

Bell's Brae Primary School

Standards & Quality Report 2025 - 2026 and School Improvement Plan 2026-2027



Introduction

School improvement planning (SIP) and standards and quality reporting (SQR) are a statutory requirement. Developed and implemented effectively, the SIP and SQR supports continuous improvement and helps school leaders engage with staff, parents and pupils in the life of the school. School improvement plans take account of school community, Children's Services and national priorities.

The three Directorate priorities for Children's Services (2026-2029) are:

1. Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs;
2. Reduce the number of children and young people affected by poverty;
3. Keep the promise by ensuring that care-experienced children and young people receive support they can rely on.

The five national priorities within the National Improvement Framework are:

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

The seven strategic outcomes to be achieved are:

1. A globally respected, empowered, and responsive education system with clear accountability at every level that supports children, young people, and adult learners to thrive. The system enables the development of their knowledge, skills, values, and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy;
2. Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach;
3. Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all;
4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap;

5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs;
6. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all;
7. An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally-skilled workforce and tackling digital inequality.

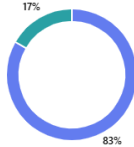
Collaboration and consultation with our stakeholders 2025-2026

Results of stakeholder consultations should feed into the School Improvement Plan.

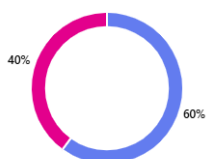
Who?	When?	How?	What did we find out? (bullet points on key themes)
Teaching Staff	May 2026	Microsoft form- 'School Improvement Plan Audit.'	Qualitative data relating to Priority 1 - 100% of teaching staff regularly seek learners' views to identify how they are supported, challenged and inspired to learn by June 2026: • <i>We need to provide more room for P7 pupils to write more using learner conversations.</i> • <i>The learner conversation and wellbeing webb on the same document works well.</i> • <i>Staff found the template useful – 'I found that the template was easy to use and the pupils did not require much support to complete their form. The learner conversations on the back were lengthy however the content was useful and has informed classroom activities to follow up on the feedback given.' 'On the whole I think the form was well laid out. I got the whole class to fill out both sides of the sheet over a guided lesson to reduce the amount of repetition during individual discussion . I found this allowed me to get through all the pupils in a much more manageable time than the first time round. I added extra notes through agreement with each pupil.'</i> • <i>We need to adapt the template to be able to best seek the views of learners with ASN . 'Could be adapted more for recording views of children with complex needs through observable behaviour (preferences, choice, regulation levels, resistance) All behaviour is communication!!' 'Talking Mats / engagement profiles - ways of recording conversations for pupils who do not use words - to show record for these pupils..' 'Talking mats provide a good overview of which curricular areas and activities pupils enjoy and don't enjoy.'</i> Quantitative data relating to Priority 1 - 100% of teaching staff regularly seek learners' views to identify how they are supported, challenged and inspired to learn by June 2026:

			79% of teaching staff all pupils in my class, or whom is support, completed a learner conversation. 21% of teaching staff said almost all pupils in my class, or whom is support, completed a learner conversation. 100% of teachers responded that pupils had participated in a range of 16 different activities this session. 83% of parents/carers reported that their child enjoyed taking part in parent and child sessions in school e.g. stay and play in ELC, Learner Led Event, Reading with your child event, Thumbs Up Thursday events, etc. PEF Funding: 79% of teaching staff said PEF funding should be used to support breakfast club. 100% of teaching staff said PEF funding should be used for targeted teacher support to close the attainment gap in literacy and numeracy. 71% of teaching staff said PEF funding should be used for resources to support learning environment e.g. wobble stools, ear defenders, sensory equipment, baking resources etc. 100% of teaching staff said PEF funding should be used for small group activities to support pupil health and wellbeing.
Support staff	May 2026	Microsoft form	We asked support staff to please give an example of how you have supported pupil(s) to participate in discussions about their learning and they said: <i>'Repeat questions from teacher in a more appropriate communication style for pupil, e.g. Simplify language, encourage use of AAC, repeat once in quiet space.'</i> <i>'Encourage participation by giving extra time to process questions/discussions in class and extra time when needed for pupils to be able to participate in discussions either with the whole class, smaller groups.'</i> <i>'Check in on pupils throughout the school day asking open questions about their learning. Taking other cues from pupils and the way they communicate if none verbal, e.g. Signing, AAC, vocalising, other non verbal communication.'</i> PEF funding 2026-2027

			60% of support staff said PEF funding should be spent on breakfast club. 40% of support staff said PEF funding should be spent on breakfast club. 
Children and young people	Termly	Assemblies Microsoft form Assemblies	In a 'hands up' vote 95% of P1-3 pupils wanted a galley design for the school logo. Given six options, 47% of P4-7 pupils wanted a galley design for the school logo. All pupils P1-7 were consulted at decision making assemblies on their choices for books and their views on the library, VVA and wider achievement. 35% of pupils participated in decision making groups e.g. pupil council, Digital Leaders, Tuck Shop, Buddies etc. All pupils in P3-7 were consulted on how they wanted to celebrate their writing success.
Parent and Carers	Parent's evening - November 2025	QR code Microsoft form – Parents Evening Views and Vision Values and Aims	Parents/carers and pupils favoured Viking galley and shield as new logo option for Vision Values and Aims. 61% of parents/carers indicated they would like a Viking galley as a new school logo. 83% of parents/carers said they did not want to change anything about our vision statement. We asked parents/carers in November: Having attended your child's parent/teacher appointment, do you feel well-informed about your child's progress?

			- Yes 18 - No 0 - to some extent 0  100% Is your child happy at school? - Yes 15 - No 0 - sometimes 3  83% 17%
Community and other stakeholders	Parent Council	Choice board regarding Pupil Equity Funding	100% of parent council members said PEF funding should be used for targeted teacher support to close the attainment gap in literacy and numeracy. 88% of parent council members said PEF funding should be used for small group activities to support pupil health and wellbeing.
Partner Feedback	June 2026	Microsoft Form	What do you feel Bell's Brae Primary School does particularly well when working with children, families and partner agencies? Most staff are very happy to listen to and take on advice and suggestions from my service. I have always found that parents views and experiences are respected and listened to by Bells Brae staff. Children are encouraged to be confident and independent. Support for young people is not delayed, different avenues are explored and can be delivered as the School is resourceful.

