



BRAE HIGH SCHOOL
"Wirk tagidder wi ean anidder"

Standards & Quality Report
2018-19

and

School Improvement Plan
2019-20

Introduction

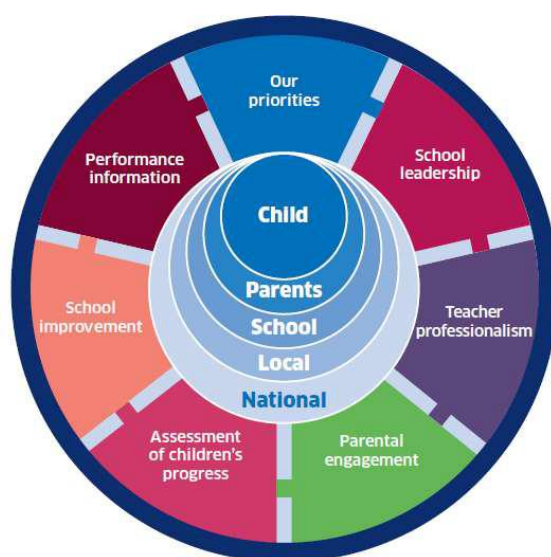
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, Getting it Right for Every Child (GIRFEC), and Developing the Young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

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. We have been asking ourselves – staff, pupils, parents/carers, and other partners – the questions contained in this Standards and Quality Report. Our self-evaluation – involving staff, pupils, parents/carers, and other partners – is in the pages that follow, along with our main improvement priorities for session 2019-20. This report is based on the quality indicators in *How Good is Our School?* 4th Edition (2015) and *How Good is our Early Learning and Childcare?* (2016) and on the priorities and drivers of the National Improvement Framework.

The current National Improvement Priorities are:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

The National Improvement Drivers are:



Context of the School

Brae High School is a non-denominational 3-18 school located in Brae, it consists of an Early Years Department, Primary Department and Secondary Department. The school is located on one campus and is spread across three buildings. The Secondary is also the catchment school for pupils from Mossbank, Lunnasting, Ollaberry, North Roe and Urafirth primary schools.

School vision, values and aims

- At Brae High School we endeavour to promote high standards of learning and teaching so that all pupils are motivated to realise their potential. We aim to provide a supportive and welcoming environment in which well-qualified staff are effectively managed and supported in their teaching. We encourage pupils and staff to respect others and to cooperate for the common good of the school.

School Factors

- Head Teacher Absence
- Acting Head Teacher
- Acting Depute Head Teachers (Secondary)
- Changes in staffing
- Staff Secondment
- Ancillary Staff Shortage
- Whole School Early Years, Primary & Secondary

How has the school engaged pupils in decisions about improving its work?

- Pupil Council supported by DHT and Youth Support Worker
- Pupil Surveys
- Pupil Feedback on Learning and Teaching in Departments
- Views expressed in PSE and during Pupil Support Interviews
- Quality Improvement Visit – Focus Groups
- Engagement through informal discussions
- P7 to S1 Transition Feedback

How has the school engaged parents and carers in decisions about improving its work?

1. Engagement with the Parent Council members
2. Interactions at Parents Evenings
3. Newsletter distributed to give updates with opportunity to contact school with any concerns or ideas
4. Active Facebook page to inform, update, engage and celebrate success
5. Parental Surveys
6. Feedback slips on tracking reports and full reports

How has the school engaged its staff in decisions about improving its work?

- Staff Meetings – 20th March 2019 & 15th May 2019 reviewing the school improvement plan 2018-2019 & strategic visions
- PRD Process
- PT Meetings
- Email Communication
- Regular professional discussions on school improvement

How has the school engaged community partners in decisions about improving its work?

1. Meetings with SDS, DYW & Youth Services
2. Partnership Agreements
3. ASN Partner Agency Survey
4. North Mainland Joint Support Team

Standards & Quality Report 2018-19

Progress made with the Primary Department Priorities from our 2018-19 School Improvement Plan

