

Brae High School



Standards & Quality Report 2020-2021

and

School Improvement Plan 2021-2022

Introduction

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

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. We have been asking ourselves – staff, pupils, parents/carers, and other partners – the questions contained in this Standards and Quality Report. Our self-evaluation – involving staff, pupils, parents/carers, and other partners – is in the pages that follow, along with our main improvement priorities for session 2021/22. 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:



School vision, values and aims

Vision

To create a 'Learning Community' that is nurturing, supportive, ambitious and enables all children and young people to thrive.

Aims

- To work in partnership with pupils, parents, staff, and partner agencies to ensure that Brae High School is excellent.
- To ensure we work in collaboration so that every child meets their full potential.
- To have innovative and excellent learning and teaching that meets the needs of all learners.
- To ensure the school provides a flexible and progressive curriculum that enables all children and young people to develop the skills they need to succeed.
- To have respectful relationships and communication at all levels in our school community, so that everyone feels included, safe and valued.

Values

Creativity

- We are curious, creative and critical thinkers who innovate and use our initiative and have fun learning.
- We have a growth mind-set - we know that learning means facing challenges and making mistakes, then reflecting on and growing from them.
- We apply our creativity across all curricular areas.

Aspiration

- We aspire to achieve our best, and get there with resilience, integrity and focus.
- We support and help each other, and celebrate each other's success.
- We have high expectations for ourselves and others, because we know that everyone has gifts and talents.

Relationships

- We know that safe, positive, respectful relationships are vital to success.
- We treat each other fairly, with kindness, compassion and empathy, and always take responsibility for our actions.
- We know the importance of good communication and collaboration.

Equality

- We value each other, not in spite of our differences, but because of our differences - we celebrate diversity.
- We all have a responsibility to ensure that everyone feels included, valued and worthy.
- We expect to be listened to and help shape the school, and understand we have a role in ensuring that others have that opportunity too.

Contextual analysis of the school

Brae High School is located in the township of Brae, it is non-denominational, and is Shetland's only 3-18 school. It consists of an Early Years, Primary and Secondary Department. The school is located on one campus and is spread across four buildings. The Secondary is also the catchment school for pupils from Mossbank, Lunnasting, Ollaberry, North Roe and Urafirth primary schools. After a period of reducing school roll, our roll is now increasing, with over 340 children enrolled across the three departments of Brae High School.

There are seven classes in the Primary Department and a further class in the ELC setting. The school is managed by a team of three senior managers, consisting of the Head Teacher and two Depute Head Teachers. In addition to this there are five Principal Teachers managing curricular areas, as well as a Principal Teacher of Pupil Support, and a Principal Teacher of Additional Support Needs and Pupil Support.

Our staffing in the ELC Department has increased as we have rolled out the expanded delivery of 1140 hours. The team consists of an Early Years Teacher, a Senior ELC Practitioner (job share) and a team of Practitioners, Support Workers and Learning Support Workers. For Stage 1 of our ELC expansion plan the Nursery was refurbished to create one larger open plan space. The setting will be further developed this year for stage 2 of our expansion plans.

School Factors

- Covid 19 has had a significant impact on the school, and our community, with a number of outbreaks in the North Mainland. It has been right and appropriate for the focus of staff to be on responding to Covid, but this has made it difficult to make progress on some aspects of our improvement plan, or the recommendations of the Team Improvement Visit.
- Period of remote learning
- Phased return to school
- Reorganising and refurbishment of school – new school library space, new social areas, new P6 room, renovation of secondary kitchen garden
- Alternative Certification Model
- Increasing school roll
- Difficulty recruiting to ELC Manager post
- Increase in pupils requiring additional support
- Changes in Leadership team – one new Temporary Principal Teacher
- ASN staffing shortage – posts now filled on a temporary basis.
- New temporary clerical staff and Family Learning and Support Worker

Collaboration and consultation with our stakeholders in session 2020/21

Who?	When?	How?	What did we find out? (bullet points on key themes)
Staff	Term 2 Staff wellbeing survey Term 4 2020-21 Term 1 2021-22	Recurring agenda item at Middle Leadership Team meetings and staff meetings. Discussed at departmental meetings	<ul style="list-style-type: none"> • The importance of health and wellbeing and reconnection for staff. • The importance of recovery for staff. • A desire to work collaboratively to find innovative solutions to addressing ASN and enhancing our approach to inclusion. • The importance of tackling workload and bureaucracy
Children and young people	Ongoing Ongoing Term 4 Term 4	Feedback from class teachers 1-2-1 discussions SHINE Survey Focus groups	<ul style="list-style-type: none"> • The importance of outdoor learning • A passion for environmental issues • Keen to see investment in the school building. • Support for health and wellbeing • Challenges due to connectivity and lack of devices.
Parent and Carers	Term 3 Term 4 Term 1 2021-22 Ongoing	Remote Learning questionnaire Parent Feedback Jam-board Parent Focus Groups. Parent Council	<ul style="list-style-type: none"> • Desire to see a new school built. • Keen to see the current site improved, especially outdoor areas which are looking tired. • More involved in school improvement • Ensure timely communication • Identifying our gap and targeting them.
Community and other stakeholders		Feedback from the community council	<ul style="list-style-type: none"> • Community concerns raised over tired appearance of the school campus, particularly outdoor areas.

