae Nursery					
Activity	Full time	0.8 (4 days)	0.6 (3 days)	0.4 (2 days)	0.2 (1 day)
improvement/Operational/Working group meetings – Monday 1600-1700	30	24	18	12	6
Resources - termly	8	6.4	4.8	3.2	1.6
Time left for other agreed activities/training e.g first aid	5	4	3	2	1
Weekly debrief meeting (Mon for staff in that day)	9.5	7.6	5.7	3.8	1.9
<b>Total</b>	<b>52.5 hrs</b>	<b>42</b>	<b>31.5</b>	<b>21</b>	<b>10.5</b>