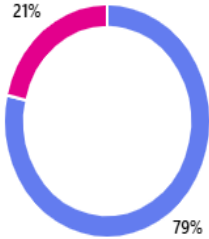
			Bell's Brae Primary School provides a welcoming and inclusive environment that supports strong engagement with families and partner organisations. The school often highlights children to our service at an early stage which allows early intervention when possible. We asked our partner agencies: To what extent do you feel communication between your service and the school is effective? ● Very effective 8 ● Effective 2 ● Neutral 0 ● Ineffective 0 ● Very ineffective 0 20% 80%
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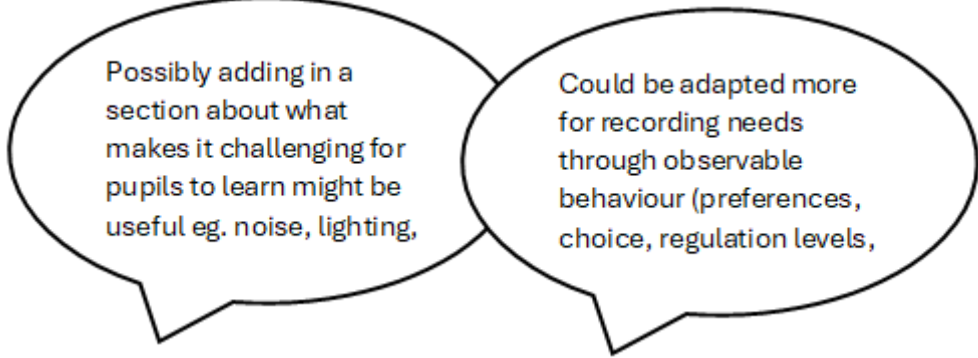
			How well do staff engage with and act upon advice or recommendations from partner agencies? - Very well 6 - Well 4 - Adequately 0 - Limited engagement 0 - Poorly 0  How welcoming do you find Bell's Brae Primary School? - Very welcoming 10 - Welcoming 0 - Neutral 0 - Unwelcoming 0 - Very unwelcoming 0  Which of the following words best describe Bell's Brae Primary School? (Select all that apply) - Nurturing 9 - Welcoming 10 - Inclusive 10 - Responsive 9 - Supportive 10 - Respectful 9 - Child-centred 9 - Caring 9 - Collaborative 9 - Positive 9 - Well-organised 9 
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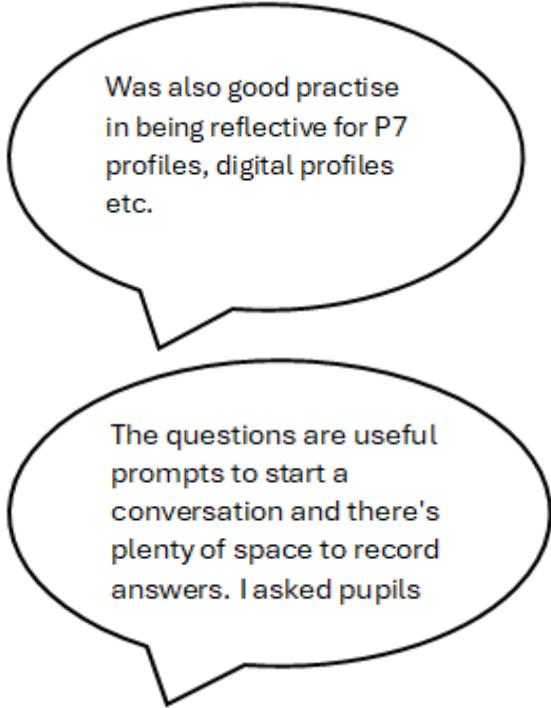
Bell's Brae Primary School Standards & Quality Report 2025-2026



Progress made with the priorities from the current school improvement plan

Priority 1: Increase pupil voice and learner participation to 100% by June 2026. Continuation from 2024/25? N			
What were our outcomes? 100% of teaching staff regularly seek learners' views to identify how they are supported, challenged and inspired to learn by June 2026.	What did we do? Almost all teaching staff engaged in structured learner conversations, ensuring that pupil voice informed classroom practice across the school. - All pupils in my class or whom I support, completed a learner conversation. 11 - Almost all pupils in my class or whom I support completed a learner conversation. 3  <i>Talking mats provide a good overview of which curricular areas and activities pupils enjoy and don't enjoy.</i>	What was the impact on learners? - Very good progress has been made towards this outcome. Learner voice is increasingly embedded across the school and is informing improvements to learning, teaching and the classroom environment. - Staff recognise the value of learner conversations and are committed to further developing inclusive approaches to ensure all learners can contribute their views. - Learners were able to identify factors that help	What are the next steps and how do you plan to evidence the impact of further actions required? - Further refine approaches for younger learners to ensure all pupils fully understand the language and concepts used within learner voice activities. - Develop more inclusive methods of capturing the views of children with complex additional

	• 100% of pupils with GIRFEC Child's Plans share their views with teaching staff, prior to review meetings using differentiated templates including talking mats, verbal exchange, my meeting booklets. • Some pupils express a desire to attend GIRFEC review meetings in person and this is also facilitated. Teaching staff feedback on learner conversations: 	them learn successfully, contributing to increased reflection on their own learning and wellbeing. • Feedback gathered through learner conversations directly informed adaptations to classroom practice and learning environments, helping to better meet learners' needs. • Staff identified common themes relating to support, challenge and engagement and used this information to inform class-based improvements. • Teachers reported that individual discussions provided valuable insights into learner experiences that may not have been identified through whole-class approaches alone.	support needs, including the use of Talking Mats, engagement profiles and observation-based approaches. • Extend learner conversations to explore barriers to learning, enabling staff to further improve learning environments and approaches to teaching. • Continue to build staff confidence in using learner voice evidence to inform improvement at classroom and
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	 Was also good practise in being reflective for P7 profiles, digital profiles etc. The questions are useful prompts to start a conversation and there's plenty of space to record answers. I asked pupils	• The process strengthened relationships between staff and pupils and reinforced a culture where learners feel listened to and valued. • Older pupils demonstrated increasing independence when evaluating their learning experiences, with staff noting strong links to profiling and self-evaluation activities. • June 2026 82% of mainstream pupils in P1-7 are on track for literacy. • June 2026 81.1% of mainstream pupils in P1-7 are on track for numeracy.	whole-school level.
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- Staff create opportunities for 100% children to participate in discussions with stakeholders to create positive outcomes and shape their educational experience by June 2026.

- 100% of children are given the opportunity to participate in a decision-making

- All pupils P1-7 were consulted at decision making assemblies on their choices for books and their views on the library, VVA and wider achievement.
- 35% of pupils participated in decision making groups e.g. pupil council, Digital Leaders, Tuck Shop, Buddies etc.
- All pupils in P3-7 were consulted on how they wanted to celebrate their writing success.



group in
school by
June 2026



By June 2026 our Vision, Values and Aims will be updated.

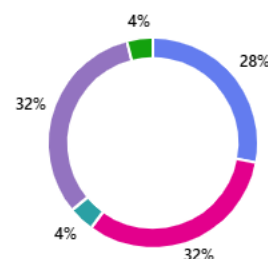
100% of our pupils, parents and partners are given the opportunity to participate in refreshing our vision, values and aims by June 2026.



- In a 'hands up' vote 95% of P1-3 pupils wanted a galley design for the school logo.
- Given six options, 47% of P4-7 pupils wanted a galley design for the school logo.

Parents were consulted on logo preferences, in November at parents evening using a QR code:

• Viking galley	7
• shield	8
• local building	1
• nature	8
• Other	1

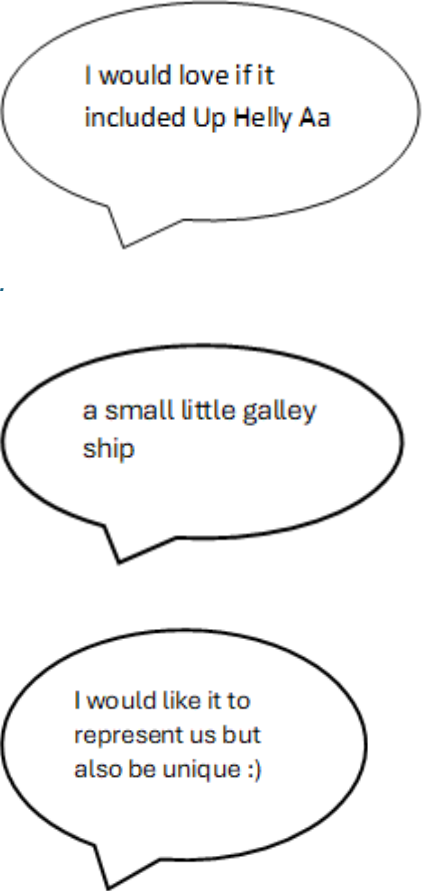


- All pupils from P1–P7 were consulted as part of the refresh of our school vision, values and aims. This ensured that learners' views were central to the process and strengthened their sense of belonging and ownership within the school community.
- As part of the consultation, pupils expressed a strong preference for a Viking galley within the school logo, recognising its connection to Shetland's heritage, culture and maritime history.