Standards & Quality Report 2020-21

Progress made with the Priorities from our 2020-21 School Improvement Plan

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> -Improvements 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 -Improvement in employability skills and sustained, positive school leaver destinations for all young people <p><i>(highlight as appropriate)</i></p>	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	<ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 	<ul style="list-style-type: none"> 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships 	<ul style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 1: Closing the attainment gap between the most and least disadvantaged children and young people

<p>What were our outcomes?</p> <p>Measurable improvements in attainment for identified pupils.</p>	<p>How exactly did we plan to do it?</p> <p><u>Universal Support</u></p> <p>1a) Our Youth Development Worker and school staff will re-establish our partnership with the Co-op food share programme when Covid measures allow. In the meantime, the school will use a charitable donation to ensure that no pupil from P1-S6 has to start the day on an empty stomach.</p> <p><u>Targeted Support</u></p> <p>1b) Our new Family Learning and Support Worker will work in close collaboration with children and families to support them to overcome any issues, which may be affecting their attendance, engagement and attainment.</p> <p>The Family Learning and Support Worker and the Principal Teacher of Pupil Support will take part</p>	<p>What was the impact on learners?</p> <p><i>Due to the generous donation we received we were able to provide over 30 breakfasts on average per day.</i></p> <p>Due to covid mitigations our family Learning a Support worker was unable to work proactively with parents on family learning. Therefore the focus of their role this year was on direct support for children and families. 100 % of parents who used the service, and responded to our survey, felt that the input was helpful, and over 80% felt strongly</p>	<p>What are the next steps and how do you plan to evidence the impact of further actions required ?</p> <p>Due to changes in dietary guidelines for schools we are no longer able to provide the pre-packaged breakfasts. In addition to this, most of the food provide by the co-op food share does not meet the standards of the new guidelines. The Head Teacher is working with the Executive Manager of Schools to find a solution to ensure that children start the day on a full stomach.</p> <p>Family support worker to have increased roll in support learning at home.</p>
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	<p>in a project with ADES, Education Scotland and our Attainment Advisor to draw up an Improvement Plan. Referral process to be developed. Ensure process is not bureaucratic.</p> <p>1c) Primary Pupils identified using Shetland's Vulnerability criteria and PEF Criteria will receive targeted support for literacy and numeracy.</p> <p>PEF Funding will be used to employ a LSW to assess the attainment gap, and work with colleagues and pupils to close the gap. A specific plan for this piece of work will be drawn up by the HT, DHT (Primary), LSW PEF and primary staff.</p> <p>The Senior leadership Team will look at the possibility of rolling this out to secondary.</p> <p>1D) Develop the use of tracking data to plan and monitor effective interventions.</p>	<p>agreed that it was helpful. Principal Teacher of Pupil Support completed this project. It has supported the school to take a more targeted and measurable approach to attendance Referral process devised – referral takes place at safeguarding meetings.</p> <p>Due to Covid mitigations and the period of remote learning, we were unable to fully implement this piece of work. It started towards the end of term 4.</p> <p>Our new Tracking and monitoring cycle was implemented, but was interrupted due to Covid and lockdown.</p>	<p>To embed this in our way of supporting attendance.</p> <p>Now core business.</p> <p>Continue through to this year's PEF plan</p> <p>Continue to this year's school improvement plan.</p>
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Priority 2: Working as a cohesive 3-18 school.