Priority 1: <i>Tracking and Monitoring maths progression</i>		National Improvement Priorities: National Improvement Framework Drivers: Quality Indicators (HGIOS? 4):	
What did we want to achieve for learners?	How exactly did we plan to do it?	Progress made	Next steps
<p><i>Wanted to implement a “whole school” tracking/monitoring system for maths so that all learners attainment and progression can be readily monitored and acted on throughout the year. This would have supported teachers in pinpointing individuals and would also be helpful in feeding back to parents.</i></p>	<p>Used the benchmarks and “Brae Standards” to set out milestone statements electronically and then set up class lists against these.</p> <p>Teachers completed pages as the work was completed.</p> <p>Used green and red to indicate completed successfully or red if not completed.</p> <p>We had planned for PEF funded teacher to help support any children who needed further consolidation as identified in the tracking.</p>	<p>This worked fairly well and teachers discussed and adapted the system as the year progressed. All teachers are using the system and next session we will continue with this and take time to further fine tune the system.</p>	<p>.....will be to further embed the system ensuring all teachers are updating regularly and to make sure that follow up support where needed is provided</p>

Priority 2: Closing Attainment Gap – Use of PEF funding		National Improvement Priorities: National Improvement Framework Drivers: Quality Indicators (HGIOS? 4):	
What did we want to achieve for learners? <i>Our aim was to target one to one support for children identified through our tracking and monitoring as attaining below levels expected. We wanted to support our teachers through focused one to one support or small group support for specific pupils.</i>	How exactly did we plan to do it? We intended using small ongoing class assessments in numeracy/writing and reading to identify pupils who were not achieving as they should. These pupils would then receive further consolidation work with the PEF teacher working together with the class teacher and also ASN department.	Progress made The initial progress with this was good however due to ongoing health issues of PEF teacher this stuttered somewhat and then stopped when the teacher resigned her position for health reasons	Next steps <i>Will be to begin this process over however we will use a Learning Support to make the budget go further and to provide increased working time and therefore consistency.</i>

Priority 3: Moderation of Writing at School and Cluster level – Northern Alliance Literacy		National Improvement Priorities: National Improvement Framework Drivers: Quality Indicators (HGIOS? 4):	
What did we want to achieve for learners? We wanted smoother transitions from ELC through to p3 in terms of writing development. We intended for there to be an improvement in writing generally throughout the early years. Clear progression for staff in early years	How exactly did we plan to do it? Continue with ongoing work with Northern Alliance Literacy project in p1 and then implement further up the school into p2 and p3 Continue with cluster moderation of writing activities.	Progress made Less than hoped for – P1 teacher/DHT attended training sessions on early literacy and some implementation has occurred in p1 class however overly complicated resources and paperwork has reduced the progress desired.	Next steps <i>P1 Teacher to be provided time to lead development group for ELC and p2 and p3 to further implement this strategy.</i>

Priority 4: Review and develop Health and Wellbeing curriculum/materials		National Improvement Priorities: National Improvement Framework Drivers: Quality Indicators (HGIOS? 4):	
What did we want to achieve for learners?	How exactly did we plan to do it?	Progress made	Next steps
<p>Wanted to create a clear progression for pupils in H/W/B ensuring all aspects were taught and looking specifically at the issue of “internet safety”</p>	<p>Using Benchmarks as a guide create a school Health and Wellbeing “GRID” identifying topics to be taught across each year group.</p> <p>In doing so identify resources we would need to get.</p> <p>Include parents wherever possible/appropriate.</p>	<p>Relatively good progress has been made in this development.</p> <p>A grid was created by teachers</p> <p>At cluster level “SCARF” resource was purchased which is proving very useful.</p> <p>An “internet safety” parent evening was set up alongside a pupil presentation on the same night.</p> <p>Specific topic areas were included into our over all social studies grid.</p>	<p><i>Adapted grid to be followed throughout 2019/20.</i></p> <p><i>Children to evaluate the Health Work they do in 2019/20.</i></p> <p><i>Further parent presentations to be set up.</i></p> <p><i>Children to do a “Health Presentation” parents evening.</i></p>

Progress made with the Secondary Department Priorities from our 2018-19 School Improvement Plan

Priority 1: National Qualifications		National Improvement Priorities: Improvement in Attainment National Improvement Framework Drivers: Teacher Professionalism Quality Indicators (HGIOS? 4): 2.2 & 2.3	
What did we want to achieve for learners?	How exactly did we plan to do it?	Progress made	Next steps
<p>Reduced assessment burden on pupils and increased time for teaching and learning.</p> <p>Wider Achievement courses available to address a wide variety of learning needs.</p>	<p>Departments/Subjects reviewing current CfE courses and assessments against SQA revisions. Update courses and assessments accordingly.</p> <p>Use of new assessment criteria.</p> <p>Develop new courses to be implemented in 2019-2020</p>	<p>Less unit assessments were undertaken, unless under exceptional circumstances – this was demonstrated through a reduction in SEEMIS entries. The result allowed for more Learning and Teaching time and more revision at end of courses.</p> <p>New courses have been introduced to the curriculum for 2019-2020:</p> <ul style="list-style-type: none"> • Practical Electronics • Practical Metalwork • Media <p>Wider Experiences is being introduced for S1 & S2 pupils on a Friday afternoon.</p>	<p>Continue to monitor assessment burden, stress and impact on pupil learning and progress.</p> <p>Analyse impact of new courses through insight data and positive destinations.</p>