Pupils said:

Launch of Vision Values and Aims in August 2026:

- Communication with parents/carers and partners through newsletters, the school website, social media and class blogs, sharing the consultation process and the outcomes.
- Classroom activities during the first weeks of term to explore what the Vision, Values and Aims mean in practice and how they relate to learning,

	Parents were consulted on our current vision statement and they said: • 'Happy with the current statement.' • 'Great vision statement.' • 83% of parents we consulted were happy with our current vision statement.	 I would love if it included Up Helly Aa a small little galley ship I would like it to represent us but also be unique :)	wellbeing and relationships. • Display materials throughout the school and nursery, including classrooms, communal areas and digital platforms, ensuring the Vision, Values and Aims are visible and understood by all. • Integration into school life, including assemblies, learner conversations, achievement celebrations and school
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		I kind of think the logo should pop more and be more memorable I think that it should be something in the logo that other schools don't have like a huge play area with the galley near where me and my friends play football	improvement activities. • Review of class charters and expectations to ensure alignment with the school's values
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		I think it should be the galley because it's been there for long time:) (galley in the canteen) I think our logo needs to reflect what makes bells brae primary unique i think we might want to ad something like a galley	
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		I would like it to be simple.	
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Priority 2: By June 2025 100% of ELC staff will record observations and evaluations consistently and use to inform practice and outcomes for children and families.			
What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required?
- By June 2026 100% of nursery staff understand what reflective practice is and the impact on children and families. - By June 2026 100% of nursery staff consistently reflect on their practice and document this	71% of staff said their understanding of reflective practice has developed. - We asked staff 'What does reflective practice mean to you in your role?':	Staff identified the need to refresh the nursery jigsaw resources and actively involved children in selecting new puzzles based on their interests. As a result, pupils demonstrated increased engagement, sustained concentration and greater enthusiasm during play and learning activities. This learner-centred	Continue to strengthen reflective practice across the nursery, with a focus on ensuring all staff engage regularly in professional reflection and contribute to the self-evaluation floor book.

the setting's self-evaluation floor book.	Reflective practice is the process of evaluating the teaching and learning experiences offered to children in order to determine what has gone well and where improvements can be made. This helps to inform future practice and raise attainment for all pupils by meeting their individual needs it means evaluating what I do, to learn and improve on my practice. Reflective practice is something I use everyday, and allows me to think back on activities and tasks through the day.	approach promoted pupil voice and choice, contributing to higher levels of participation and enjoyment across the nursery environment. In addition, 71% of nursery staff reported that they had further developed their reflective practice this year, resulting in more responsive provision and improvements to learning experiences that better meet the needs and interests of children.	• Protect time for • professional reflection, in Working Time Agreement. 86% of staff said there was not enough time for reflective dialogue.
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Extract from floor book:



Impact:

Increased interest and engagement in selecting jigsaw puzzles.

Children observed collaborating effectively, supporting one another during puzzle activities.

Improved awareness of caring for resources, with children ensuring puzzle pieces are returned to the correct boxes.

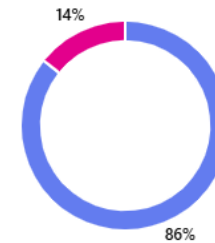
Greater confidence and willingness to take on more challenging puzzles.

- 100% of staff have contributed to the self-evaluation floor book.
- 100% of staff took part in peer observations.

- All learners will be engaged in and motivated by the provision of high-quality learning experiences by June 2026.

9. How regularly do you contribute to the Self Evaluation floor book?

• Termly	6
• A couple of times a term	1
• Monthly	0
• Weekly	0
• Never	0



- The Care Inspectorate report feedback in September 2025: 'Skilled
- staff used good quality observations of children at play and shared these with parents. These were reflected
- in a range of spontaneous and planned learning experiences. For example, children were pretending to
- make soup in the mud kitchen, so real vegetables were added for them to explore.'

- Learner voice has played an increasingly important role in shaping high-quality learning experiences across the nursery. Children were actively involved in deciding the theme for the role-play area, with 26 pupils participating in a vote. The results showed strong engagement and varied interests, with 10 children selecting a Tesco shop, 8 choosing a hairdresser and 8 choosing a veterinary surgery. By involving children in decisions about their learning

	 - Tracking meeting were held 3 x per year. Care Inspectorate September 2025 report noted: 'The setting found using tracking tools beneficial as this gave them a clear overview of the children's progress which fed back into planning.' - Using the Leuven scale of engagement, we are able to set targeted interventions for individual pupils in the setting.	environment, staff increased motivation, participation and ownership of learning. Observations indicate that learners were highly engaged in the role-play experiences, demonstrating creativity, collaboration and sustained involvement in play. This has contributed positively to children's enjoyment of learning and supports progress towards ensuring all learners experience motivating and meaningful learning opportunities.	
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	We decided to move the sink area to the other side, making more room for the table. Lots of children wanted more plants in the mud kitchen to make 'Potions' and adding the water tray in the area provides the children with immediate access to water outside. 3. How confident are you in recording high quality observations of children? Extremely confident confident Neutral Somewhat not confident Extremely not confident 1 4 2 0 0 29% 14% 57%		
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We asked staff 'Can you give an example of where observations led to improved learning experiences'. Staff said:

An observation of a pre-school child during free play revealed that they were working confidently with numbers beyond what was expected for their age and stage of development. As a result, they have been encouraged and supported to further extend their number knowledge and mathematical understanding through appropriately challenging activities and experiences to answer the questions

Pupil Equity Fund Reporting

Project/intervention: Continue to improve attainment in numeracy and literacy using targeted teacher interventions and access to daily breakfast club.

What was your gap?

Our data dashboard tells us that 62% of PEF entitled pupils are on or above track in literacy compared to 75.9% overall.

June 2026 72.8% of PEF entitled pupils are on or above track in literacy compared to 82% overall.

Our data dashboard tells us that 47% of PEF entitled pupils are on or above track in numeracy compared to 69.9% overall.

June 2026 71.6% of PEF entitled pupils are on or above track in numeracy compared to 81.1% overall

Our data dashboard tells us that pupils in receipt of free school meals are 13% less likely to be on or above track in numeracy compared to children not in receipt of free school meals.

Our data dashboard in June 2026 tells us that pupils in receipt of free school meals are 9% less likely to be on or above track in numeracy compared to children not in receipt of free school meals.

Our data dashboard tells us that pupils in receipt of free school meals are 22.5% less likely to be on or above track in literacy compared to children not in receipt of free school meals.

Our data dashboard in June 2026 tells us that pupils in receipt of free school meals are 10% less likely to be on or above track in literacy compared to children not in receipt of free school meals.

Planned Outcome 1. Close the numeracy attainment gap for PEF entitled pupils by 13 percentage points by the ACEL census date in June 2026 2. Close the literacy attainment gap for PEF entitled pupils by 15 percentage points by the ACEL census date in June 2026. 3. 100% of PEF entitled children will have access to a free breakfast every day.		Measures of impact on learners . - Our data dashboard tells us that 62% of PEF entitled pupils are on or above track in literacy compared to 75.9% overall. - June 2026 72.8% of PEF entitled pupils are on or above track in literacy compared to 82% overall. - Our data dashboard tells us that 47% of PEF entitled pupils are on or above track in numeracy compared to 69.9% overall. - June 2026 71.6% of PEF entitled pupils are on or above track in numeracy compared to 81.1% overall - Our data dashboard tells us that pupils in receipt of free school meals are 13% less likely to be on or above track in numeracy compared to children not in receipt of free school meals. - Our data dashboard in June 2026 tells us that pupils in receipt of free school meals are 9% less likely to be on or above track in numeracy compared to children not in receipt of free school meals. - Our data dashboard tells us that pupils in receipt of free school meals are 22.5% less likely to be on or above track in literacy compared to children not in receipt of free school meals. - Our data dashboard in June 2026 tells us that pupils in receipt of free school meals are 10% less likely to be on or above track in literacy compared to children not in receipt of free school meals. - School Improvement Visit feedback 06.05.26: The school's use of Strategic Equity Funding is positively impacting on the progress of a few learners. Resources purchased through Strategic Equity Funding have supported key curricular areas and supported progress within school improvement priorities.
Teaching and Learning	X	
Leadership	X	
Family and Community	X	

and supported progress within school improvement priorities.