<p>What were our outcomes?</p> <p><i>Through clear values which are understood and modelled by all, pupils will feel an increased sense of belonging and agency in their school and learning.</i></p> <p><i>For all stakeholders to be committed to our collective values</i></p> <p><i>Parents have the opportunity to be active partners.</i></p> <p><i>To begin providing a more joined up learning experience from 3-18.</i></p>	<p>What did we do?</p> <ul style="list-style-type: none"> • Assemblies structured according to values. • To help ELC and lower primary pupils connect with and understand our values we will create characters to personify each of our values. Primary pupils to be consulted on what the characters should be. Secondary and upper primary pupils to create short stories to personify each value. • To consult pupils on our new logo. This will then be co-designed with SIC Communications • Find a way to celebrate all leavers 	<p>What was the impact on learners?</p> <p>Due to the requirement to not mix “bubbles” and significant work of the ACM it was not possible to progress this strand</p> <p>Primary have been consulted – pupils thought that an animal, with most opting for a bird, should represent the values.</p> <p>Pupils, parents and staff were consulted on the logo. Initial logo ideas have been shared with staff.</p> <p>Unfortunately, due to Covid we were unable to</p>	<p>What are the next steps and how do you plan to evidence the impact of further actions required?</p> <p><i>Will be core business when Covid mitigations allow.</i></p> <p>To be progressed this year.</p> <p>Share initial logo ideas with pupils and parents</p> <p>Continue with the letter as a matter of course, and look at a leavers</p>
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<p>Our 3-18 school to have a more robust form of tracking and monitoring, which will give:</p>	<ul style="list-style-type: none"> • Continue to look into a house system • As we can no longer have parents in the building, we will need to find new ways of increasing partnership working. We will liaise with the parent council to find solutions. The SLT will hold regular virtual SLT drop in sessions for parents with a particular focus. • School Handbook to be published and shared with parents. • Look at how to increase pupil voice by having an equality group that considers the Rights Respecting School Award. • Senior pupil and staff will be offered the opportunity to join SLT meetings. • Pupil Council to continue running while adhering to COVID restrictions concerning mixing of groups. • Pupil Council to be allocated funding to spend in line with the school values. • HT Continue having pupils Focus groups to collate pupil views on the school's strengths and areas for improvement 	<p>have a leavers event, however all leavers received a personalised letter on leaving school. House system on pause We held ELC, P1/2 and SQA ACM online evenings. Unfortunately there was not capacity to offer more than this.</p> <p>A school handbook was created and published.</p> <p>Pupils met with the Children and Young People's Commissioner to discuss rights, however, due to Covid and the need to not mix "bubbles" it was not possible to progress this. Due to the difficulties of Covid it was not possible to involved pupils and staff in the SLT meetings.</p> <p>The need to keep bubbles apart made it impossible to progress with this strand. In addition to this senior pupils were not keen to engage in Pupil Council as they were very focused on the ACM</p> <p>Pupil focus groups held in term 4.</p>	<p>event. Consider this as a recovery idea to make the school feel more connected again. Work with the Local Authority and parents to identify improved ways of parental engagement.</p> <p>Ensure this remains up to date. Get parent feedback on the handbook and any suggestions to improve it. RRSA will be a 21-22 priority for pupil wellbeing.</p> <p>Relaunch the pupil council.</p> <p>Information fed into 21-22 SIP</p>
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<ul style="list-style-type: none"> • Pupils (and their parents) a more consistent picture of their progress and what they need to do to improve. • Timely and targeted interventions and support for our learners • All staff a better understanding of our processes for tracking, monitoring and reporting. <p>The school to have methods of tracking and monitoring that are not bureaucratic and do not add to workload.</p>	<p>2b - Tracking and monitoring and Moderation</p> <ul style="list-style-type: none"> • To embed the use of SEEMiS Progress + Achievement for recording tracking data. • Embedding the use of the new Initial SHANARRI Assessment form for recording all learning and wellbeing concerns. • Introduction of Pupil Support and Safeguarding meetings in primary. • Begin the process of looking at internal moderation. We will use the Moderation Hub to help with this. <p>2c – 3-18 Curriculum</p> <ul style="list-style-type: none"> • Complete the piece of work done creating a clear and relevant curriculum rationale from ELC – S6 • Incorporating ELC and Play based learning into the rationale. • Ensure that the rationale reflects the views gathered last session from parents, pupils, and teachers. • Continue looking at Progression Pathways (to tackle workload we will use frameworks 	<p>All teachers now using SEEMiS for tracking attainment. Covid and remote learning interrupted the tracking year.</p> <p>All staff now using the ISA form for recording all wellbeing needs.</p> <p>These are now in place.</p> <p>This was not progressed across the BGE as staff attention had to pivot to remote learning. However, significant moderation took place at the senior phase as part of the ACM. Through conversation and SQR feedback, staff are positive of the professional development facilitated through moderation.</p> <p>Due to the pressures of Covid it was not possible to complete this piece of work</p> <p>As above</p> <p>As above</p>	<p>Continue to embed this approach.</p> <p>Continue this is the school's process.</p> <p>Continue this as the school's process. Pull moderation through to 21-22 plan.</p> <p>Complete as part of our 2021-2022 school improvement plan.</p>
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	developed by the Northern Alliance, rather than develop our own) - Highland Literacy Progression Framework; Numeracy progression framework (Andy Thompson); Health and Wellbeing Pathway	Primary staff have started to use progression pathways.	Embed the use of progression pathways.
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Priority 3: <i>Responding to Covid</i>			
What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required?
<p><i>To ensure learners continue to thrive and achieve.</i></p>	<p>Digital Literacy</p> <p>Continue to support pupils, parents and staff in their use of Glow.</p> <p>Pupils</p> <ol style="list-style-type: none"> 1. Where appropriate time in class dedicated to children becoming more proficient in their use of Glow and Teams. 2. Ensure pupils who need them have their own devices. 3. Funded devices from Funding applied for through SIC and funding supported by the Delting Community Council. The school has also applied for funding for additional devices and connectivity. <p>Parents</p> <ol style="list-style-type: none"> 4. Consult parents to see what particular 	<ol style="list-style-type: none"> 1. Class time has been dedicated to ensuring pupils could access and navigate glow 2. School used our own data and surveyed pupils to identify pupils who needed devices. 3. The school distributed devices on behalf of Children's Services to children who did not have a device. We also applied for Connecting Scotland funding ensuring an additional thirty one devices and MIFI were distributed to children and families in the school community. 4. Parents were offered additional support 	<p>DHT will audit pupil provision to ensure that pupils have access to a device.</p> <p>Should we revert to remote learning we will offer support to</p>