Priority 2: Tracking and Monitoring across the whole school and assessment in the Broad General Education		National Improvement Priorities: Improvement in attainment, Closing the attainment gap National Improvement Framework Drivers: Performance Information Quality Indicators (HGIOS 4): 2.3 & 3.2	
What did we want to achieve for learners? Staff engaged with SIC Tracking and Monitoring Policy More meaningful communication with pupils and parents through tracking Agreed thresholds for interventions Evaluate the effectiveness of the new Tracking and Monitoring system	How exactly did we plan to do it? Key action points from the new policy to be implemented in line with SIC plan Staff consultation on expectations for effort, behaviour and homework Pupil consultation on their understanding of effort, behaviour and homework grades Staff consultation Staff consultation	Progress made At a staff training session the SIC Tracking and Monitoring Policy was discussed and the main expectations were summarised. The method of tracking was evaluated and agreed as not meeting our needs effectively. SMT participated in a focus group for Progress + Achieve and introduced the concept at a staff meeting. Departments have good tracking and monitoring within their areas of work.	Next steps Introduce a standardised template for more effective communication to parents through reporting. Staff consultation for agreed thresholds for effort, behaviour and homework to become more standardised in our approach. A method to collate the tracking and monitoring data for Management to have an overview and allow for early intervention and communication/discussion with parents.

Priority 3: Pupil Equity Funding Project		National Improvement Priorities: Closing the attainment gap National Improvement Framework Drivers: Teacher professionalism & Performance Information Quality Indicators (HGIOS 4): 2.4, 2.2 & 3.1	
What did we want to achieve for learners? To close the attainment gap for pupils who are disadvantaged by poverty	How exactly did we plan to do it? Wider Achievement Courses to be developed by departments. PEF money will be used to provide any necessary resources. PEF money will be used to support H&WB week and will be used to help cover the cost of transport	Progress made Courses have been introduced as well as introducing S1/S2 Wider Experiences on a Friday afternoon. H&WB week was a success with fewer absences than in previous years. PEF was spent on: <ul style="list-style-type: none"> • Resources to introduce Wider Achievement Courses • Technology • Experiences for targeted pupils through achievement eg YPI trip to Perth and LinguaChef Finals to Glasgow. • Counselling 	Next steps State further work required, if any. Plan 2019-2020 PEF targeting: <ul style="list-style-type: none"> • Attendance • Healthy Eating, breakfast club to ensure a good start to the day • Lending library • Removal of cost of HE and Tech for FSM • Transport Provision

Priority 4: Family Engagement		National Improvement Priorities: Working with Partners National Improvement Framework Drivers: Parental Engagement Quality Indicators (HGIOS 4): 2.5	
What did we want to achieve for learners? A programme of Family Learning/Engagement is developed to be piloted	How exactly did we plan to do it? Selected departments to run workshops aimed at helping parents to support their child's learning	Progress made High attendance at parents evening. Increased engagement by pupils, parents, former pupils, extended family members through our Facebook page celebrating achievement and up to date live information. Maths/Numeracy workshop was run, but had a very low uptake. Discussions with SDS & Parent Council on future possibilities. Parental engagement survey was carried out at parents evening. P7 transition survey Email Distribution List Virtually Safe, Virtually Sound Event	Next steps Work collaboratively to engage and involve parents, recent census survey indicates this is a key priority. Communicate findings through the whole school community "You Said, We Said"

Priority 5: Workload Review		National Improvement Priorities: Tackling Bureaucracy National Improvement Framework Drivers: Tackling Bureaucracy Quality Indicators (HGIOS? 4): 1.1	
What did we want to achieve for learners?	How exactly did we plan to do it?	Progress made	Next steps
Review of workload across the school completed Proposals brought forward for the reduction of workload	Working group of volunteers set up to examine areas identified in the Education Scotland review of local authority's actions to reduce bureaucracy and workload Identify any other areas where workload is an issue in the school Bring forward practical proposals for the reduction of workload	2018-2019 improvements introduced were mindful of bureaucratic processes.	Subsumed through other priorities

School self-evaluation and priorities for further improvement

Leadership of Change (QI 1.3)

How well are you doing? What's working well for your learners?

