

Bell's Brae Primary School



**Standards & Quality Report
2023 - 2024**

and

**School Improvement Plan
2024 - 2025**

Introduction

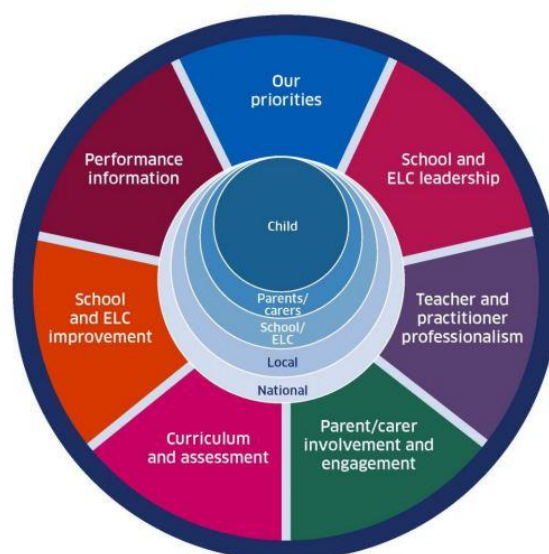
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, the National Improvement Framework, Getting it Right for Every Child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

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. We have been asking ourselves – staff, pupils, parents/carers, and other partners – the questions contained in this Standards and Quality Report. Our self-evaluation – involving staff, pupils, parents/carers, and other partners – is in the pages that follow, along with our main improvement priorities for session 2023/24. This report is based on the quality indicators in *How Good is Our School?* 4th Edition (2015) and *How Good is our Early Learning and Childcare?* (2016) and on the priorities and drivers of the National Improvement Framework.


The current National Improvement Priorities are:

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

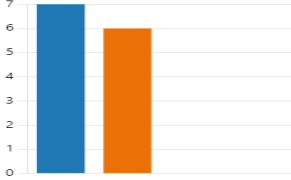
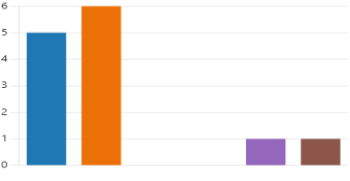
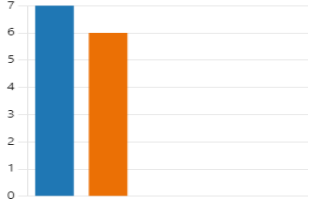
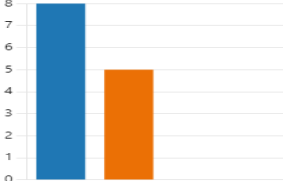
The National Improvement Drivers are:



Collaboration and consultation with our stakeholders in session 2023/24

Who?	When?	How?	What did we find out?
Support staff	May 24	Microsoft form Questionnaire	<p>7. What are your thoughts on breakfast club?</p> <p>Provides a good start to the day for many. Valuable to the school</p> <p>It is a great resource</p> <p>good for bairns that maybe don't have time to eat in the morning.</p> <p>I think it is a valuable resource offering food and a supportive nurturing environment for those who need a softer start to their school day. It is a hub for social interactions and a safe space in the morning for those who need it.</p> <p>It is so valuable for children who might not have a balanced or any breakfast. It will set up the children up for the day, it is also a super social opportunity to chat with friends out with the classroom.</p> <p>So important for children, who maybe don't get breakfast in the morning, and for children whose parents go to work early, it gives them the opportunity to still have a good routine and a healthy diet.</p> <p>I think lots of children benefit from breakfast club. without it some children would get no breakfast.</p> <p>An amazing opportunity we give young people. How do we expect children to learn if they are hungry. Without the breakfast club this would be the sad reality of many children.</p> <p>8. What do you feel should be priorities for our Pupil Equity Funding next session?</p> <p>More Details Insights</p> <ul style="list-style-type: none"> ● Free Breakfast Club 10 ● Free fruit at breaktime 0 ● Targeted interventions to raise a... 0 ● Targeted interventions to suppo... 5 
Teaching staff		Questionnaire re. daily writing	<p>3. Teachers in P3-7 have all engaged in writing improvement training. Has this intervention improved the writing attainment in your class?</p> <ul style="list-style-type: none"> • Yes! All pupils have progressed from their starting point and 90% of pupils are on track and 23% of those are above track. • Yes, the pupils have improved their writing attainment this year. • Yes, learners awareness and use of punctuation(our CYPIC target) has improved. • Use of punctuation, openers and spelling has definitely improved. Some children have also been able to produce a lot more work because of all the focused sessions. • It was a very engaging topic and the pupils loved the creativity of it.

Children and young people	April 24	Microsoft form – P4-7	<p>Pupils were asked ‘Are we able to learn in a way that suits our needs or is everyone generally expected to do the same thing in the same way?’</p> <p>FEEDBACK GIVEN DURING PUPIL VOICE ASSEMBLIES 19 and 26 April</p> <ul style="list-style-type: none"> • He shows us how to do it in different ways • Participatory budgets – pupils decided to make reading dens, chose and bought books • Different levels required • Some people use laptops to write • Access to other spaces, living room, open areas • Some people use Nessy and Clicker to help with spelling • Some people work from text book – some people work from worksheets • Some people use number squares, calculators • Different levels required • Microbits • Science experiments linked to microbits • More outdoor tasks- things we enjoy • Exploding books – personal choice • If we are stuck he repeats things and changes the ways he teaches us it to suit us • Learn how and where I need – get choices that suit on day and at time <p>Pupils were asked ‘How do we know that you are making progress?’</p> <p>FEEDBACK GIVEN DURING PUPIL VOICE ASSEMBLIES 19/26 April</p> <ul style="list-style-type: none"> • Run charts in writing and maths • Discussion with teachers • Can do stuff that we couldn’t do • SRA – move up levels and progress through colours • More confident – shy in P1, understand now that when you talk people listen • Teacher gives feedback and gives harder work when she is ready to move on – not held back, moves on when she is ready • Pupils written report • Practice and memorised parts script • Teachers told us we were doing well and personal achievement – we knew we were getting better • Euroquiz – achieved and won in a local/national competition • Compare where we started to where we are now • Longer tasks • Looking back and seeing things I used to not understand and now I can
Parent and Carers	May 24	Microsoft form ELC and P1-7	<p>We asked parents/ carers about the Learning Breakfast ‘What did you enjoy about this event?’</p> <ul style="list-style-type: none"> • The variety of healthy choices on offer. The porridge was delicious. Good chance to speak about having a breakfast and to see what maths is in going on in P3 • Really warm atmosphere.