	<p>support, if any, they require to navigate Glow.</p> <p>Staff</p> <ol style="list-style-type: none"> 5. Training sessions on using Teams 6. Adapting Learning and teaching 7. Use assessments such as SNSA, as well as tracking information to identify where attainment and progress has been impacted by lockdown. Where gaps are identified interventions will be put in place to close the gap. 8. Blended and home learning plans in place. They will be reviewed and revisited when necessary. 9. Time to adapt and digitise courses/materials as detailed in the Working Time Agreement. 10. Time allocated within departments to keeping abreast of SQA changes and to adapt learning and teaching to take account of changes to SQA courses, assessment and moderation. 11. New school SQA Assessment Calendar to ensure coordination and good planning of assessments. <p>Transitions</p> <ol style="list-style-type: none"> 1. Cluster priority to look at how we sustain 	<p>on Glow and their views sought through our online survey.</p> <ol style="list-style-type: none"> 5. Staff worked collegiately to share good practice, training and decide on a standardised approach to MS Teams. This improved our online offering by standardising and streamlining the experience for pupils and parents. 6. The Working Time Agreement Committee agreed for time to be allocated. 7. Due to going back into lockdown it was decided it was more appropriate for staff to focus tracking and monitoring on to online engagement. As such we developed an online engagement tracker. 9. As 6. 10. Significantly more time than planned had to be dedicated to this due to the substantial changes made to SQA assessments due to the alternative certification model. 11. An assessment calendar was developed and shared with staff. Staff tried as far as possible to spread assessments out so that pupils did not experience bottlenecks of assessment. 	<p>parents again.</p> <p>Use of Teams to continue as core business for homework etc.</p> <p>Attainment gap to be addressed in this year's SIP.</p>
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	<p>our transition programme with current restrictions in place.</p> <ol style="list-style-type: none"> 2. Work collaboratively to produce another North Mainland Transition video. <p>Partnership working with parents</p> <ol style="list-style-type: none"> 1. Consider how, if at all, parents evenings can be held. If they cannot go ahead, we will devise an alternative reporting method. 2. virtual open evenings – <ol style="list-style-type: none"> i. P1/2 Information Evening ii. Early Years Information Evening iii. Consider an S1 Information Evening iv. Virtual drop-in sessions with the SLT. <p>Health and Wellbeing of all stakeholders</p> <ol style="list-style-type: none"> 1. Pupils - Sign up to SHINE to help us identify and address the key Health and Wellbeing needs of our Pupils. Synergy programme led by ASN department 2. Staff - Staff health and wellbeing sessions. Time allocated in the Working Time Agreement to staff wellbeing. 	<ol style="list-style-type: none"> 1. The cluster worked collaboratively to ensure a robust transition programme despite mitigations being in place. 2. This wasn't done as the priority was online transition team. <ol style="list-style-type: none"> 1. Due to Covid mitigations and local agreements between the Local Authority and Unions it was not possible to have in person parents evenings. 2. We held P1/2 and Early Years information evenings, as well as an ACM information evening. Unfortunately, due to the need to pivot our time and attention to Hubs, online learning, the return to in-person leaning and the Alternative Certification Model, we were not able to offer additional online sessions for parents. <ol style="list-style-type: none"> 1. The school signed up to and completed the SHINE survey with pupils. This happened later in the year than we anticipated as we wanted to wait until pupils had returned and settled back to school, rather than compete them during lockdown. 2. We did allocate time to staff health and wellbeing and completed a staff survey. 	<p>Online Transition Team to now be core business.</p> <p>Work with parents and staff to identify alternative methods of communication should the parents' evenings not go ahead next session.</p> <p>The SHINE Results will be used to plan wellbeing support for the next session, and will feature in the 2021-2022 school improvement plan.</p> <p>This should roll over to 2021-2022 school improvement plan.</p>
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	<p>Survey to all staff to see what they would like to use the allocated wellbeing time for. Synergy programme led by ASN department</p> <p>3. Parents - Consider running a Synergy session for parents. Family Learning and Support Worker.</p> <p>Workload</p> <ol style="list-style-type: none"> 1. Due to the unpredictability caused by Covid the WTA will be reviewed termly to ensure that it meets the ever changing needs of the school, and that it takes account of any workload issues caused by further changes to Covid guidance or the changes to SQA courses. 2. Additional time allocated to Covid in the WTA to support staff in keeping up to date with risk assessments etc. 3. Additional time allocated to digitisation of resources. 4. Time allocated to staff health and wellbeing in the WTA to support staff to strike a good work/life balance. 	<p>We then signed a programme of events for staff wellbeing, most of which had to be cancelled due to lockdown. We did manage to start a staff book group and an online space for staff to share positive and uplifting moments.</p> <ol style="list-style-type: none"> 3. Due to ASN staff being very involved with Hubs and online learning, it was felt they did not have capacity to pursue the Synergy programme. <ol style="list-style-type: none"> 1. The SLT were in communication with the school's WTA committee. SIP priority were dropped to allow staff to focus on remote learning and teaching. 2. This was in place and additional time given through the cancelation of meetings and training and parents evening so that teachers had time to meet the requirements of remote learning and ACM. 3. This was in place via the WTA 4. This was in place via the WTA. All staff were surveyed on ideas for wellbeing and a programme of events organised. This had to be cancelled due to lockdown. A space to share positive wellbeing moments was created as well as a book 	<p>Consideration will be given to this featuring on 2021-2022 school improvement plan, or the following year. The Head Teacher will liaise with Psychological Services about this.</p> <p>A continued focus on workload and bureaucracy in 2021-2022 School Improvement Plan.</p> <ol style="list-style-type: none"> 4. Roll over to 21-22 school improvement plan
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		club to allow staff to feel more connected.	
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Project/intervention: Closing the attainment gap between the most and least disadvantaged children and young people					
Interventions for Equity <u>Interventions for Equity Self-evaluation National Improvement Hub (education.gov.scot)</u> <i>(highlight the interventions that apply)</i>					
Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact
Planned Outcome <i>Family Support worker to support increased engagement and attendance for identified pupils.</i> <i>Family Learning and Support Worker to support increase attainment by offering family learning events.</i> <i>Pupils to receive targeted support to close the attainment gap.</i>		Measures of impact on learners <i>Our Family learning and Support Worker (FLaSW) was not able to do family learning events due to covid, and plans for the role had to alter significantly due to covid. The roll became more targeted to support families who needed more holistic support. 100% of parents who responded to the FLaSW survey (the survey was for parents of Mossbank primary school and Brae High School) agreed that the support they received was helpful, with over 80% strongly agreeing. The majority of interventions were for emotional support and to support with linking/communicating with the school.</i> <i>Unfortunately, due to covid, the targeted work to close the attainment gap was interrupted due to remote learning and staffing issues. We were able to get this back on track towards the end of term 4.</i>			
Teaching and Learning	X				
Leadership					
Family and Community	X				

School self-evaluation, 2020-21, and priorities for further improvement

For each of the Quality Indicators listed below, answer the questions and include an overall evaluation using the six-point scale from “How good is our school?” (4th Edition). The self-evaluation grade should be for the whole Quality Indicator, not for individual themes within it. The questions are those used in self-evaluation forms before Education Scotland inspections.