Self-Evaluation Against Key Quality Indicators

Quality Indicator 1.3 Leadership of Change	
Developing a shared vision, values and aims relevant to the school and its community	Through a comprehensive consultation process involving children, parents/carers and staff, Bell's Brae Primary School refreshed its vision, values, aims and school logo, ensuring the views of the whole school community were at the heart of the change. Learners played a key role in shaping the school's identity, including selecting a Viking galley for the logo to reflect Shetland's heritage and culture. Children's wellbeing is central to the refreshed vision, values and aims, providing a clear foundation for learning, teaching and improvement across the school and nursery. As a result, we have strengthened our shared vision and sense of purpose, ensuring our values and aims are relevant to our community and support ongoing improvement
Strategic planning for continuous improvement	Senior leaders foster a culture in which staff feel empowered to contribute to, and increasingly lead, school improvement. Staff are encouraged to use their professional expertise to shape curriculum development within their specialist areas, ensuring improvement priorities are informed by evidence and responsive to the needs of learners. As part of the ongoing Curriculum Improvement Cycle, staff are engaging with national guidance, including Education Scotland's Improving Attendance resource, to inform future developments and strengthen outcomes for children and families. We recognise the importance of ensuring that all stakeholders—including pupils, parents/carers, staff and partners—are kept informed, consulted and actively involved in curriculum development and improvement planning, helping to build a shared understanding of change and a collective commitment to improvement.
Implementing improvement and change	Through a culture of collaboration and shared leadership, staff are contributing to improvement across the school. Drawing on the principles of Collective Teacher Efficacy, we recognise the importance of shared goals, professional collaboration and collective responsibility for learner outcomes. As part of the ongoing Curriculum Improvement Cycle, staff, pupils, parents and partners are being actively involved in shaping change. Our next step is to further strengthen these enabling conditions to support a

	brisker pace of improvement and ensure that change is implemented consistently and effectively across the school.
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Quality Indicator 2.3 Learning, teaching and assessment

Learning and engagement	Assessment is increasingly embedded within learning and teaching at Bell's Brae Primary School, with staff using a range of assessment approaches to capture learners' progress across the curriculum. Most teachers identify key assessment tasks at the planning stage, providing meaningful opportunities for learners to demonstrate breadth, challenge and application of learning. In line with the Curriculum Improvement Cycle, our next step is to further strengthen a shared understanding of high-quality assessment and ensure greater consistency in assessment practice across the school.
Quality of teaching	The quality of teaching across Bell's Brae Primary School is good. Most staff plan differentiated learning experiences which effectively meet the needs of learners and reflect our shared vision and values. Children benefit from a range of approaches including active, collaborative, play-based, outdoor and digital learning, supported by clear learning intentions, purposeful interactions and regular feedback. In line with Shetland's Standard for Learning, Teaching and Assessment and the Curriculum Improvement Cycle, our next step is to further strengthen planning for composite classes to ensure an appropriate pace of learning, consistent challenge and increasing opportunities for independence, leadership and the application of learning in different contexts.
Effective use of assessment	The effective use of assessment across Bell's Brae Primary School is good. Staff use a range of ongoing and periodic assessment approaches, including learner conversations, observations, high-quality assessments and professional dialogue, to gather evidence of learners' progress. Assessment information is increasingly used to support responsive teaching, inform next steps and identify progress towards national standards. Through moderation activities, tracking and monitoring, staff continue to develop confidence in making professional judgements. In line with Shetland's Standard for Learning, Teaching and Assessment and the

	Curriculum Improvement Cycle, our next step is to further strengthen consistency in assessment practice and ensure assessment evidence clearly demonstrates breadth, challenge and application of learning across the curriculum.
Planning, tracking and monitoring	Planning, tracking and monitoring across Bell's Brae Primary School is good. Staff use a range of information, including learner voice, assessment evidence, professional dialogue and data, to plan learning and monitor progress over time. Regular tracking and monitoring discussions help identify strengths, next steps and targeted interventions for individuals and groups of learners. These processes support transitions, inform responsive planning and help parents/carers understand their child's progress. In line with Shetland's Standard for Learning, Teaching and Assessment and the Curriculum Improvement Cycle, our next step is to further strengthen the use of data and progression pathways to identify trends, measure impact and ensure all learners make appropriate progress across the curriculum.

Quality Indicator 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing	Wellbeing across Bell's Brae Primary School is very good. We have created a nurturing, inclusive and supportive environment where children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. Positive relationships are at the heart of our school community, and staff know learners well, enabling them to respond effectively to individual needs. Our strong focus on wellbeing supports engagement, participation and achievement for all learners, including those requiring additional support. Staff and partners also report feeling valued, respected and supported, contributing to a positive culture of collaboration and continuous improvement across the school.
Fulfilment of statutory duties	Fulfilment of statutory duties across Bell's Brae Primary School is very good. We actively comply with statutory requirements and relevant codes of practice, ensuring that the wellbeing, rights and needs of children and young people remain central to our work. Staff have a clear understanding of their responsibilities and work effectively with learners, parents/carers and partner agencies to meet statutory

	obligations and improve outcomes. Robust procedures, strong partnerships and a shared commitment to inclusion ensure that statutory duties are implemented consistently and effectively across the school community.
Inclusion and Equality	Inclusion and equality across Bell's Brae Primary School is very good. We are committed to ensuring that all learners are included, engaged and actively involved in the life and work of the school. Staff know children well and identify barriers to learning at an early stage, providing targeted support through effective partnership working and individualised planning. We recognise each child as an individual with their own strengths, needs, rights and aspirations, and ensure they are active participants in decisions affecting their learning and wellbeing. The development of our Bell's Brae Relationships and Positive Behaviour Policy has further strengthened our inclusive ethos, promoting positive relationships, belonging and high expectations for all. As a result, children experience a supportive environment where they are respected, valued and able to achieve success.

Quality Indicator 3.2 Attainment and achievement

Attainment in literacy and numeracy	Across the school, all teachers have delivered high-quality learning and teaching in literacy and numeracy. Ongoing developments in all classes have been aligned to the National Writing Improvement Project, ensuring a coherent and progressive approach to writing. Three further members of staff completed professional learning through Cohort 5, building practitioner confidence and consistency. Robust moderation and regular professional dialogue have strengthened staff confidence in assessing writing and in awarding achievement of a level. Targeted use of PEF and SEF funding has supported improvements in literacy and numeracy at all stages. Well-planned interventions have been used effectively, leading to increased progress and improved attainment and achievement for learners. This is reflected in our recent data where 81.1% of pupils are on track for literacy and 82% are on track for numeracy.
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Attainment over time	Attainment over time at Bell's Brae Primary School is good. High-quality learning and teaching in literacy and numeracy, aligned with the National Writing Improvement Project, has contributed to improved attainment and achievement across the school. Professional learning, moderation and regular professional dialogue have strengthened the consistency and accuracy of professional judgements. Targeted use of PEF and Strategic Equity Funding has supported effective interventions, leading to increased progress for identified learners. For children with additional barriers to learning, including those within our ASN Department, robust evidence demonstrates that most are attaining appropriately for their individual needs and making good progress from prior levels of attainment.
Overall quality of learners' achievement	The overall quality of learners' achievement at Bell's Brae Primary School is very good. Pupils are provided with a wide range of opportunities to develop and showcase their talents, interests and achievements both within and beyond the classroom. Achievements are celebrated regularly through assemblies and displays, helping to build confidence, motivation and a sense of belonging. During the Shetland Youth Music Festival, pupils demonstrated their musical skills and creativity, while pupils from our ASN Department showcased an African drumming performance through a video presentation supported by P7 peers, highlighting our inclusive ethos and strong pupil leadership. Sports Day provided opportunities for all learners to participate and demonstrate their strengths, while pupils also represented the school at hockey and netball events, including travelling to Whalsay for a netball tournament. In addition, P4/5 pupils received a letter from His Majesty The King recognising the quality of their kenning poetry. These experiences contribute significantly to learners' confidence, skills, wider achievement and sense of pride, reflecting the high expectations while recognising and valuing achievement across the school community.
Equity for all learners	Attainment in literacy and numeracy at Bell's Brae Primary School is improving, with evidence of positive progress in closing the poverty-related attainment gap. Between baseline data and June 2026, the proportion of PEF-entitled pupils who were on track or above increased from 62% to 72.8% in literacy and from 47% to 71.6% in numeracy. During the same period, the attainment gap between pupils in receipt of free school

	meals and their peers reduced from 22.5% to 10% in literacy and from 13% to 9% in numeracy. These improvements demonstrate the positive impact of targeted interventions and the effective use of Strategic Equity Funding to support learners most at risk of underachievement. While improving outcomes for all learners remains a priority, the school is making good progress in reducing inequity and improving attainment in key curricular areas.
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Self-Evaluation against ELC Headings