			<ul style="list-style-type: none"> It was a great way to share in what my daughter is learning about in school. She enjoys her parents coming in and her excitement to show me things is lovely. Lovely to be in school and meet other parents Seeing my child comfortable in the canteen setting and getting to do some activities in the classroom with my child on what they have learnt 																																																		
Community and other stakeholders/Partnership working	May 24	Microsoft form Questionnaire	<p>5. There are effective arrangements in place for jointly planning provision with the school</p> <p>More Details Insights</p> <table border="1"> <tr><td>Strongly agree</td><td>7</td></tr> <tr><td>Agree</td><td>6</td></tr> <tr><td>Disagree</td><td>0</td></tr> <tr><td>Strongly disagree</td><td>0</td></tr> <tr><td>Don't know</td><td>0</td></tr> <tr><td>N/A</td><td>0</td></tr> </table>  <p>7. My service/organisation is kept up to date with changes in the school which may affect the services we deliver.</p> <p>More Details Insights</p> <table border="1"> <tr><td>Strongly agree</td><td>5</td></tr> <tr><td>Agree</td><td>6</td></tr> <tr><td>Disagree</td><td>0</td></tr> <tr><td>Strongly disagree</td><td>0</td></tr> <tr><td>Don't know</td><td>1</td></tr> <tr><td>N/A</td><td>1</td></tr> </table>  <p>8. The school provides my service/organisation with relevant information about the needs of children and young people.</p> <p>More Details Insights</p> <table border="1"> <tr><td>Strongly agree</td><td>7</td></tr> <tr><td>Agree</td><td>6</td></tr> <tr><td>Disagree</td><td>0</td></tr> <tr><td>Strongly disagree</td><td>0</td></tr> <tr><td>Don't know</td><td>0</td></tr> <tr><td>N/A</td><td>0</td></tr> <tr><td>Neutral</td><td>0</td></tr> </table>  <p>13. Overall, partnership working with the school works well</p> <p>More Details Insights</p> <table border="1"> <tr><td>Strongly agree</td><td>8</td></tr> <tr><td>Agree</td><td>5</td></tr> <tr><td>Disagree</td><td>0</td></tr> <tr><td>Strongly disagree</td><td>0</td></tr> <tr><td>Don't know</td><td>0</td></tr> <tr><td>N/A</td><td>0</td></tr> </table> 	Strongly agree	7	Agree	6	Disagree	0	Strongly disagree	0	Don't know	0	N/A	0	Strongly agree	5	Agree	6	Disagree	0	Strongly disagree	0	Don't know	1	N/A	1	Strongly agree	7	Agree	6	Disagree	0	Strongly disagree	0	Don't know	0	N/A	0	Neutral	0	Strongly agree	8	Agree	5	Disagree	0	Strongly disagree	0	Don't know	0	N/A	0
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Standards & Quality Report 2023-24



Progress made with the Priorities from our 2023-24 School Improvement Plan

<p>NIF PRIORITIES</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>Improvement in children and young people’s health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p>Improvement in attainment, particularly in literacy and numeracy <i>(highlight as appropriate)</i></p>	<p>NIF DRIVERS</p> <p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parent/carer involvement and engagement</p> <p>Curriculum and assessment</p> <p>School and ELC improvement</p> <p>Performance information</p>	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family Learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/Securing children’s progress</p> <p>3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning</p>
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Priority 1: Improve attainment in Numeracy and Literacy