Please refer to relevant qualitative and quantitative data when considering relevant evidence to support your statements

Qualitative Data	Quantitative Data
<p>Classroom observations, learning visits, learning walks, etc.</p> <p>Focus group discussions</p> <p>Feedback from online and face-to-face meetings</p> <p>Conversations in staffrooms</p> <p>Verbal feedback from learners and parents and carers</p>	<p>Attainment in the Broad General Education and Senior Phase (where applicable)</p> <p>Attendance, absence and late-coming</p> <p>Measures of learner engagement, participation, inclusion and health and wellbeing</p> <p>Tracking and Monitoring</p> <p>Planning documentation</p> <p>Curriculum rationale</p> <p>Questionnaires and surveys with stakeholders and minutes of meetings with them</p> <p>Bullying and exclusion statistics</p> <p>Child Protection referrals</p> <p>Free School Meals data</p> <p>PRDs</p> <p>Professional learning records</p> <p>Child’s Plans, CSPs and IEPs</p> <p>School Improvement and Team Improvement reports</p> <p>Education Scotland and Care Inspectorate inspection reports</p>

Education Scotland’s evaluative statements can support your analysis of the key QIs:

All 100%; Almost All 91%-99%; Most 75%-90%; Majority 50%-74%; Minority/less than half 15%-49%; A few less than 15%

Leadership of Change (QI 1.3)

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

Pupils, parents and staff have an increasing awareness of our school vision, values and aims. Throughout the challenging circumstance of the previous session, we strived to achieve our vision of creating "...a caring learning community which is nurturing supportive, ambitious and enables all children and young people to thrive." Staff take a holistic view of children, giving consideration to their wider world. All ELC and teaching staff have worked collaboratively to identify and agree school improvement priorities. Staff ensure continued improvement through appropriate professional development opportunities. The Senior Leadership Team slowed the pace of change and redirected the focus in response to challenges presented by Covid. All members of our school community are able to contribute to our plans for change. Staff work collectively to identify what needs to improve and how to make change.

How do you know? What **quantitative** and **qualitative** evidence do you have of a positive impact on learners?

- We held Teams assemblies where we launched and began the process of embedding our values.
- We held a staff consultation on the draft school logos.
- Updated the School hand book, including our vision, values and aims. Updated the staff handbook to include vision, values and aims, as well as professional standards.
- A well-structured online learning environment via MS Teams.
- In school learning to support key-worker and vulnerable learners, ensuring that they remained engaged in learning.
- The Head Teacher issued clear communications that health and wellbeing should be a priority for pupils, parents and staff, and the school provided opportunities to support health and wellbeing.
- Additional support for remote learning, and enhance transitions back into school for learners who needed more support.
- A clear picture of learner engagement via our engagement tracker. The SLT, pupil support and teaching staff worked collaboratively to devise an engagement tracker, ensuring that it was developed to reduce workload and bureaucracy.

- Ensuring a safe fulltime return of senior phase two weeks before the national date, ensuring pupils had the maximum time to achieve their ambitions through the Alternative Certification Model.
- Implementation of school wide SEEMiS tracking.
- Staff either have access to Pastoral Notes or the Pupil Alert System to ensure that all staff are aware of pupil wellbeing.
- Whole school SIP meetings and SIP.
- ELC improvement meetings and plan.
- Departmental improvement plans.
- Staff PRD file evidences that almost all staff engaged in the PRD process referring to the GTCS standards and all staff agree a Professional Learning Plan for the year ahead taking into account personal, school, service and national factors.
- In response to Covid the SLT paused many improvement priorities and made more time available for the core business of learning and teaching by cancelling some professional learning, meetings and self-evaluation processes.
- Evidence of collaborative leadership of change can be found in pupil surveys and focus groups, parent survey and focus groups, Parent Council meetings and minutes, middle leadership team meetings and minutes, staff meetings, departmental meetings and minutes, staff self-evaluation sessions, SIP departmental meetings MLT meetings and minutes.
- Staff worked with the SLT to agree a process for sharing learning and engagement concerns for remote learning. Principal Teachers showed leadership sharing information with the staff team on use of MS Teams, and devising innovative solutions to support pupils, such as our two week rotation for the secondary BGE.
- Most of our 2020-2021 Improvement targets were achieved or underway.
- In our remote learning survey 89% of parents stated that they found staff approachable and were able to contact them with concerns. The survey also identified that the majority of parents felt the school had struck the right balance between work set for remote learning and the other pressures on children and families.
- Significant support offered to families during lockdown, including phone calls home and bespoke options for children at risk of non-engagement.
- Staff at all levels demonstrated leadership of change, and led improvements which were necessary responses to the pandemic.

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

- There were a number of actions in our School improvement Plan regarding the vision, values and aims that required mixing bubbles that

we were not able to achieve, these may carry over to this year if mitigations allow.

- Increase opportunities for support staff to contribute to the SIP
- Remain alert to the challenges presented by Covid while resuming those processes that lead to improvement.
- Increase opportunities for partner agencies to contribute to change.
- Provide more opportunities in the 2021-2022 SIP for devolved leadership, as per SNCT handbook on collegiate working

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

Learning, teaching and assessment (Q1 2.3)

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

We have an ethos and culture that is committed to positive relationships. Most of our pupils showed a high level of commitment to their learning during remote and in person learning. Pupils are increasing their aptitude in the use of digital technology and independent learning. Learners at Brae High School contribute to the school and the wider community. We are confident that pupils experience a wide variety of learning environments, creative teaching approaches, and varied learning activities and curriculum content throughout their learning at Brae High School. Teachers ensure a variety of assessment which are well planned and integral to the learning process. The school has a tracking process in place from ELC-S6.