The school is characterised by respectful and supportive relationships, as evidenced by interactions across the school community and the introduction of Nurture and restorative approaches. The school does not have a clear and embedded whole school vision, values, ethos and aims.

There has been some planning for improvement with individual departments ensuring that they continued to improve provision for their pupils. However, this was not led strategically or collaboratively across the whole school. A previous culture of strategic and collaborative working has been impacted by staffing and leadership challenges, encouraging this has improved in the latter half of the year.

Staff have worked well at implementing improvement and change, however innovation and change has not been led strategically as a whole school. A stronger more strategic and collaborative culture of self-evaluation needs to be fostered, including more guidance and meaningful feedback being provided to staff, which then informs the improvement of the school.

How do you know? What evidence do you have of positive impact on learners?

- Pupil Surveys – identified that 82% of pupils felt that staff treated them fairly and with respect.
- Departmental improvement plans and evaluation of them identified that they were independently improving provision for learners.
- Principal Teachers Meetings identified that staff were sharing ideas for change and were keen to initiate well-informed change.
- Direct observation – visitors comment on the respectful relationships in the school, lack of display of vision, values and aims.
- Focus group meetings with QIO – identified that vision, values and aims need reviewed.
- Professional conversation and dialogue – In self-evaluation, departmental and school improvement meetings there is no discussion or reference to vision, values and aims.
- There is not an embedded practice of working strategically on leadership of change across 3-18.

What are you going to do now? What are your improvement priorities in this area?

1. We will involve the whole school community in devising and embedding our new vision, values, ethos and aims.

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| 2. Create a culture of collaborative and collegiate improvement led by an approachable and supportive Senior Leadership Team. |
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Self-evaluation grade on the HGIOS?4 six-point scale: 2

Learning, teaching and assessment (QI 2.3)

How well are you doing? What's working well for your learners?

Pupils are consistently excellent to teach, there is a dedicated team of teachers who take account of the individual needs of pupils and plan and provide appropriate learning opportunities, which facilitate excellent inclusion.

In some departments teaching and learning takes place in open plan areas, this allows team teaching to provide effective targeted support, while also allowing learners to work independently, in groups or pairs allowing for creative and innovative approaches to teaching and learning. A variety of approaches to learning and teaching are deployed such as active learning, play based pedagogy, pupil led learning, co-operative learning. In some departments, pupils have a voice in shaping the curriculum, which allow for personalisation of learning. Pupils receive Individualised through Pupil Equity Fund and ASN.

We use digital technology within the constrictions of existing provision, this could be further developed with additional resourcing or improvements to resources and training for staff. Outdated resources, including fixtures, fittings and ICT are having a direct impact on teaching and learning. Learning intentions could be more consistently used and shared to improve pupil's knowledge and understanding of what they are learning.

Many departments have clear strategies and approaches in place to focus on pupils' strengths and areas requiring development. Most departments use assessment well to establish baseline measurements and plan further learning to enhance pupil strengths and build on areas for development. Most departments are actively engaged in moderation. A standardised approach to assessment, feedback and reporting across the school will allow for more consistency.

Some tracking and monitoring of pupil progress is happening, and is informing teaching and learning, however this should be improved by a more consistent approach across all departments and having one system from 3-18.

How do you know? What evidence do you have of positive impact on learners?

- Senior Leadership Team observation – Observation of outdoor learning in all three departments; PEF being used to provide individual support; tracking and monitoring not consistent.
- Pupil feedback through QI visit focus groups – Pupils reported that they feel the building is tired and resources out of date.” “Pupils are excellent to teach”

- Parent feedback during parent evenings and open events.
- Observed lessons and other quality assurance procedures.

What are you going to do now? What are your improvement priorities in this area?

1. Senior Leadership Team to have a presence on local Digital Literacy strategy.
2. Use Seemis for a whole-school approach to tracking & monitoring and attendance.
3. Begin standardising processes with Brae High School Principles for Reporting.
4. Convene a working group to begin the process of working on a 3-18 curriculum rationale and associated pathways. Collaborating with parents, pupils and partners.
5. Development of shared school values will enhance the good teaching that exists within the school. Again, this will be achieved through a school improvement plan working group, with close collaboration with pupils, parents and partners.
6. Need to better develop open areas to allow for more flexible teaching and learning approaches.
7. Learning intentions and learning environment/resources to be a focus of Senior Leadership classroom visit.