Leadership	Very Good
Children thrive and develop in quality spaces	Good
Children play and learn	Very Good
Children are supported to achieve	Very Good

Please self-evaluate each core quality indicator according to:

<u>How Good is Our School 4th Edition</u>	<u>Quality Improvement Framework for ELC</u>
1: unsatisfactory 2: weak 3: satisfactory 4: good 5: very good 6: excellent	Level 1: unsatisfactory Level 2: weak Level 3: satisfactory/adequate Level 4: good Level 5: very good Level 6: excellent

HGIOS 4	School Self-Evaluation	ELC Quality Improvement Framework	ELC Self-Evaluation
1.3 Leadership of change	Good	Leadership	Very Good
2.3 Learning, teaching and assessment	Good	Children thrive and develop in quality spaces	Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good	Children play and learn	Very Good
3.2 Raising attainment and achievement	Good	Children are supported to achieve	Very Good

Bell's Brae Primary School

School Improvement Plan

2026-2027



Factors Influencing the School Improvement Plan

Local authority factors • Children's Services Directorate Plan ○ Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; ○ Reduce the number of children and young people affected by poverty; ○ Keep the promise by ensuring that care-experienced children and young people receive support they can rely on. • The Ambition - Excellence and Equity for Shetlands' learners 2022-2026 • Support for Learning Review • Devolved School Management • Digital Learning and Teaching Strategy • Excellence and Equity for Shetland's Learners Standard for Learning, Teaching and Assessment • Local Authority QA of the ACEL information	National factors and drivers • Curriculum Improvement Cycle • National Improvement Framework • The Scottish Attainment Challenge (PEF/SEF/CECYP fund) • Education Reform • Getting It Right for Every Child • Developing Young Workforce • Reduced Class Contact Time • UNCRC • National Improving Writing Project • Realising the Ambition • Scotland's Play Strategy - Play Scotland
School factors • Primary Teacher Staffing Levels • School Improvement Visit feedback • Programme of essential maintenance on school building • Placing requests from pupils with ASN • Flexible Schooling Requests • Bell's Brae - Shetland Primary BGE Dashboard Data • Scottish Educational Establishments Management Information System (SEEMiS) Business Intelligence (BI) Attendance Data • Restrictions around digital devices	Local factors • DYW – Digital Profiling • Intergenerational Learning • National Improving Writing Programme – Local Lead is BB DHT • Local Authority Inservice training • Recruitment and Retention

UNCRC At Bell's Brae Primary School, a rights-respecting approach underpins our vision that "Bell's Brae is an inclusive community where everyone achieves and gains happy memories." Our values of Achieving, Safe and Respected align closely with the principles of the UNCRC and are embedded within our Relationships and Positive Behaviour Policy, which was developed collaboratively with pupils, parents, staff and partners. We will ensure children's rights are central to school improvement by: • Actively involving pupils in decisions that affect their learning, wellbeing and school experience. • Embedding pupil voice within self-evaluation, curriculum development and improvement planning. • Promoting positive relationships through restorative, nurturing and trauma-sensitive approaches. • Ensuring all policies and improvement priorities are considered through a rights-based lens. • Supporting staff, pupils and families to develop a shared understanding of children's rights and responsibilities. What will the impact be?	Tacking inequalities, Poverty proofing and Cost of the school day At Bell's Brae Primary School, we are committed to ensuring that poverty or financial circumstances do not prevent children from accessing the full range of learning opportunities and experiences available to them. We will continue to use the Cost of the School Day Guidance to review school practices and identify ways to reduce financial pressures on families. Key actions will include: • Continuing to provide a free breakfast club five days per week to support attendance, wellbeing and readiness to learn. • Providing free healthy snacks for pupils. • Working closely with Community Learning and Development partners to offer opportunities such as Thumbs Up Tuesdays and Tesco Fruit and Veg initiatives, supporting family engagement, health and wellbeing. • Carefully considering the cost implications of school activities, events, trips and resources to ensure they are accessible to all learners. • Seeking funding and partnership opportunities to minimise costs to families and maximise participation.
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• As a result, we expect: • Children to feel safe, respected, included and valued within the school community. • Increased participation of learners in decisions affecting their education and wellbeing. • Stronger relationships between pupils, staff, parents and partners. • Improved wellbeing, engagement and readiness to learn. • A greater sense of belonging and inclusion for all learners, including those requiring additional support. • Improved outcomes in learning, attendance, behaviour and achievement. We will monitor the impact through: • Learner conversations, pupil surveys and focus groups. • Ongoing self-evaluation activities linked to HGIOS4 and UNCRC. • Monitoring wellbeing data and pupil engagement. • Tracking attendance, exclusions, behaviour incidents and participation in school life. • Feedback from parents, staff and partners.	• Maintaining a culture where support can be accessed discreetly and respectfully, reducing any stigma associated with financial hardship. Impact • As a result, we expect increased participation in school life, improved attendance and wellbeing, greater equity of access to learning experiences, and a reduction in poverty-related barriers that can impact on attainment and achievement. Through these approaches, we will continue to support all children and families to feel included, valued and able to participate fully in the life of the school.
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• Quality assurance activities, including classroom visits and discussions with learners. • Evaluation of our Relationships and Positive Behaviour Policy and its impact on learners' experiences. • This evidence will help us ensure that children's rights are not only promoted but are experienced consistently in practice across Bell's Brae Primary School.	
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Pupil Equity Fund – Planning and Reporting

PEF Planning Budget £27,620.81

Project/intervention: Closing the numeracy and literacy attainment gap at Bell's Brae Primary School.

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

Our data dashboard information tells us that children in P1 – P7, in receipt of free school meals, are 9% less likely to be on or above track in numeracy compared to children not in receipt of free school meals.

Our data dashboard information tells us that children in P1 – P7, in receipt of free school meals, are 10% less likely to be on or above track in literacy compared to children not in receipt of free school meals.

Our data dashboard tells us that in June 2026 72.8% of PEF entitled pupils are on or above track in literacy compared to 78% overall.

- Our data dashboard tells us that 71.6% of PEF entitled pupils are on or above track in numeracy compared to 74% overall.
- Our data dashboard in June 2026 tells us that pupils in receipt of free school meals are 9% less likely to be on or above track in numeracy compared to children not in receipt of free school meals.
- Our data dashboard in June 2026 tells us that pupils in receipt of free school meals are 10% less likely to be on or above track in literacy compared to children not in receipt of free school meals.
- School Improvement Visit feedback 06.05.26: The school's use of Strategic Equity Funding is positively impacting on the progress of a few learners. Resources purchased through Strategic Equity Funding have supported key curricular areas and supported progress within school improvement priorities.

100% of parents consulted at the Parent council meeting wanted PEF funding to be used for targeted teacher support to close the attainment gap in literacy and numeracy.

100% of teaching staff said PEF funding should be used for small group activities to support pupil health and wellbeing.				
100% of teaching staff said PEF funding to be used for targeted teacher support to close the attainment gap in literacy and numeracy.				
Planned Outcomes 1. Close the numeracy attainment gap for PEF entitled pupils to 74% of identified pupils being on track by the ACEL census date in June 2026 2. Close the literacy attainment gap for PEF entitled pupils to 76% of identified pupils being on track by the ACEL census date in June 2026 3. 100% of PEF entitled children will have access to a free breakfast every day.		Details of project/intervention: • Project will take place in Terms 1-4 • Teacher targeted interventions will take place in term 1 -3. • Partnership working with Community Learning team to host Thumbs Up Thursday events in school. • Review/consider ASN and PEF teacher timetables every 3 weeks at ASN/MT meetings. • Daily breakfast club. • Set up regulation stations on each middle and top floor	Resources and Lead Person <u>Teacher</u> • 2 days per week in Term 2 and 3 - £6,600 • 2 days per week in Term 1-3 - £8,600 • 2 days per week in Term 1 - £5,400 <u>Other</u> • Sensory equipment for regulation stations - £2,000. - Wobble stools - £300 - Breakfast club £1,000. - Canteen area •Free snacks £300.	Measures of impact on learners • ACEL data • Tracking data • Teacher observations • Learner conversations • Minutes meetings of ASN/MT meetings • Assessment data • Breakfast club register • Pupil voice • GIRFEC plans • Data dashboard • Thumbs Up Thursday feedback • Pupil voice
Teaching and Learning	x			
Leadership	X			
Family and Community	x			

			•Canteen, gym and outdoor areas for Thumbs Up Thursday.	
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School Improvement Plan Priorities

Priority 1: By June 2027, 100% of staff and all pupils and parents/carers will have opportunities to engage with and contribute to discussions about the Curriculum Improvement Cycle through planned communication, consultation and curriculum events.