<p>What were our outcomes?</p> <p>By June 2024 a minimum of 80% of learners in P1-7 are on track in writing (currently 77%)</p>	<p>What did we do?</p> <ul style="list-style-type: none"> Implemented CYPIC writing improvement bundle in P3-7. Protected time for CYPIC teacher ‘drop in’ clinics to provided time to collaborate, review, moderate and share good practice. Teaching staff met DHT in T1. CYPIC stretch aims set. Coaching/support sessions held between senior leader and participating class teachers. 	<p>What was the impact on learners?</p> <p>Very good progress in this area</p> <p>Teachers in P3-7 have all engaged in writing improvement training during Development Time. Drop in clinics were well attended and this supported the successful implementation of the writing programme in all P3-7 classes. 89% of teachers who engaged in writing improvement training reported that this intervention improved the writing attainment in their class.</p> <p><i>‘Yes! All pupils in my class have progressed from their starting point and 90% of pupils are on track and 23% of those are above track.’</i></p> <p><i>‘Use of punctuation, openers and spelling has definitely improved. Some children have also been able to produce a lot more work because of all the focused sessions.’</i></p> <p><i>‘The reluctant writers have been keen to write as they know it is for a short time and they have been able to achieve success in that time.’</i></p>	<p>What are the next steps and how do you plan to evidence the impact of further actions required</p> <p>Use data to inform stretch aims and teaching aims.</p> <p>Trained teachers will continue to fully implement the quality improvement writing bundle and associated quality improvement tools within the classroom.</p> <p>Capture learner conversations/pupil voice and share with parents/carers.</p> <p>Continue classroom observations and feedback.</p> <p>Class teacher opportunities to look outwards (visit other classes).</p>
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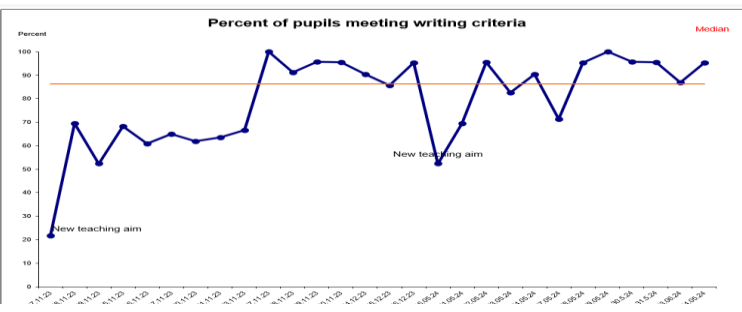
- Collated ACEL/progress and achievement tracking and monitoring data.
- Number of classes that undertook baseline assessments
- Compiled run charts to gather data over time
- Used QI tools (Pareto, run chart, fishbone).
- Number of staff that attended training sessions.
- Number of children with bespoke change ideas in place as a result of the fishbone or other reasons.
- Created lesson plans aligned to full writing bundle.
- Staff attended Metacognition and Differentiation training (14.08.23)
- Change ideas identified

Pupil voice (qualitative feedback), 'How do you know you are making progress?'



From jamboard from assembly

Run charts demonstrating pupil improvement gains and journey.



In June 2024

- P1 80%
- P2 80%
- P3 84%
- P4 82%
- P5 85%
- P6 78%
- P7 76%

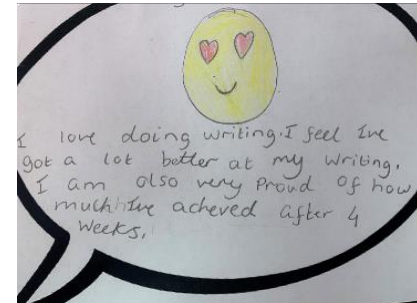
Create quality improvement poster
 Moderate with cluster
 Spread programme across school by other teachers joining Cohort 4 (provide classes and number of teachers).

Attend national online networks that are offered in 2024/2025.
 30/09/2024 – Continue the Conversation.
 23/01/2025 - Continue the Conversation .
 25/03/2025 – National Moderation.



Pupils' feedback: Are we able to learn in a way that suits our needs or is everyone generally expected to do the same thing

Daily writing helps me get creative.



Embed 'Standard for learning teaching and assessment.'
Update monitoring calendar.
Capture learner conversations.
Dyslexia pathway reports.
Continue to update GIRFEC Child's Plans and CSPs

Embed dyslexia friendly classroom environment in all classes.

Improving Writing Outcomes for P5 Learners

Carly Cheyne, Bell's Brae Primary



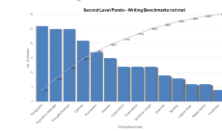
Stretch Aim: By June 2024 at least 73% will be on track to working within second level writing.
(Baseline 0%)

Teaching Aims:
1. By the 5th of December 2023 at least 55% of pupils will be able to consistently use figurative language in their writing.
"baseline 0%"
2. By the 14th of June 2024 at least 80% of pupils will be able to consistently use a variety of openers in their writing.
"baseline 22%"

Method

- Established an Improvement Team.
- Attended the National Improving Writing Programme.
- Carried out a baseline assessment against benchmark criteria.
- The baseline assessment was used to create a Pareto chart.
- The biggest challenge for the majority of the children was conjunctions.
- The Pareto chart informed first teaching aim informed where to move onto teaching aim 2.

Process Change



Implement

- Children writing 3-5 times per week.
- Write for 15 mins, 5 mins to self check.
- Teacher input aligned to aim (stimulus, dialogue, model)
- Share Learning Intention and make Success Criteria explicit.
- Assess and feedback against Success Criteria.
- Involve Children in the process!

Achievements

By 5th December 2023 over 90% had achieved Aim1 (baseline 0%)
By 16th June 2024 96% of children achieved Aim2 (baseline 10%)

RESULTS



Conclusions

- Focused approach saw an impact on a wide range of areas.
- I liked the challenge and felt the 15 minutes made me work extra hard - P5 pupil
- I loved the look, my teacher gave me to help me reach my target - P5 pupil
- Word mats banks essential for those who find writing challenging.

Key Learning Points

- Modeling and live to give learners the confidence to try it themselves.
- Quick daily lessons in writing the area made a huge impact when done right before the daily write session.
- Having learning intentions and success criteria in plenary with examples were needed for all children to refer to independently.
- Word mats also provided support for those who needed it.

- Feedback sessions following marking with verbal feedback before the next writing lesson saw an impact.
- Technology support essential for those who find writing challenging e.g. clicker, speech to text.

Next steps

- Continue to embed bundles with class.
- Begin to look at frequency of daily writes but maintain motivation.
- Continue to share data with the learners.