Self-evaluation grade on the HGIOS?4 six-point scale: 3

Ensuring wellbeing, equity and inclusion (QI 3.1)

How well are you doing? What's working well for your learners?

The school's work on inclusion has been recognised as local authority level. The school works well in partnership with pupils, parents, and partner agencies to provide high quality experiences and address barriers to learning as evidenced in Partner Agency and parental feedback forms. Most teachers change and adapt their practice based on professional learning and advice from partners to ensure that all learners have a curriculum that meets their individual needs. Pupils with a variety of significant ASN are fully involved in the mainstream setting, leave school with accreditation and move on to positive destinations.

Our partnership with Youth Services is strong and the Youth Services Development Worker is an integral part of the GIRFEC process and wellbeing support within the schools pupil support team. We are using resources such as SCARF at cluster level to support the emotional development and wellbeing of pupils. We work in partnership with Active Schools and Children's Services Resource workers to plan effective transitions through Seasons for Growth programme.

Staff are clear what their role is in regards to supporting pupil health and wellbeing and will submit a SHANARRI cause for Concern report to the pupil support team, or contact the Senior Leadership Team when appropriate, this approach will be developed in primary.

Due to not having an up to date or readily available whole-school staff handbook, staff may be unclear on specific guidance on certain aspects, approaches and strategies to ensuring wellbeing, equity and inclusion.

How do you know? What evidence do you have of positive impact on learners?

- We have sustained a very low exclusion rate.
- Almost 100% positive destinations. All leavers with ASN went into positive destinations.
- Partner Agency and parental feedback on inclusion and ASN is very positive.
- 97% of pupils in pupil survey said they felt safe at Brae High school.
- GIRFEC, IEP, CSP plans and minutes demonstrate an ongoing and high level of commitment to inclusion of all children in our learning community.
- We have Pupil Welfare meetings and a Pupil Alert System to share wellbeing concerns in a confidential manner.

What are you going to do now? What are your improvement priorities in this area?

1. The school needs to take a more proactive approach to creating a culture, which challenges any exclusionary or bullying behaviour. This will be part of our refresh of our values.
2. Ensure that the wellbeing and safeguarding meetings happen on a weekly basis and that

- the Pupil Alert System is updated regularly.
3. Ensure there is a consistent approach to addressing wellbeing needs across our school from 3-18.

Self-evaluation grade on the HGIOS?4 six-point scale: 3

Raising attainment and achievement (QI 3.2)

How well are you doing? What's working well for your learners?

We have personalised pathways in the senior phase through Shetland College, Youth Services and school-based programmes in wider achievement.

Insight shows that we are performing well, above national, local and Northern Alliance comparator, for our lowest 20% of pupils. Our middle 60% compare favourably with the national, Northern Alliance, and virtual comparator school.

We have high attainment levels for literacy and numeracy, coming out above the local average on both at all levels.

How do you know? What evidence do you have of positive impact on learners?

- Insight data – shows that we are above our virtual comparator for our bottom 20% and middle 60%.
- Our insight data shows that our S6 roll attaining Advanced Higher is 19% higher than our virtual comparator.
- We need to focus on improving attainment at N5 and Higher.
- SNSA results and teacher judgements.
- At the moment partner providers, such as college, are not being counted towards insight data, if this were to change our tariff points would be better.

What are you going to do now? What are your improvement priorities in this area?

1. Ensure that partner providers, such as college, are include as partner on Insight and therefore factored in to attainment data.
2. Early intervention for pupils who are at risk of low attainment, with a particular focus on N5 and Higher.
3. Evidence and interrogation of data needs to be more robust. This will be a focus of self-evaluation for the year.
4. Ensure teacher judgement are sound, and backed up by classroom evidence.

Self-evaluation grade on the HGIOS?4 six-point scale: 3

School Improvement Plan 2019-2020

Factors Influencing the Improvement Plan

School factors

- New Senior Management Team from August 2019
- Head Teacher Absence since February 2018
- Early Years Expansion
- Teaching staff turnover
- ASN Department turnover
- Ancillary staff

Local factors

- Primary Moderation at Cluster Level
- Enhanced Transition School Cluster Programme, including Literacy, Numeracy and Science

Local authority factors

- Shetland Islands Council NIF Plan
- Schools and Quality Improvement Service Plan
- SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting
- SIC Strategy for Parental Involvement 2018