How do you know? What **quantitative** and **qualitative** evidence do you have of positive impact on learners?

- Positive behaviour policy
- School vision, values and aims
- Team improvement visit report
- Parent ACM survey.
- S3 event with the Children and Young Peoples Commissioner.
- Engagement tracker, attendance rates, attainment.
- Period of remote learning/online learning.
- More pupils with their own digital device.
- Achievement Wall, School Newsletters, Mentors in Violence Prevention, Young Enterprise Scotland, Duke of Edinburgh, John Muir.
- Increase in online and outdoor learning in session 2020-2021
- Senior Leadership Team Observations
- Departmental feedback on learning and teaching approaches

- Inter-disciplinary learning programme - Norway project, and introduction of Drama for S1-2.
- ACM Assessments calendar.
- Teachers use a mixture of summative and formative assessment to inform their understanding of pupil progress.
- Tracking calendar in place – teachers inputting data on tracking using SEEMiS

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

- Increase pupil voice as part of our support for recovery, through the Rights Respecting School Award, Equalities Group and Pupil Council.
- Ensure that progress made with online/independent learning is embedded with continued use of MS Teams for homework or sharing in school learning.
- Head teacher focus groups with pupils report a desire for increased outdoor learning from primary through to the senior phase. An enhanced focus on differentiation.
- Through a collegiate approach to moderation and monitoring we will ensure our data is robust, and that we have effective interventions. Teachers to feel more confident in use of data.
- Staff to consider - how does pupil voice feature in the planning of learning within your classroom?

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

Ensuring wellbeing, equity and inclusion (QI 3.1)

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

We work collaboratively to ensure children's holistic needs are identified and met. Our school values demonstrate the school's commitment to wellbeing equity and inclusion. We prioritise pupil wellbeing. Our staff, parents and partners have a developing depth of understanding of what is expected in terms of wellbeing, equity and inclusion. We ensure that we fulfil statutory duties to improve outcomes for children and young people. All children experience curriculum content which explores diversity, multi-faith issues, racism and challenges intolerance. There is an increasing culture of inclusion and tolerance, and recognition of diversity.

How do you know? What **quantitative** and **qualitative** evidence do you have of positive impact on learners?

- Almost all teaching staff are using the school's Initial SHANARRI Assessment forms when raising a concern for a child's wellbeing, progress or attainment.
- Pupil Support and Safeguarding meetings taking place in primary and secondary.
- Pupil Alert System.
- Engagement tracker during lockdowns.
- Attendance monitoring calendar and process.
- Capturing pupil voice on their wellbeing through the SHINE (the Scottish Schools Health and Wellbeing Improvement Research Network) survey.
- Values are becoming more familiar to pupils staff and parents.
- Assemblies focussed on values, such as equality with LGBT awareness, Black History Month.
- Wellbeing a clear priority in communications to parents throughout lockdown.
- Staff wellbeing allocated time in the Working Time agreement.
- Adjustments to school day, such as soft starts on return after lockdown.

- Increased focus on social connections and outdoor learning.
- Review Minutes, IEPs, Child's Plans, CSPs.
- All school staff framing wellbeing concerns according to SHANARRI wellbeing indicators.
- Joint support team.
- Staff trained at the appropriate level in child protection and inclusive education.
- Almost all ASN staff trained in MAPA.
- Updated staff Handbook and parent handbook which includes fulfilment of statutory duties.
- PEF plan
- Primary planning.
- Topic Progression.
- PSE Programme.
- Secondary curriculum overview.
- Assemblies increasingly structured according to values.
- More visible and confident members of LGBT group.
- Increased inclusion of pupils with complex ASN.
- Celebration of Black History Month.
- Library promoting diverse range of authors, and celebrating LGBT History/Black History Month

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

- Work in partnership with the school counselling service, Educational Psychology and Youth Services to engage pupils to better understand our SHINE results and implement appropriate supports.
- Revamp pupil council in partnership with Youth Services and Parent Council to promote leadership and pupil wellbeing
- Continue to embed our values by raising their profile through visuals, and encouraging staff to refer to them.
- Mind your head working with pupils on wellbeing.
- Increased focus on outdoor learning and pupil wellbeing.
- Increased focus on working collaboratively to find innovative solutions to support children with ASN including a renewed focus on differentiation

- Our curriculum needs to provide more progressive opportunities to explore diversity and challenge intolerance. Increased opportunities for children to learn about diversity – starting with increasing LGBT inclusivity in the curriculum
- Complete curriculum rationale to reflect above, and the importance of “windows and mirrors” for pupils.
- Complete structuring of assemblies to reflect this and our values.
- Update secondary curriculum overviews.

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

Raising attainment and achievement (QI 3.2)

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

Our attainment in literacy and numeracy is good at most levels across the BGE, with pupils leaving with positive attainment by the time they complete their senior phase. We have begun working to gather more robust and reliable data in the primary to measure attainment of learners, both in literacy and numeracy, In the senior phase teachers are ensuring that pupils continue to attain by setting appropriate assessments and engaging with standards. Almost all pupils performed very strongly in the ACM. Despite Covid, impacting on opportunities for wider experiences pupils have continued to contribute to the life of the school and community. Almost all our learners consistently move into sustained positive destinations after leaving school.

How do you know? What **quantitative** and **qualitative** evidence do you have of positive impact on learners?