Further information contact: carly.cheyne@Shetland.gov.uk



<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"> • Numeracy baseline assessments completed in T1. • Regular tracking and monitoring meetings between the senior leadership team and class teachers. 	<p>By June 24:</p> <p>P1 80%</p> <p>P2 84%</p> <p>P3 88%</p> <p>P4 82%</p> <p>P5 67%</p> <p>P6 83%</p> <p>P7 83%</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div data-bbox="981 550 1236 817" style="background-color: #f06292; padding: 10px; text-align: center;"> <p>Learn where and how I need- get choices that suit on day and at time</p> </div> <div data-bbox="1296 545 1581 813" style="background-color: #4dd0e1; padding: 10px; text-align: center;"> <p>If we are stuck- he repeats things and changes the way he teaches it to suit us</p> </div> </div>	<p>Embed 'Standard for learning teaching and assessment.'</p> <p>Update monitoring calendar.</p> <p>Capture learner conversations.</p>
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<p>NIF PRIORITIES</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>Improvement in children and young people’s health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p>Improvement in attainment, particularly in literacy and numeracy <i>(highlight as appropriate)</i></p>	<p>NIF DRIVERS</p> <p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parent/carer involvement and engagement</p> <p>Curriculum and assessment</p> <p>School and ELC improvement</p> <p>Performance information</p>	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family Learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/Securing children’s progress</p> <p>3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning</p>
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<p>Priority 2: Improving Skills for Learning, Life and Work</p>			
<p>What were our outcomes?</p>	<p>What did we do?</p>	<p>What was the impact on learners?</p>	<p>What are the next steps and how do you plan to evidence the impact of further actions required?</p>
<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</p>	<p>Cluster heads agreement to continue to embed Metaskills for P5-7 particularly the language of learning.</p> <p>Metaskills are being used on canteen display to reinforce learning</p> <p>Metaskills are being used in school displays to highlight which skills is being developed</p> <p>Pupil achievements being added to canteen board both in an out of school – wider achievements (ie. IP panto, class outing for P6) Buddying, toothbrushing.</p> <p>Meeting held with teaching staff on 12.3.24. Shared and familiarised Metaskills Progression Framework.</p> <p>All teachers given a folder with all required information to plan and use the metaskills</p>	<p>Partially achieved this outcome due to staffing shortages</p> <p>By June 24 100% of mainstream teachers had created opportunities for learners to recognise, understand and explore their metaskills development. This was combined with PAM planning during term 4.</p>	<p>Embedding the Metaskills Progression Framework throughout the school</p> <p>P5-7 pupil to have the opportunity to evaluate their development of the metaskills and set their own targets</p> <p>We will increase opportunities for learners, through IDL, to exercise further choice and take increasing responsibility for leading the learning</p>





<p>explore their metaskills development.</p>	<p>framework. Time allocated to have professional dialogue stage partners.</p> <p>Teachers planned for a PAM lesson for term 4 focussing on the Metaskills.</p> <p>Teachers in the Early Years are using Metaskills in their observations of play and using these to identify next steps.</p>		
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<p>Priority 3: Implement CIRCLE and SCERTS frameworks</p>			
<p>What were our outcomes?</p> <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>What did we do?</p> <ul style="list-style-type: none"> All staff attended CIRCLE training with Claire Adamson, Educational Support Officer. Teaching staff completed CIC audit. Targeted Intervention Request procedure updated to include CIRCLE framework. Due to gaps in staffing we have been unable to achieve these outcomes however we have made some progress <i>Bullet points of key actions/progress.</i> 	<p>What was the impact on learners?</p> <p>Microsoft form data:</p> <ul style="list-style-type: none"> 56% of teaching staff are familiar with CIRCLE 50% of teaching staff have used the CIRCLE framework 34% of teaching staff are aware of SCERTS 11% of teaching staff have linked with outside agencies in relation to the SCERTS framework 8% of teaching staff are familiar with and have used the SCERTS framework Through focus groups pupils provided a range of responses on the following question: <p>Are we able to learn in a way that suits our needs or is everyone generally expected to the same thing in the same way?</p>	<p>What are the next steps and how do you plan to evidence the impact of further actions required?</p> <ul style="list-style-type: none"> Continue to use the CIRCLE framework to support our learning environments Raise awareness of SCERTS Use SCERTS to support autistic pupils <p><i>State further work required, if any. Will this feature in your SIP, be part of a maintenance plan or is now core business?</i></p>

		<p>Learn where and how I need- get choices that suit on day and at time</p>	<p>He shows us how to do it in different ways</p>	
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<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> 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. <p><i>(highlight as appropriate)</i></p>	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	<p>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</p>	<p>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</p>	<p>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</p>
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Priority 4: ELC Improvements																	
<p>What were our outcomes?</p> <p>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.</p>	<p>What did we do?</p> <ul style="list-style-type: none"> We developed a shared understanding of what learning stories look like at BB. As part of ELC Quality Assurance calendar Learning Journeys are monitored by DHT and CT then feedback was shared with staff. We made Learning Stories accessible to pupils and parents/carers. Gathered parents/carers views using a Microsoft form. 	<p>What was the impact on learners?</p> <p>100% of staff shared that the new BB Learning Story procedure has increased their understanding of Learning Stories.</p> <p>Learning Stories are accessible to children and parents. Staff were asked:</p> <p>5. Do you feel confident in using observations to identify next steps for learners?</p> <p>More Details</p> <table border="1"> <tr><td>Sometimes</td><td>5</td></tr> <tr><td>Often</td><td>1</td></tr> <tr><td>Always</td><td>0</td></tr> <tr><td>Never</td><td>0</td></tr> </table>  <p>4. Do you feel your skills and confidence in recording high quality observations of children has improved?</p> <p>More Details</p> <table border="1"> <tr><td>Yes</td><td>1</td></tr> <tr><td>No</td><td>1</td></tr> <tr><td>Maybe</td><td>4</td></tr> </table> 	Sometimes	5	Often	1	Always	0	Never	0	Yes	1	No	1	Maybe	4	<p>What are the next steps and how do you plan to evidence the impact of further actions required ?</p> <ul style="list-style-type: none"> Staff will continue to engage in high quality observations to ensure that Learning Stories are individual to each child. Staff continue to implement clear procedure for sharing and recognising children's achievements outwith school and record these.
Sometimes	5																
Often	1																
Always	0																
Never	0																
Yes	1																
No	1																
Maybe	4																

Staff feedback on 'What suggestions do you have around the identification of next steps for learners at setting group and individual levels.' *Gaining more knowledge about basic skills in key areas and having them documented as a guide to follow. For example listing steps involved in use of scissors, holding a pencil, counting, etc. If we could identify where the child is at present, then this could help us see how they could progress. For example having set resources for number recognition or cutting activities so that less time is wasted having to create new resources each time.*

Finding the time to do the next steps and follow them up with the bairns can be really time consuming so it's just trying to find the time.