National factors

1. National Improvement Framework
2. “Learning Together”: Scotland’s national action plan for parental involvement etc. 2018-2021

Improvement Priorities for 2019-20

Priority 1: Closing the attainment gap between the most and least disadvantaged children and young people

National Improvement Priorities: Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school-leaver destinations for all young people

National Improvement Framework Drivers: school leadership teacher professionalism parental engagement assessment of children's progress performance information

Quality Indicators (HGIOS? 4): 1.1 self-evaluation for self-improvement 1.2 Leadership of Learning 1.3 Leadership of change 1.4 Leadership and Management of staff 1.5 Management of resources to promote equity 2.4 Personalised Support 2.6 Transition 2.7 Partnerships 3.1 Ensuring Wellbeing, equality and inclusion 3.2 Raising attainment and achievement

What do we want to achieve for learners?	How exactly are we going to do it?	Personnel	Time Scale	Resources	Monitoring and evidence
Pupils who meet the criteria for support will be offered an intervention to help close the attainment gap	<p><u>Universal Support</u></p> <p>Our Youth Worker and school staff will work in partnership with the Co-operative food share programme to provide a free breakfast. This will be available to all pupils.</p>	Youth Services & School staff	Term 1	Food donated by co-op. Use of kitchen.	<p>Working group will meet 4 times to monitor progress.</p> <p>Qualitative measure devised and used with pupils accessing breakfast and their teachers.</p>
	<p><u>Targeted Support</u></p> <p>Primary pupils identified using Shetland's vulnerability criteria and PEF criteria will receive targeted support for literacy.</p> <p>Secondary pupils identified using Shetland's</p>				

	<p>vulnerability criteria and PEF criteria will receive an intervention suited to their needs from the following options:</p> <ol style="list-style-type: none"> 1. MCR Pathways will be offered as an intervention for pupils who meet the criteria (£2200) 2. The School's Youth Worker will spend the first period of every day supporting pupils who have attendance issues to get to school – phone calls, texts, collecting them from home. 3. Targeted support during school for pupils at risk of low attainment. 4. The North Mainland Active School Coordinator will run an after school sports leadership club for pupils who would benefit from this additional input. <p>To tackle workload time allocated to this in WTA and INSET</p>	<p>SLT, Pupil Support, Youth Services As above</p> <p>TBC</p> <p>SLT, Pupil support, Youth Services,</p>	<p>Term 3</p> <p>Term 2</p> <p>TBC</p> <p>Term 2</p>	<p>PEF funding used on staffing</p> <p>Time allocated</p> <p>PEF funding used on staffing</p> <p>TBC</p>	<p>MCR Pathways has built in measures.</p> <p>Regular attendance checks for pupils receiving support. Improvement in engagement</p> <p>Tracking and monitoring of expected grades pre and post intervention. Pupil engagement.</p>
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Priority 2: Functioning as an all through school 3-18

National Improvement Priorities: Improvements in Children and Young People's Health and Wellbeing

National Improvement Framework Drivers: School Leadership

Teacher Professionalism

Parental Engagement

School Improvement

Quality Indicators (HGios4): 1.1 Self-evaluation for self-improvement

1.2 Leadership of Learning

1.3 Leadership of Change

1.4 Leadership and Management of

Staff 2.5 Family Learning 2.7 Partnerships 3.2 Raising Attainment and Achievement;

What do we want to achieve for learners?	How exactly are we going to do it?	Personnel	Time Scale	Resources	Monitoring and evidence
<p>For all pupils to have a clear sense belonging in our school community.</p> <p>To begin providing a more joined up learning experience from 3-18.</p> <p>Parents have the opportunity to be active partners.</p>	<p><u>Develop one school community</u></p> <ul style="list-style-type: none"> Collaborate with 3-18 schools across the Northern Alliance to learn from existing good practice. <p>Whole school events</p> <ol style="list-style-type: none"> Celebrating successes <ol style="list-style-type: none"> 3 whole school assemblies. Alumni Wall. Develop a way to celebrate all S4-6 leavers. Parents as partners <ol style="list-style-type: none"> School Improvement Plan night S1 open night, Primary Open afternoon. 	<p>Head Teacher & 3-18 working group Senior Leadership Team</p> <p>3-18 working group/pupil council/Parent forum Head Teacher</p> <p>Head Teacher</p>	<p>By the end of the session</p> <p><i>By the end of the session</i></p> <p>Term 2</p>	<p>May be cost implications for visits or to link via ICT</p> <p>Time in the school calendar</p> <p>Time and communication.</p>	<p>The Working Group led by the Head Teacher will monitor progress towards achieving this aim. The group will meet 4 times throughout the year.</p> <p>The Head Teacher will also update the parent and pupil council on progress.</p>