- In 2020 the percentage of school leavers attaining both Literacy and Numeracy was higher than the virtual comparator at SCQF level 5.
- 2020 shows an improvement in percentage of candidates attaining both literacy and numeracy at SCQF level 5 in comparison to 2019.
- Over 90% of learners achieve CfE level 3, or better, in numeracy and literacy by the end of S3.
- Insight data tells us we have a high percentage of pupils going on to positive post-school destinations.
- All teachers now using SEEMiS for Tracking and monitoring.
- As part of ACM, All teachers were engaging with SQA understanding standards, assessing pupils then moderating via SDG moderation.
- ACM results were in line with, or above national levels at National 5, Higher and Advanced Higher.
- Session with Children and Young Peoples Commissioner, Black History Month Assembly, Norway project, Young Enterprise Team winning local and national awards, pupils achievements out with school are celebrated through our Achievement Wall, achievements within school are celebrated in the school newsletter.

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

- Focus on attainment and achievement of a level, with a particular focus on writing and numeracy in primary, with support from QAMSO to support professional confidence in allocating a level.
- Ensure quality moderation opportunities across the BGE.
- Secondary teachers will continue strong engagement with their SDGs to support improved attainment.
- Strong focus on tracking attainment in the senior phase and early intervention to ensure increased attainment and learners' success.

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

School Improvement Plan 2021-22



Factors Influencing the 2021/22 School Improvement Plan

<p>Local authority factors</p> <ul style="list-style-type: none"> • Shetland Islands Council National Improvement Framework Plan • Children’s Services, Recovery and Renewal Plan • Children’s Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting • SIC Strategy for Parental Involvement 2018 	<p>National factors and drivers</p> <ul style="list-style-type: none"> • Curriculum for Excellence • Realising the Ambition • National Improvement Framework • The Scottish Attainment Challenge • Education Reform and Empowerment • Getting It Right for Every Child • Developing Young Workforce • Digital Learning and Teaching Strategy • The Equity Audit • “Learning Together”: Scotland’s national action plan for parental involvement etc. 2018-2021 • Covid restrictions/mitigations/ changes to SQA certification model
<p>School factors</p> <ul style="list-style-type: none"> • ELC expansion • Pupils SHINE Survey results • Physical space in building is increasingly tight. 	<p>Local factors</p> <ul style="list-style-type: none"> • Consult with cluster regarding tracking and monitoring and attainment over time.
<p>UNCRC</p> <ul style="list-style-type: none"> • Establish an Equality group through wider experiences. The group will work on the Rights Respecting School Award. • Enhance pupil voice through the pupil council and use of “How Good is OUR School.” • Increased support for LGBT pupils through collaboration with the Time For Inclusive Education. • As part of the response to our SHINE results, pupils will be fully consulted and have a key role in shaping how the school supports wellbeing. 	<p>Tackling Inequalities, Poverty Proofing & Cost of the School Day</p> <ul style="list-style-type: none"> • Breakfast club and PEF Resources • Ensure that activities and trips are planned to eliminate barriers to participation. • Funding and grants are applied for e.g ELC Inclusion fund, to ensure elimination of barriers to participation. • Where we are aware of families experiencing hardship, we signpost to appropriate supports and at times use our own resources to support.

Improvement Priorities for 2021-22

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> -Improvements 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 -Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	<ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 	<ul style="list-style-type: none"> 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships 	<ul style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 1: Health and Wellbeing

Continuation from 2020/21? Y Link to COVID-19 recovery? Y

Data/evidence that informs this priority:	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
Shine Survey results <i>indicate some reduced feelings of wellbeing.</i>	<i>By the end of Term 4 our SHINE results will evidence increased wellbeing in at least two of the wellbeing indicators we are focusing on.</i>	The SLT will work in collaboration with Educational Psychology, School Counselling Service and Youth Services to: <ul style="list-style-type: none"> • Work with pupils to get a better understanding of their wellbeing • Work with pupils to identify what could be done better/differently or what should remain in place to support their wellbeing. • Implement actions based on above. • Communicate this with parents. 	Lead – Youth Development Worker/School Counselling Manager/SLT/Principal Teacher of Pupil Support.	<p><i>Regular meetings between the SLT and Staff responsible for this aspect of the plan.</i></p> <p><i>SHINE Survey in Term 4 to capture improvements in wellbeing.</i></p>
Pupil, staff and parent Feedback Staff observations	Almost all learners to indicate that they have increased opportunities for outdoor learning Parents to feel more connected to the school	An outdoor learning group (including pupils, parents and staff) will be set up to lead this aspect of the wellbeing strand. <ul style="list-style-type: none"> • Focus on improving school grounds and in particular the Polycrub areas and the “new area”. • Increase opportunities for outdoor learning from ELC-S6 • Parents to be offered and encouraged to contribute to this project, as a way of 	Lead – Principal Teacher of Business ICT and DHT Primary	Learners will be surveyed on outdoor learning. Feedback at staff meetings