Continuation from previous year? N

Directorate Priorities	NIF Priorities	Leadership and Management	Learning Provision	Successes and Achievements	ELC
Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; Reduce the number of children and young people affected by poverty; Keep the promise by ensuring that care-experienced children and young people receive support they can rely on. (highlight as appropriate)	- 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.	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	Leadership Children thrive and develop in quality spaces Children play and learn Children are supported to achieve

Data/evidence that informs this priority:	Planned Outcome	Measures	Resources and Lead Person
National curriculum reform: The ongoing Curriculum Improvement Cycle is resulting in national developments to Curriculum for Excellence. Staff, pupils, parents/carers and partners require regular opportunities to understand, discuss and contribute to these developments and their implications for learning, teaching and assessment.	By June 2027, 100% of staff will demonstrate an increased understanding of the refreshed Curriculum Design Guidance and KDU Models and will use this to inform curriculum planning, learning, teaching and assessment.	- Family learning evening and feedback via QR code. - Microsoft form feedback	- Management Team - Teaching staff - Curriculum Improvement Cycle Education Scotland website

• Staff professional dialogue identified a need for greater awareness and understanding of the national Curriculum Improvement Cycle and its implications for Bell's Brae Primary School. • May 2026 School Improvement Visit feedback: 'Staff should consider how the curriculum and topic work ensures depth. This is particularly relevant in the context of the curriculum improvement cycle and progress towards Big Ideas, and importance of conceptual understanding.' • May 2026 School Improvement Visit feedback: 'Time for professional learning and dialogue should be a feature of the working time agreement in 2026/27 to ensure a shared understanding across the team.'	• By June 2027, all pupils and parents/carers will have opportunities to engage with and contribute to discussions about the Curriculum Improvement Cycle, resulting in increased awareness of curriculum developments and how these support learner progress and achievement. • By June 2027, Bell's Brae Primary School's curriculum will increasingly reflect national curriculum guidance while remaining responsive to our local Shetland context, ensuring learners experience a coherent and relevant curriculum	for teachers. • Pupil voice assemblies	• In Service Training – Curriculum Making with Bruce Robertson Lead Person: Management team, teaching staff and support staff.
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	from Early Level to Second Level. By June 2027, all staff, parents/carers and stakeholders will have participated in planned communication, consultation or curriculum engagement activities linked to the refreshed Curriculum Design Guidance and KDU Models, resulting in increased awareness and understanding of curriculum developments and their impact on learners..		
Monitoring priority progress over time: impact on learners: - Pupils can talk confidently about their learning, progress and next steps. - Learners experience a coherent and progressive curriculum from Early Level to Second Level, with clear links between knowledge, understanding and skills.			

What will success look like?

For Parents and Carers:

- Parents/carers report increased awareness and understanding of curriculum developments and the Curriculum Improvement Cycle.
- Parents/carers have regular opportunities to engage with curriculum discussions, events and consultations.

For staff:

- Staff demonstrate a clear understanding of the refreshed Curriculum Design Guidance and KDU Models and can articulate how these influence curriculum planning, learning, teaching and assessment.
- Curriculum planning reflects agreed progression pathways and national guidance while remaining responsive to the needs of Bell's Brae learners.
- Staff engage confidently in professional dialogue about curriculum design, progression and learner entitlement.

By the end of November, we expect to see

- Curriculum Improvement Cycle Staff Microsoft Team established and draft curriculum guidance available from summer 2026 will be shared.
- Staff actively contributing to meetings
- The new, draft curriculum guidance will be available from summer 2026

By the end of February, we expect to see

- Stakeholders are actively engaged in curriculum discussions and activities, contributing their views and helping to shape future curriculum developments within the school.
- Evidence of collaborative curriculum development

By the end of May we expect to see

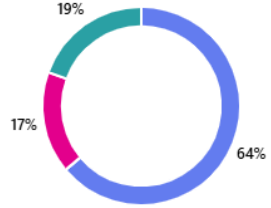
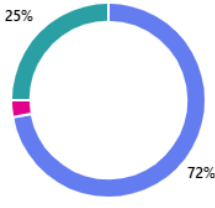
- Staff demonstrate an increased understanding of the refreshed Curriculum Design Guidance and KDU Models including the digital tool (Spring 2027) and are able to articulate the implications for learning, teaching, assessment and curriculum planning at Bell's Brae Primary School.
- Pupils and parents/carers report increased awareness of curriculum developments and

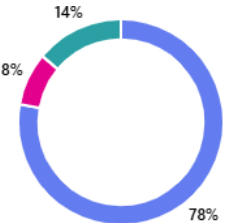
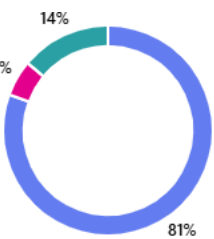
	and increased consistency across stages is visible through planning, moderation and learning visits.	feel informed about how the refreshed curriculum supports progression in knowledge, understanding and skills from Early Level to Second Level. • A shared understanding of Curriculum Improvement Cycle purpose, progression and learner entitlement is evident across the school community, supporting effective implementation of curriculum change.
What happened? What did we see? <i>Provide updates on progress in the short term based on data and evidence.</i>	What happened? What did we see? <i>Provide updates on progress made in the medium term based on data and evidence.</i>	What happened? What did we see? <i>Provide updates on progress made in the long term based on data and evidence.</i>
What are our next steps? <i>Insert next steps which reflect progress made during this period of time. These next steps may change what you would expect to see in the medium term and long term.</i>	What are our next steps? <i>Insert next steps which reflect progress made during this period of time. These next steps may change what you would expect to see in the long term.</i>	What are our next steps? <i>Insert next steps which reflect progress made during this period of time. These next steps can inform your next period of improvement activity.</i>
End of Session Summary of Progress and Impact		

Priority 2: By June 2027, 90% of parents/carers will report that they receive clear, timely and meaningful information about their child's learning, progress and next steps, enabling them to support learning effectively at home.

Continuation from previous year? N

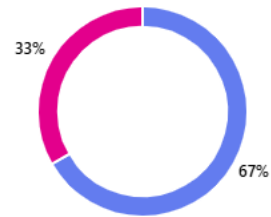
Directorate Priorities	NIF Priorities	Leadership and Management	Learning Provision	Successes and Achievements	ELC
Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; Reduce the number of children and young people affected by poverty; Keep the promise by ensuring that care-experienced children and young people receive support they can rely on. <i>(highlight as appropriate)</i>	- 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.	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	Leadership Children thrive and develop in quality spaces Children play and learn Children are supported to achieve

Data/evidence that informs this priority:	Planned Outcome	Measures	Resources and Lead Person
Parents/carers responded to the following statements: Teaching staff are good at letting me know my child(ren)'s strengths and next steps. - Yes 23 - No 6 - Unsure 7  I am happy with my child's progress: - Yes 26 - No 1 - Somewhat 9 	- By June 2027, 90% of parents/carers will report increased understanding of their child's progress and achievement across the curriculum. - By June 2027, all classes will provide regular opportunities for parents/carers to engage with information about learning, progress and next steps. - By June 2027, most pupils will be able to articulate what they are learning, how well they are progressing and what they need to do next to improve.	- Class blog analytics - Parent feedback from questionnaires - Attendance at curriculum information sessions or family learning events - Quality assurance audit showing 100% of classes publish curriculum information each term. - Quality assurance audit showing 100% of classes	Management team and teaching staff

I feel I can speak to staff about any concerns I may have: ● Yes 28 ● No 3 ● Unsure 5  The Management Team are approachable and helpful: ● Yes 29 ● No 2 ● Unsure 5 		update blogs at least once per term • Moderation of class blogs against agreed expectations. • 90% of parents/carers report that class blogs help them understand what their child is learning. • 90% of pupils can explain what they are learning and their next steps	
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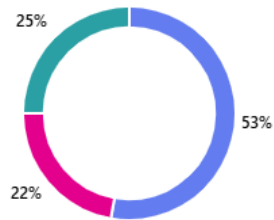
I access the school website/blog.