	<ul style="list-style-type: none"> c. Resilience and Science documentary nights. d. Parent Council working in close partnership with the Head Teacher. e. Parent Council to be consulted on further Family Learning events. f. Letter to parents to offer volunteering opportunities. <p>Whole school communication</p> <ul style="list-style-type: none"> 3. New 3-18 Website will be launched <ul style="list-style-type: none"> a. Access to all school forms on the website b. School calendar on the website 4. School Handbook 5. Consult Parent council on having 1 social media presence. <p><u>Develop one culture and ethos</u></p> <ul style="list-style-type: none"> 1. Collaborate with pupils, parents and all stakeholders to define our 3-18 Vision, Values, ethos and aims 	<p>Website Group SLT</p> <p>SLT</p> <p>3-18 working group</p>	<p>By the end of this session</p> <p>By the end of this session</p> <p>By the end of this</p>	<p>Teacher's leading this development to be freed up to finish the webpage</p> <p>Time (allocated in WTA)</p>	
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	<p>2. All staff to embed values by explicitly teaching and modelling them.</p> <p>3. Consult with parents and pupils about having a house system from 3-18</p> <p>4. School to refresh logo etc, to be in line with new values.</p> <p>To tackle workload time allocated to this in WTA and INSET</p>		session	Time to consult with pupils and parents.	
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Priority 3: Tracking, monitoring and reporting

National Improvement Priorities: Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people's health and wellbeing Improvements in employability skills and sustained, positive school-leaver destinations for all young people

National Improvement Framework Drivers: school leadership teacher professionalism parental engagement assessment of children's progress school improvement performance information

Quality Indicators (HGIOS? 4): 1.3 Leadership of change 2.3 Learning, teaching and assessment 2.6 Transitions

What do we want to achieve for learners?	How exactly are we going to do it?	Personnel	Time Scale	Resources	Monitoring and evidence
<p><i>Our 3-18 school to have a more robust form of tracking and monitoring, which will give:</i></p> <ul style="list-style-type: none"> <i>Pupils (and their parents) a more consistent picture of their progress and what they need to do to improve.</i> <i>Timely and targeted interventions and support for our learners</i> <i>All staff a better understanding of our processes for tracking, monitoring and reporting.</i> <i>The school methods of</i> 	<p><u>Tracking, monitoring, reporting and interventions for attainment</u></p> <ol style="list-style-type: none"> By the end of term 2 all teaching staff will be trained to use SEEMIS Progress and Achieve. (14th November training) By the end of this session all departments will be using Progress and Achieve to track and monitor the progress of their pupils. Data generated from Wellbeing meetings and Tracking and Monitoring will be used by the team around the child to plan interventions to support attainment and close the gap. <p><u>Tracking, monitoring and interventions for Health</u></p>	<p><i>Local Authority SEEMIS Link</i></p> <p><i>All Teaching staff</i></p> <p><i>Senior Leadership Team – team around the child.</i></p>	<p><i>Teaching staff trained to use the programme by the end of term 2</i></p> <p><i>By the end of the session all departments will be using this to track and monitor</i></p>	<p><i>Training in Term 2</i></p> <p><i>Time built into WTA</i></p> <p><i>Wellbeing meetings and safeguarding meetings, as well as and Child's Plan meetings.</i></p>	<p><i>Senior Leadership Team and middle Leadership Team will discuss the progress of this at their team meetings.</i></p> <p><i>Evidence will be generated by the processes.</i></p>