Discussing as a team on a regular basis to allow for a holistic view from all staff.

Parents were asked:

8. I receive helpful, regular feedback about how my child is learning and developing, e.g informal feedback, reports, parent appointments, Nursery blog and learning stories.


[More Details](#)

[Insights](#)

Strongly agree	2
Agree	11
Disagree	3
Strongly disagree	0



Give overall evaluative statements, referring to qualitative and quantitative data. Then refer to concrete evidence as far as possible.

<p>By June 2024 90% of children will have their achievements from out with school recognised and recorded by staff</p> <p>By June 2024 100% of children have improved their digital literacy skills</p>	<ul style="list-style-type: none"> Gathered parents/carers views using a Microsoft form. 100% of parents/carers were asked to complete a learning story information sheet. <p>This action will be carried over to next year's ELC priority.</p>	<p>- what has changed, for who and how do you know?</p> <p>34% of parents completed the learning story information sheet.</p> <p>8. Do you feel that information is gathered from families to record achievements/information from home in their child's Learning Story?</p> <p>More Details</p> <table border="1"> <tr> <td>Yes</td> <td>0</td> </tr> <tr> <td>No</td> <td>0</td> </tr> <tr> <td>Sometimes</td> <td>6</td> </tr> </table>  <p>Staff were asked what do you think are the next steps to involve parents/ carers more in their child's' learning story:</p> <p><i>Sending out feedback sheets for families to have the opportunity to share experiences and learning from home on a more regular basis. Encouraging children to have more ownership over their Learning Stories and encouraging them to share these with their families.</i></p> <p><i>More feedback forms, maybe some examples of things parents could put in e.g. ride a bike, family occasions</i></p> <p><i>Try to make more of the Learning Stories at learner led and stay and play events within the setting. This should encourage parents to engage in the Learning Stories and have more ownership of this document alongside their child. If they have a better understanding of the Learning Story then this may lead to</i></p>	Yes	0	No	0	Sometimes	6	<ul style="list-style-type: none"> Use Stay and Play sessions to engage parents in sharing their children's interests and achievements.
Yes	0								
No	0								
Sometimes	6								

<p>By June 2024 90% of staff will feel confident in delivering framework for digital literacy and computer science.</p> <p>By June 2024 100% of staff have had opportunities to take on leadership roles.</p>	<p>This action will be carried over to next year's ELC priority.</p>	<p><i>parents having more confidence to contribute more to them.</i></p> <p>2. Have you had the opportunity to take on a leadership role by being part of a working group?</p> <p>More Details</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>6</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </tbody> </table>	Response	Count	Yes	6	No	0	<p>Carry over to next session.:</p> <ul style="list-style-type: none"> • Audit digital provision in ELC. • Children will engage in a range of digital provision in ELC. Progress measured using SIC Framework for Digital Literacy and Computing Science. • Staff will undertake relevant training as suggested on SIC Framework for Digital Literacy and Computing Science. • Pupils will have responsibility to take their own photographs for learning stories and ELC blog.
Response	Count								
Yes	6								
No	0								

Project/intervention:

What was your gap? Feedback from pupils, staff and parents about the value of breakfast club.

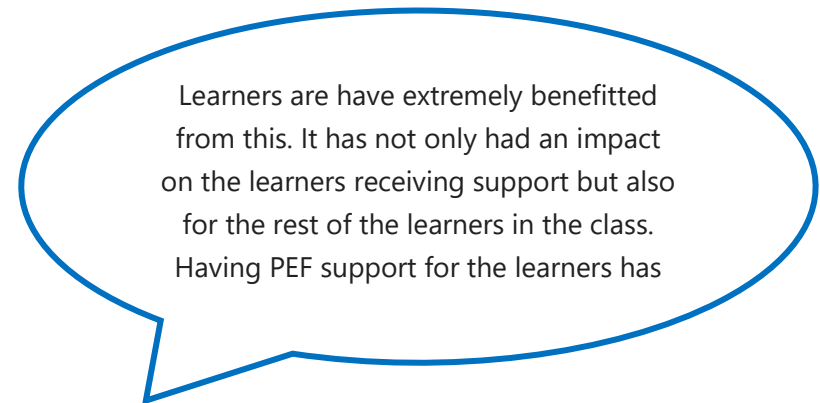
Planned Outcome


100% of children have access to free breakfast and fruit.