● Yes 24
● No 12



I have a clear idea of the school's priorities for improving the education of pupils.

● Yes 19
● No 8
● Unsure 9



We would be particularly interested in anything your child has enjoyed this year and – as always – anything we might do better:

- Keeping parents better informed about child going forward

• This is just based off personal experience but better communication is something I feel that can be worked on. • To be very pedantic, since you asked what could be done better, it would be good if the school topics and stages were communicated to all parents. • Listening to parents concerns earlier and putting interventions in place sooner.			
Monitoring priority progress over time: impact on learners • Learners will have a clearer understanding of what they are learning, why they are learning it and what they need to do next to make progress. • Increased communication between school and home will strengthen support for learning, resulting in improved engagement, confidence and ownership of learning. • Learners will be better able to discuss their strengths, achievements and next steps, leading to improved attainment, achievement and wellbeing.			
What will success look like? • Parents/carers report that they feel well informed about their child's learning, progress and next steps and are confident in supporting learning at home.			

• Staff consistently share high-quality curriculum information and regular updates through class blogs, resulting in stronger home-school partnerships. • Learners can confidently discuss their learning, achievements and next steps, demonstrating increased ownership, engagement and progress in their learning.		
By the end of November, we expect to see	By the end of February, we expect to see	By the end of May we expect to see
• All classes have published curriculum information and regularly updated class blogs. • Most learners can confidently talk about their learning, achievements and next steps.	• All classes regularly update blogs and share curriculum information with parents/carers. • Most parents/carers report increased awareness of their child's learning and progress. • Most learners can articulate their learning, achievements and next steps. • Quality assurance evidence shows consistent communication	• 100% of classes have consistently shared curriculum information and maintained regular class blog updates throughout the session. • At least 90% of parents/carers report that they receive clear, timely and meaningful information about their child's learning, progress and next steps. • At least 90% of pupils can confidently discuss their strengths, achievements and next steps in learning. • Staff consistently use agreed approaches to communicate learning, progress and achievement with parents/carers. • Evidence from surveys, learner conversations and quality assurance activities demonstrates strengthened home-school partnerships and increased parental engagement in learning.

	approaches across the school.	Improved communication contributes to increased learner engagement, confidence and ownership of learning.
What happened? What did we see?	What happened? What did we see?	What happened? What did we see?
What are our next steps?	What are our next steps?	What are our next steps?
End of Session Summary of Progress and Impact		

Priority 3: By June 2027, Bell's Brae Primary School will strengthen a whole-school culture where every day counts, and attendance and punctuality are valued by 100% pupils, families and staff.

Continuation from previous year? N

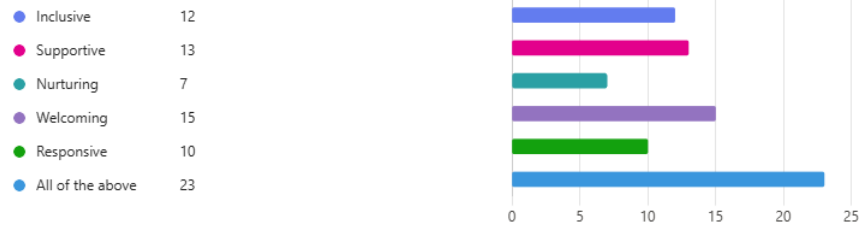
Directorate Priorities	NIF Priorities	Leadership and Management	Learning Provision	Successes and Achievements	ELC
Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; Reduce the number of children and young people affected by poverty; Keep the promise by ensuring that care-experienced children and young people receive support they can rely on.	- 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.	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	Leadership Children thrive and develop in quality spaces Children play and learn Children are supported to achieve

Data/evidence that informs this priority:	Planned Outcome	Measures	Resources and Lead Person
90% attendance averages ½ day missed every week - In one school year 90% attendance equals 4 weeks not attending school per year 90% attendance over 5 years equals ½ a school year missed 794 latecomers in terms 1-3 (2025-2026) 587 absences openings in terms 1-3 due to families taking parental holidays. - Attendance data is 93.23% for P1-P7 (Scottish Educational Establishments Management Information System (SEEMiS) Business Intelligence (BI) attendance data.)	100% of our school community are familiar with our updated Positive Relationships Policy. 100% of our school community underpin interactions based on our Positive	- Fortnightly SEEMiS BI Attendance data - Tracking Attainment data - ACEL data - Leuven scale of engagement. - Daily Soft start groups - CIRCLE scale	- Improving Attendance Booklet – Education Scotland - SEEMiS BI Attendance data

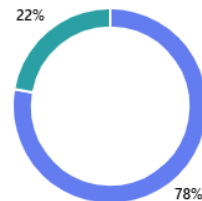
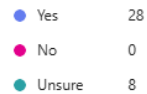
Bell's Brae Primary School 44% of parents reported the school deals effectively with inappropriate behaviour 22% of parents reported they did not feel that there is mutual respect between teachers and pupils in the school	Relationships Policy. 100% of our school community are aware of adhere to the Bell's Brae Punctuality and Attendance Statement. - Soft start available to pupils' to support attendance and punctuality. 100% of pupils achievement recognised and celebrated – each class will have an achievement wall. 100% of families have clear reliable way to communicate with school staff and partner agencies about attendance.	- SCERTS leaflet - GIRFEC plans - IEP evaluations - ASN/MT meeting minutes - Parent feedback surveys - Pupils feedback sessions - Culture, Systems and Practice staff survey (Education Scotland) - Staff feedback questionnaire - Learner Conversations	- Supporting School Attendance Reflection and Planning Tool – Education Endowment Foundation - Bell's Brae Punctuality and Attendance Statement - CIRCLE scale, SCERTS leaflet and Microsoft Team, NAIT, Bell's Brae Dyslexia guide - Shetland Islands
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We asked our parents/carers:

Which of the following describes Bell's Brae School?



There is mutual respect between teachers and pupils in the school.



- Reduce number of late comers by 50%.
- Improve universal provision for all pupils at the earliest stage of concern.
- Staff and partner agencies deliver effective, timeously, targeted interventions.
- Put children and young people's views at the centre of refreshed approaches.

Council -
Promoting
and
Managing
Attendance
Policy 2024

Lead Person:

Management team,
teaching staff and
support staff.

The school deals effectively with inappropriate behaviour. ● Yes 16 ● No 1 ● Unsure 19 			
Monitoring priority progress over time: impact on learners			
What will success look like?			
By the end of November, we expect to see	By the end of February, we expect to see	By the end of May we expect to see	
- Completed Bell's Brae Punctuality Statement shared with all stakeholders. - Families report that they know how to communicate attendance concerns and access support from school staff and partner agencies. - Achievement walls are in place in all classes, with pupils regularly recognising and celebrating their achievements.	- Transparency around culture, systems and practice to support attendance. - A reduction in latecoming is	Attendance data shows improved attendance rates and reduced latecoming, contributing to increased learner engagement, wellbeing and attainment.	

- Targeted interventions are in place for identified pupils, informed by pupil voice and supported through effective partnership working. - Universal supports are being consistently implemented at the earliest stage of concern, with staff demonstrating increased confidence in identifying and responding to attendance barriers.	evident when compared to baseline data. Children and young people report that their views are listened to and have informed refreshed approaches to attendance and punctuality.	100% of the school community are aware of and actively support the Bell's Brae Punctuality and Attendance Statement. - The soft start is contributing positively to improved attendance, punctuality, wellbeing and readiness to learn. - Achievement walls are embedded across the school and contribute to a positive culture where attendance, achievement and success are valued and celebrated.
What happened? What did we see?	What happened? What did we see?	What happened? What did we see?
What are our next steps?	What are our next steps?	What are our next steps?