<p><i>tracking and monitoring that are not bureaucratic and do not add to workload</i></p>	<p><u>and Wellbeing</u></p> <ol style="list-style-type: none"> All staff to be clear how we track and monitor health and wellbeing: <ol style="list-style-type: none"> Cause for Concern>,Wellbeing Meetings leading to intervention (led by DHT)> Safeguarding Meetings leading to intervention (led by HT). This will be outlined and added to the updated Staff Handbook. Weekly Wellbeing and Safeguarding meetings to take place. Pupil Alert System to be updated weekly in secondary, and as deemed necessary in primary. This process to be introduced and embedded in primary. <p><u>BHS Principles for Reporting</u></p> <ol style="list-style-type: none"> Principles to be developed ensuring that they do not add to workload or bureaucracy. All staff to contribute to BHS Principles for Reporting. This will then be used to provide more consistency in reporting. <p>To tackle workload time allocated to this in WTA and school calendar/development training.</p>	<p>SLT to develop and share with staff. All staff to familiarise themselves with the final document.</p> <p>SLT</p> <p>DHTs</p> <p>SLT</p> <p>Discuss at MLT Meetings – HT to draw up principles and share with all staff for discussion on input.</p>	<p>End of term2</p> <p>Term 1</p> <p>Term 2</p> <p>Term 3</p> <p>Term 1 -2</p>	<p>To be included in Handbook</p> <p>Time allocated by PT PS, PT ASN, Youth Worker, DHTs, HT</p> <p>Primary meeting times</p> <p>include final version in Staff handbook</p>	
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Priority 4: 3-18 Curriculum Refresh									
National Improvement Priorities: Improvement in attainment, particularly in literacy and numeracy					Improvement in children and young people's health and wellbeing				
Improvements in employability skills and sustained, positive school-leaver destinations for all young people									
National Improvement Framework Drivers: school leadership		teacher professionalism		parental engagement		assessment of children's progress			
school improvement		performance information							
Quality Indicators (HGIOS? 4):	1.2 Leadership of learning	1.3 Leadership of change	1.4 Leadership of staff	2.2 Curriculum	2.6 Transitions	2.7 Partnerships			

National Improvement Framework Drivers:	school leadership	teacher professionalism	parental engagement	assessment of children's progress
	school improvement	performance information		

What do we want to achieve for learners?	How exactly are we going to do it?	Personnel	Time Scale	Resources	Monitoring and evidence
Access to a curriculum that meets the unique needs of our pupils and community, allowing them to develop the four capacities through clear progression pathways.	<ol style="list-style-type: none"> Clear and relevant curriculum rationale from ELC – S6 <ol style="list-style-type: none"> Incorporating 1140 and Play based learning into the rationale Involving pupils, parents and staff in creating our rationale. Progression Pathways (to tackle workload we will use frameworks developed by the Northern Alliance, rather than develop our own) <ol style="list-style-type: none"> Highland Literacy Progression Framework Numeracy progression framework (Andy Thompson) Health and Wellbeing Pathway Making Curricular links across our 3-18 school 	<p><i>SLT to lead</i></p> <p><i>Working group to lead with support from QIOs, EY ESO, NA Numeracy Lead</i></p>	<i>Completed by end of term 4</i>	Time and possible training.	<p><i>Working group to monitor progress.</i></p> <p><i>SLT to work in collaboration with Working group to monitor progress.</i></p>

	<p>4. Developing the Young Workforce. a. See SDS partnership agreement</p> <p>5. Learning For Sustainability Week 3-18 Learning for Sustainability Week to take place in May. Parents and families to be involved, particularly in the day of action.</p>				
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Hours Per Week	35	Secondary	35		Primary
Teaching	22.5	Max 27 periods teaching for full time	22.5	Max 27 periods teaching for full time	27 x 50 minute periods = 22.5 hours
Personal Preparation and Correction	7.5		7.5		
Collegiate Time	5		5		
Annual Collegiate Time	195	5 hours x 39 weeks	195	5 hours x 39 weeks	
Tracking, Monitoring & Reporting	53	40 minutes x 80 pupils	66		2 hours x 25 pupil reports 1 hour x 16 tracking and monitoring
Parents Evenings	17.5	3.5 hours x 5 meetings	10		5 hours x 2
Operational meetings	7	10 minute meeting on Tuesday morning 08:40-08:50	0		
SQA Internal Assessment/forward planning	3		44.5		30 hours allocated to forward planning.
Staff Development and Review	3.5		3.5		
Self-Evaluation	4	4 x 4 x collegiate whole-school self-evaluation meetings	4		4 x collegiate whole-school self-evaluation meetings
Total	88		128		
Remaining Time	107		67		
Departmental Meetings	32.5	50 minutes x 39 weeks	10	6 x 1.5	
Subject Development Groups/cluster working	8	2 hours x 4 meetings	8		
School Development/ Meetings	19	19 x 1 hour	6	6 x development meetings	
School improvement working groups	15	4 x 1 hour meetings 4 x 1 hours allocated to the collegiate development of school improvement priorities. 11 hours allocated to progressing school improvement priorities	15	4 x 1 hour meetings	4 x 1 hours allocated to the collegiate development of school improvement priorities. 11 hours allocated to progressing school improvement priorities
Flexible Time	32.5		28		
Total	195		195		