Measures of impact on learners

- *Breakfast club register – 50 + pupils attending most days*
- *Regular uptake of fruit*
- *ACEL Data*
- *Tracking meetings*

Quotes from support staff:



Teaching and Learning	x	
Leadership		
Family and Community	x	<p>I think it is a valuable resource offering food and a supportive nurturing environment for those who need a softer start to their school day. It is a hub for social interactions and a safe space in the morning for those who need it.</p> <p>An amazing opportunity we give young people. How do we expect children to learn if they are hungry. Without the breakfast club this would be the sad reality of many</p> <p>Parents/carers feedback:</p> <p>3. Pupil Equity Funding is awarded to schools to support closing the attainment gap.</p> <p>How do you think this funding should be spent in the next session?</p> <p>More Details</p> <ul style="list-style-type: none"> ● Continue providing a free Break... 37 ● Continue providing free fruit 20 ● Targeted interventions to raise a... 27 ● Targeted interventions to suppo... 38 

Support staff feedback:

8. What do you feel should be priorities for our Pupil Equity Funding next session?

[More Details](#)

[Insights](#)

- Free Breakfast Club 10
- Free fruit at breaktime 0
- Targeted interventions to raise a... 0
- Targeted interventions to suppo... 5



Please self-evaluate each core quality indicator according to the [Education Scotland six point scale](#).

1: unsatisfactory 2: weak 3: satisfactory 4: good 5: very good 6: excellent

HGIOS 4	School Self-Evaluation	HGIOELCC	School Self-Evaluation
1.3 Leadership of change	3	1.3 Leadership of change	3
2.3 Learning, teaching and assessment	3	2.3 Learning, teaching and assessment	4
3.1 Ensuring wellbeing, equality and inclusion	4	3.1 Ensuring well-being, equality and inclusion	4
3.2 Raising attainment and achievement	4	3.2 Securing children's progress	4

School Improvement Plan 2024-2025



Factors Influencing the 2024/25 School Improvement Plan

<p>Local authority factors</p> <ul style="list-style-type: none"> • Excellence and Equity for Shetlands' learners • Children's Services, Recovery and Renewal Plan • Children's Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting • SIC Strategy for Parental Involvement 2022 	<p>National factors and drivers</p> <ul style="list-style-type: none"> • Curriculum for Excellence • Realising the Ambition • National Improvement Framework • The Scottish Attainment Challenge • Education Reform and Empowerment • Getting It Right for Every Child • Developing Young Workforce • Digital Learning and Teaching Strategy • The Equity Audit • "Learning Together": Scotland's national action plan for parental involvement etc. 2018-2021
<p>School factors</p> <ul style="list-style-type: none"> • Class size maxima • HMle Report May 2023 • New Head Teacher in post • New Depute Head Teacher Inclusion in post • New teaching staff 	<p>Local factors</p> <ul style="list-style-type: none"> • Moderation with cluster • My World of Work with cluster • Local Authority In-service training events
<p>UNCRC</p> <ul style="list-style-type: none"> • Pupil Council Elections • Values Characters and nominations • School Vision Values and Aims • Weekly cuppa and chat 	<p>Tacking Inequalities, Poverty Proofing and Cost of the School Day</p> <ul style="list-style-type: none"> • Pupil Equity Funding • Strategic Equity Funding • Breakfast club – Tesco Community Grant • Clothing Grant • Parent Council • Zetland Educational Trust Grant • Free School Meals (FSM) • Anchor Project

Pupil Equity Fund – Planning and Reporting

PEF Allocation 2024/25

	£
Carry Forward 23/24	7,783.42
	£
Budget 24/25	33,075.00
	£
	40,858.42
	£
Remaining budget	35,791.84

Project/intervention: Improve pupil wellbeing and attainment in maths and literacy.

What data/evidence informs this? (what is your gap?)

- ACEL data
- Tracking meetings
- Free School Meals data
- 71% of PEF entitled pupils are on track for literacy
- 78% of PEF entitled pupils are on track for numeracy
- 40% of PEF entitled pupils would benefit from continued support for pupil wellbeing
- 63% of parents think PEF funding should be spent on targeted interventions to support literacy and numeracy
- 62% of parents think the PEF funding should continue to support a daily breakfast club
- 93% of teaching staff feel the breakfast club has had a positive impact on learning

- The majority of teaching staff felt continued targeted interventions to improve attainment in literacy and numeracy should be a priority

Planned Outcome	Details of project/intervention:	Resources and Lead Person	Measures of impact on learners
<p>40% of PEF entitled will have improved wellbeing</p> <p>29% of PEF entitled pupils have made good progress in literacy</p> <p>22% of PEF entitled pupils have made good progress in numeracy</p>	<ul style="list-style-type: none"> <i>Daily breakfast club</i> <i>Daily soft start groups</i> <i>Small group activities with trained LSW for 'Seasons for Growth' and 'Kit Bag'</i> <i>Targeted support from an ASN teacher</i> <i>PUMA baseline maths assessment carried out with targeted pupils during week 2 of Term 1.</i> <i>PUMA progress maths assessment carried out with targeted pupils during week 7 of Term 2.</i> <i>Ongoing interventions planned after termly review of assessment data.</i> 	<p>Head teacher</p> <p>DHT P1-3</p> <p>DHT P4-7</p> <p>ASN Teacher 2 x days per week in terms 1, 2 and 4.</p> <p>Learning Support Worker 4 hours per week</p> <p>Kit bag training</p> <p>Seasons for Growth</p> <p>20 x SFG booklets @ £13 each = £260</p> <p>PUMA assessments</p> <p>20 x £20 pack of 10 = £400</p>	<p>Numeric data:</p> <p>Pupil engagement</p> <p>Tracking and monitoring data</p> <p>ACEL data</p> <p>Termly reviews of assessment data</p> <p>Qualitative feedback:</p> <p>Pupil voice</p> <p>Staff voice</p> <p>SHANARRI wheel</p> <p>Boxall profiles</p> <p>Other stakeholder voice e.g. parents/carers, outside agencies</p> <p>Staff surveys</p> <p>Pupil surveys</p> <p>Parent/carer surveys</p>
Teaching and Learning	X		
Leadership	X		
Family and Community	x		

Improvement Priorities for 2024-25

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> 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. 	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	<ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 	<ul style="list-style-type: none"> 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships 	<ul style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 1: We provide high quality learning and teaching experiences.