End of Session Summary of Progress and Impact

Priority 4: By June 2027, 100% of preschool children will demonstrate increased confidence and progress in counting and number recognition.

Continuation from previous year? N

Directorate Priorities	NIF Priorities	Leadership and Management	Learning Provision	Successes and Achievements	ELC
Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; Reduce the number of children and young people affected by poverty; Keep the promise by ensuring that care-experienced children and young people receive support they can rely on. <i>(highlight as appropriate)</i>	- 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.	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	Leadership Children thrive and develop in quality spaces Children play and learn Children are supported to achieve

Data/evidence that informs this priority:	Planned Outcome	Measures	Resources and Lead Person
A sample of learning journeys was reviewed. Analysis showed that observations linked to numeracy and mathematics accounted for: - Child 1: 4 out of 44 observations (9%) - Child 2: 5 out of 43 observations (11%) - Child 3: 4 out of 48 observations (8%) The Depute Head Teacher Early Years, and the Nursery Teacher have completed a numeracy audit on number and have identified gaps and areas for development.	100% of staff will feel confident to use resources and provocations to support and improve early numeracy in the setting. 90% of parents to attend a numeracy stay and play session where practical activities have been shared.	- Monitoring of Learning Journeys. - Redo numeracy audit in April to evaluate current practice and areas of improvement. - In September 2026, all preschool children will have	- Sue Gifford training - Highland Numeracy Pathway Education Endowment Fund: - Developmental Progressions in Early Maths - Improving Mathematics in the Early years and Key Stage 1

	• 100% of parents to access numeracy resources on the nursery blog. • Staff will consistently plan numeracy learning based on robust assessments. • Staff will model counting for a purpose daily. • Staff provide children with daily opportunities to count.	a baseline numeracy assessment. • In March 2027 all preschool children will have a follow up numeracy assessment. • Tracking and Monitoring numeracy data. • Weekly numeracy observations in floor book. • Feedback from pupils, parents/carers and staff. • School Improvement Visit feedback. • Moderation of floor books and learning Journeys. • By June 2027, 100% of sampled learning journeys will have at least	• Scottish Borders Council Early level Portal materials • Maths Week Scotland (grant application pending) • Numeracy unit in setting Lead Person – Frances Tait
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		25% of the observations on numeracy and mathematics. By June 2027, 100% of preschool children will demonstrate progress in counting and number recognition in nursery.	
Monitoring priority progress over time: impact on learners			
What will success look like? 100% of pre-school children demonstrating confidence in counting and number recognition, supporting positive transitions to Primary 1, in June 2027.			
By the end of November, we expect to see	By the end of February, we expect to see		By the end of May we expect to see

Strengthened home-school partnerships and understanding of early numeracy learning, following 100% of parents/carers being offered to opportunity to attend a numeracy stay and play session. Evidence of changes in ELC environment which support counting and number recognition.: • Staff counting with children • Pupils counting • Pupils and staff using numeracy resources • Numeracy observation in floor book and learning journeys	• Increased evidence of numeracy in pupils' learning journeys. • Staff reporting increased confidence in using resources, provocations and high-quality interactions to develop children's early numeracy skills. • Pre-school children demonstrating continued progress in counting and number recognition, supporting positive transitions to Primary 1.	• In March 2027 all preschool children will have a follow up numeracy assessment. • Pre-school children demonstrating confidence in counting and number recognition, supporting positive transitions to Primary 1. • Pupils demonstrate increased engagement in numeracy activities. • 100% of parents/carers have accessed the numeracy resources and practical ideas through the nursery blog, enabling them to support learning at home. • Pre-school children demonstrating progress in counting and number recognition, supporting positive transitions to Primary 1.
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What happened? What did we see?	What happened? What did we see?	What happened? What did we see?
What are our next steps?	What are our next steps?	What are our next steps?
End of Session Summary of Progress and Impact		

Bell's Brae Primary School Working Time Agreement 2026-2027

Working Time agreement for:	Bell's Brae Primary School	
School Session:	2026-2027	
Item	Detail	Hours
Teaching and Learning		
Class Teaching	Based on 1.0 FTE	22.5
Personal preparation and correction	One third of class contact time	7.5
Collegiate Time		
Collegiate time (Annual)	5 hours x 39 weeks. This does not include time within the In-Service days.	195
Essential School Activities		
Partnership with Parents	Parents evenings (including double appointments)13 Learner Led Event 3.5 Curriculum information 4 Written reports 26 + 13 Updating school blog 4	63.5
Planning Assessment and Moderation	PAM 10 Moderation activities in school 4 Planning and Assessment across curriculum 18	32
Tracking and Monitoring	3 Annual tracking meetings with DHT and updating SEEMiS prior to meetings 9 Update folios 2 x 1.5 per year 3	12
Staff Development & Review Cycle	PRD Meeting plus associated preparation.	6

Liaison Consultation and Review	Stage partners/ASN staff, IEP, Specialist staff/ Support staff/ Outside agencies/Cluster Colleagues including transitions	30
Staff Meetings/Development Time	18 x 1 hour staff meetings 1 x 1 hour Working Time Agreement Meeting 2 x 1 hour Transition meeting 5 x 1 hour Professional Reading 4 x 1 hour Trade Union meetings 1 x 1 hour School Improvement Visit	32
Flexible		19.5
Total	Total collegiate time allocated	195

Development Time Tuesdays and Wednesdays 1510 – 1610 (unless otherwise stated)			
	Date 2026 - 2027	Development Area	Personnel
Term 1	17 August	LA Mandatory Training – Learning and Engagement Mandatory training for all teaching staff: Bruce Robertson – Curriculum making	All Staff
	18 August	Time in school for essential updates, school improvement priorities and staff development time. Staff meeting (0900)	All Staff
	26 August (W)	Development Time - Priority 2: Blogs, Curriculum Information, Achievement Walls, Learner Led Event and timetables, displays.	Teaching staff
	1 September (Tu)	Development Time – Priority 3: Punctuality and Attendance Statement. EEF- Supporting School attendance Reflection and Planning Tool, Promoting and Managing Attendance Policy 2024.	Teaching staff
	16 September (W)	Fundraiser arrangements	Stage Meeting
	29 September (W)	Share draft Punctuality Statement and CIC updates, Culture Systems and Practice staff survey (Education Scotland).	All staff
Term 2	26 October	(am) Planning tracking and monitoring, Mandatory Training for all teaching staff – effective use of the learning, teaching and assessment cycle. (pm) Collegiate planning session to plan learning in SDGs to evidence Achievement of a Level.	All Staff
	27 October	Time in schools for essential updates, school improvement priorities and staff development time	All Staff
	3 November (Tu)	Operational Meeting- date setting for Christmas events	Stage meeting
	18 November (W)	Development Time Priority 1: Curriculum Improvement Cycle	Teaching staff
	1 December (Tu)	Development Time Priority 2: Parent survey results (class blogs). Moderation of class blogs and curriculum information.	Teaching staff
	9 December (W)	Development Time Priority 3: Learner Conversations, Leuven Scale of Engagement, MT timely RTWs and staff attendance procedures.	Teaching staff

Term 3	13 January (W)	Development Time- Priority 3: Attendance Data for Terms 1 and 2. Stakeholders poster on transparency of culture systems and practice to support attendance.	Teaching staff
	2 February (Tu)		All Staff
	16 February (Tu)	Effective Use of Assessment collegiate review of learner attainment in learning plan in October SDGs to evidence Achievement of a Level.	All staff
	24 February (W)	Development Time Priority 2: Learner Conversations	Teaching staff
	9 March (Tu)	Operational Meeting	Stage Meeting
	23 March (Tu)	Development Time: Audit and self-evaluation of SIP	Teaching staff
Term 4	13 April (Tu)	Operational Meeting	Stage Meeting
	28 April (W)	Consider audit results and draft action plans – Microsoft form, questionnaire completion.	All staff
	11 May (Tu)	Development Time: Analyse School Improvement Plan data.	Teaching staff
	26 May (W)	Development Time: Draft SIP priorities	Teaching staff
	8 June (Tu)	Development Time: Transition	Teaching staff