Continuation from 2023/24? N

Data/evidence that informs this priority:	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
<p>HMIe report (2.3 Learning, Teaching and Assessment – Satisfactory. The understanding of high quality teaching and learning now needs to be clarified to ensure all staff have a shared understanding</p>	<p>All teachers will be familiar with and using The Excellence and Equity for Shetland's Learners Standard for Learning, Teaching and Assessment by June 2025</p> <p>All teachers will have a shared understanding of high quality learning and teaching by June 2025</p> <p>Most children and young people are clear about the purpose of their learning and how they will achieve success by June 2025</p>	<p>Attending Local Authority Training on 13th August 2024 – Learning and Engagement</p> <p>Creating the conditions for learning Understanding the different needs of our children and young people Climate for learning Motivation and engagement</p> <p>Teaching staff meeting 27th August Standard for learning, teaching and assessment</p> <p>Local Authority training 29th October - Quality of Teaching Purpose of learning</p>	<p><i>Head teacher</i> <i>Depute Head teacher (P4-7)</i></p> <p><i>Working group to be established</i></p> <p><i>Action plan to be created</i></p> <p><i>Shetland's Standard for Learning, teaching and assessment</i></p> <p><i>Time allocated on Development Plan</i></p>	<p>Quantitative Data</p> <p>Pupil engagement</p> <p>Tracking and Monitoring Data</p> <p>ACEL data</p> <p>Teacher and pupil surveys</p> <p>Qualitative Data</p> <p>Pupil voice</p> <p>Staff voice</p>

<p>of these expectations)</p> <p>Microsoft forms – parental feedback (82% wanted pupils to have a clear understanding of their progress and next steps in learning and ensure pupils are appropriately challenged to deepen and extend their learning)</p> <p>ACEL data Tracking meetings</p> <p>Classroom observations</p> <p>SIV from local authority – awaiting written feedback</p>	<p>All children and young people experience high quality learning environments and a range of suitable teaching approaches appropriate individual needs by June 2025</p> <p>All our dialogue and interactions are respectful and purposeful All teachers provide appropriate challenge through a variety of ways by June 2025</p> <p>Ensure all pupils are appropriately challenged to deepen and extend their learning by June 2025</p> <p>Increase sharing good practice through MT and peer observations by June 2025</p>	<p>Learning Intention and Success Criteria Plenaries Explanation and Instructions Questioning Feedback</p> <p>Learning and Teaching Approaches-workshops Challenge Local Authority Training 6th January Assessment and Moderation</p> <p>Attend Numeracy training with Iona Coutts on 12th August PM – focus on challenge</p> <p>Revise and update Bell's Brae monitoring and tracking overview to align with Shetland's standard for learning, teaching and assessment</p> <p>Timetable and organise times for staff to observe each other and engage in professional dialogue</p>	<p><i>Monitoring calendar</i></p> <p>Introduce termly assessment calendar</p> <ul style="list-style-type: none"> • <i>Include National Improving Writing Project twice yearly</i> • <i>PIRA and PUMA</i> <p><i>Time allocated for sharing good practice</i></p>	<p>Classroom Observations</p> <p>Other stakeholder voice eg. Parents/carers and outside agencies</p>
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<p>Standard For Learning, Teaching and Assessment</p> <p>6% of teachers have been involved in peer observations during 23/24</p>				
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Improvement Priorities for 2024-25

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> 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. 	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	<ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 	<ul style="list-style-type: none"> 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships 	<ul style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 2: SCERTS

70% of teaching and support staff will improve their knowledge and skills around transactional supports for Autistic pupils by June 2025.

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>SIP Feedback Surveys</p> <ul style="list-style-type: none"> 30% of teaching and support staff are aware of SCERTS 11% of teaching staff have linked with outside agencies in relation to 	<ul style="list-style-type: none"> 70% of teaching and support staff will increase their awareness of SCERTS by June 2025. 70% of teaching and support staff will use SCERTS assessment and planning to identify and provide appropriate transactional supports for Autistic pupils by June 2025. 70% of staff will increase their confidence and skills in supporting Autistic pupils. 	<ul style="list-style-type: none"> SCERTS trained teachers will share knowledge and good practice around social communication emotional regulation and transactional supports. Term 1 ASN teachers will work with parents/carers, class teachers and outside agencies to carry out assessments based on SCERTS principles. Terms 1-2 ASN teachers create plans based on SCERTS principles for Autistic pupils. Gather pupil voice throughout the year. 	<p>DHT Inclusion SCERTS training materials</p> <p>SCERTS in Action resources Access to SCERTS Manual</p> <p>SCERTS in Action resources</p>	<p>Numeric data: Pupil engagement Tracking and monitoring data ACEL data Monitor successful transitions – diary sheets</p> <p>Qualitative feedback: Pupil voice Staff voice Classroom observations Other stakeholder voice e.g parents/carers, outside agencies</p> <p>Staff surveys Pupil surveys</p>

<p>the SCERTS framework</p> <ul style="list-style-type: none"> 8% of teaching staff and 14% of learning support staff are familiar with and have used the SCERTS framework HMIE Report <p>'Teachers should work together to develop a more differentiated approach to ensure learning is appropriate to meet the needs of all children.'</p> <p><i>Sept 2023</i></p>	<ul style="list-style-type: none"> All autistic pupils will have appropriate transactional supports to improve their social communication and emotional regulation by June 2025. 		<p>Pupils, teachers, support staff and parents</p>	<p>Parent/carer surveys</p>
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Improvement Priorities for 2024-25

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> 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. 	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	<ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 	<ul style="list-style-type: none"> 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships 	<ul style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 3: Nursery- Digital Skills and Parental Engagement

Continuation from 2023/24? 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>SIP Parent Feedback</p> <p>31% of Nursery parents have shared their child's achievements and interests from home in their learning journeys.</p> <p>25% of Nursery parents fed back that they would like more information shared through the Digital Blog.</p>	<p>By June 2025 75% of children will have their achievements from out with school recognised and recorded by staff.</p> <p>By December 2024 the ELC Digital Blog will be updated weekly.</p> <p>By June 2025 90% of staff will feel confident in delivering framework for digital literacy and computer science.</p>	<p>Continue to encourage Nursery parents to share information from home about pupil's interests and achievements.</p> <p>Allocate staff member to update the ELC blog regularly with children in setting. Agree a clear procedure within the ELC staff team for blog posts. Introduce Blog with all parents/carers at Stay and Play session in Term 1.</p> <p>Development time protected for familiarisation with Framework for digital literacy and computer science.</p>	<p>Depute Head Teacher ELC staff Pupils Parents</p> <p>Staff training Senior Practitioner and ELC Teacher</p> <p>Allocate time for this activity</p> <p>Depute Head Teacher Staff training – ELC Senior Practitioner and ELC Teacher</p>	<p>Quantitative Data: Monitor Blog traffic using 'Insights' Monitor entries in Learning Journeys- parental feedback slip Staff, pupil and parent surveys Pupil engagement Audit results</p> <p>Qualitative Data: Pupil Voice Staff feedback- learning conversations</p> <p>Observations Learning Journeys</p>

<p>SIP Staff Feedback 100% of Nursery staff are not confident in using the Digital Literacy and Computing Framework.</p> <p>HMIe Report 'Nursery Staff are at the early stages of using digital technology to support learning and are keen to develop this.'</p>		<p>Digital audit in Nursery- establish baseline in Term 1 and review in Term 4. Identify training requirements of Nursery staff in relation to Digital Literacy and Computing Science.</p> <p>Identify good practice in Early Years settings across Shetland relating to digital skills and provide opportunities for staff to share.</p>		
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Development Time			
Tuesdays and Thursday 1510 – 1610 (unless otherwise stated)			
	Date 2024 - 2025	Development Area	Personnel
Term 1	12 August	AM: Staff meeting	All Staff
		PM: Numeracy training with Iona Coutts	Teaching staff
	13 August	LA Training – Learning and Engagement	All Staff
	27 August	Standard for learning, teaching and assessment	Teaching staff
	10 September		Stage Meeting
	26 September	Development Time- Working Groups	Teaching Staff
	1 October		All staff
Term 2	28 October	In-service in school	All Staff
	29 October	LA Training – Quality of Teaching	All Staff
	5 November	Development Time: Priority 1	Teaching staff
	21 November	Development Time: Priority 2	Teaching staff
	28 November		Stage Meeting
	5 December	Operational Meeting- date setting	All Staff
Term 3	6 January	Assessment and Moderation	All Staff
	16 January	Development Time: Priority 1	Teaching staff
	4 February		Stage Meeting
	13 February	Wellbeing Activities	All Staff
	27 February	Development Time: Priority 2	Teaching staff
	6 March	Development Time: Working Groups (evidence and impact)	Teaching staff
	25 March	Development Time – Moderation in Writing - National Improving Writing Programme (NIWP)	Teaching staff
Term 4	29 April	Audit/self-evaluation	Stage Meeting
	08 May	Development Time: Working Groups (analyse data)	Teaching Staff
	15 May	Consider audit results and draft action plans	All staff
	27 May		Teaching staff
	5 June	Draft SIP/S&Q report	All staff
	12 June	Transition meetings – teachers handover	Teaching staff

Working Time Agreement 2024-25

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
Total	35 hours

Total collegiate time available 39 weeks x 5 hours = 195 hours	
• Activity	Total
Partnership with parents/carers <ul style="list-style-type: none"> • Learner Led Event 1.5 hours • Parents Evening 13.5 hours • Communications with parents as and when required 8.5 hours 	23.5
Reports / Profiling <ul style="list-style-type: none"> • Interim Report 13.5 hours • End of Year report 27 hours • Use assembly time to take back NCCT • 3 annual tracking meetings with DHT and updating SEEMiS prior to meetings 5 hours • Update folios 2x a year 1 hour 	46.5
Staff development time/professional reading/stage meetings <ul style="list-style-type: none"> • 20 x 1 hr staff meetings across the school year • Professional reading to support staff development 	25
Professional Enquiry <ul style="list-style-type: none"> • This may be specific to your class or stage or a school priority (e.g. Writing programme or medical training) 	10
School Improvement Priorities <ul style="list-style-type: none"> • Working groups • Implementation of priorities 	16
Planning, Assessment and Moderation <ul style="list-style-type: none"> • 4 comprehensive differentiated plans for literacy, numeracy and IDL/HWB. 10 hours (collegiately) • PAMs 10 hours • IEPs/Adapted curriculum plans (ASN Teachers) 10 hours 	30
Liaison/consultation - class teachers/ASN teachers/MT <ul style="list-style-type: none"> • Liaison with CT & ASN teachers (30mins) 18 hours • Transition discussions/reading/handover notes 2 hours 	20
Professional Review and Development <ul style="list-style-type: none"> • PRD meeting • Updating GTCS profile 	5
<ul style="list-style-type: none"> • Time left for other activities/duties 	19
Total	195

**Additional Hours Agreement
Bell's Brae Nursery
Session 2024-2025**

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. completing first aid, child handling	9.5	7.6	5.7	3.8	1.9
Flexible hours	5	4	3	2	1
Total	52.5 hours	42	31.5	21	10.5