<p>Feedback from Parent council/ feedback from community council/feedback from pupil focus groups.</p>	<p>Almost all stakeholders will have an increased awareness of children's rights by the end of the session (baseline RRSA survey)</p>	<p>reconnecting with school.</p> <p>Pupil Equalities group to be established to:</p> <ul style="list-style-type: none"> • Survey staff and pupils on children's rights • Increase stakeholder awareness of children's rights • Create an action plan for increasing awareness of children's rights. • Achieve RRSA bronze • Create visuals, displays etc. in the school relating to RRSA/Children's rights 	<p>Lead – Head Teacher Equalities group led by Librarian and Youth Development Worker.</p>	<p>Pupil and staff surveys. Achievement of RRSA SLT observations.</p>
<p>Attendance and engagement Feedback from LGBT pupils or pupils with LGBT family members.</p>	<p>The majority of pupils surveyed will feel that the school is more LGBT inclusive.</p>	<p>Create a LGBT inclusive curriculum:</p> <ul style="list-style-type: none"> • All pupils from P5-S6 to attend workshops on inclusivity by the Time for Inclusive Education (Term 1) • Almost all teachers to complete two stage training on LGBT inclusive curriculum (Term 1) • Consider use of TIE LGBT inclusive school framework • Plans in to SLT detailing how departments/class teacher intend to make their lessons LGBT Inclusive. (end of term 2) • Refresh curriculum rationale to include 	<p>Lead – Head Teacher</p>	<p>Data from TIE assemblies. Feedback from pupils Plans in from departments.</p>

<p>Departmental feedback</p>	<p>Almost all pupils will say that they are listened to in school and have a role in shaping life at BHS.</p> <p>Staff wellbeing and workload to be addressed Ask teachers what would be a measurable outcome?</p>	<p>“windows and mirrors” of protected groups.</p> <ul style="list-style-type: none"> Data collected by the Time for Inclusive Education will evidence increased awareness of the negative impact of prejudicial language. During Term 3 LGBT pupils will be surveyed by youth services Pupil voice to be enhanced by fully functioning pupil councils. DHT Secondary to work in partnership with Youth Services to develop the pupil council so that it is more active in school improvement and decision making. DHT Primary to develop the pupil council in partnership with the parent council so that it is more active in school improvement and decision making. Refreshed focus on pupil focus groups. 5 hours allocated to staff health and wellbeing in the Working Time Agreement. Wellbeing activities, as per survey last year to be reinstated. Staff to be offered wellbeing plans. To support a collegiate approach to 	<p>Lead – DHTs How Good is OUR school Pupil led surveys Youth Services Parent Council</p> <p>Head Teacher</p> <p>Lead: Head teacher Wellbeing plans: Principal Teacher of Expressive Arts Collegiate session: run in partnership with SLT and teaching staff who have expertise due to union</p>	<p>Minutes from meetings Feedback from pupils.</p> <p>Discussion at staff meetings. Staff survey term 4</p>
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		<p>work, a session to be held to ascertain “What is collegiality at Brae High School?”</p> <ul style="list-style-type: none"> • A non-promoted member of staff to be given the opportunity to lead a short piece of work to identify key workload issues within the school. 	<p>involvement.</p> <p>Workload: Teacher of History (expertise due to union involvement)</p>	<p>The Head Teacher will provide regular updates to parents on the School improvement priorities via the school newsletter and at Parent Council.</p>
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Improvement Priorities for 2021-22

(A maximum of four priorities is recommended)

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> -Improvements 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 -Improvement in employability skills and sustained, positive school leaver destinations for all young people <p><i>(highlight as appropriate)</i></p>	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	<ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 	<ul style="list-style-type: none"> 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships 	<ul style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 2: building back better

Continuation from 2020/21? Some items

Link to COVID-19 recovery? Y

Data/evidence that informs this priority:	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
<p>SNSA ACEL Data Tracking data</p>	<p>By June 2022 most learners will be on track to attain the appropriate CfE level.</p> <p>All most all learners will have increased opportunities to achieve in a variety of contexts.</p>	<ul style="list-style-type: none"> • Through the use of reliable data the school will be able to identify which pupils have attainment gaps and provide targeted support for this. <ul style="list-style-type: none"> ○ <i>Full implementation of tracking calendar.</i> • <i>Increased moderation</i> <ul style="list-style-type: none"> ○ <i>Primary QAMSO</i> ○ <i>In school moderation events term 3</i> • <i>Monitoring</i> <ul style="list-style-type: none"> ○ <i>DHTs to create monitoring process in their respective departments.</i> • <i>Maximising support for pupils</i> <ul style="list-style-type: none"> ○ <i>Collaborative meeting to find innovative solutions to maximise ASN support</i> ○ <i>Staff training on differentiation.</i> • <i>Primary and secondary faculties/departments to identify gaps within their pupil cohort and plan interventions/methods to close the gap</i> 	<p>Time in WTA DHTs Primary QAMSO in place</p> <p>Head Teacher and Principal Teacher of ASN</p> <p>DHT Primary and Principal Teachers</p>	<p><i>Deputes will collate the data to ensure a snapshot of pupil attainment over time.</i></p> <p>Feedback from teachers should evidence increased confidence in professional judgement of achievement of a level.</p> <p>Feedback from Teachers should evidence that more pupils are receiving innovative support to meet their needs. ASN department Feedback should evidence less reactive responses to support.</p> <p>Departments to provide updates on impact on learners at Middle</p>



<p>Parent council and parent focus groups report feelings of disconnection to the school</p>	<p>Most parents to feel connected to the school again</p>	<ul style="list-style-type: none"> • Primary to begin using Glow Teams to share twice termly learning updates • SLT to work with parents and staff to devise ways of increasing engagement between staff and parents, should current mitigations of no parents evenings remain in place. 	<p>Primary Teachers Time in WTA</p> <p>Senior Leadership Team Time</p>	<p>Staff sessions and feedback to parent council.</p> <p>Survey to parents regarding connectedness to the school term 3</p> <p>The Head Teacher will provide regular updates to parents on the School improvement priorities via the school newsletter and at Parent Council.</p>
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Pupil Equity Fund – Planning and Reporting

PEF Allocation 2021/22: £30,575		Carry forward from 2021: £34,991					
Project/intervention: closing the literacy and numeracy attainment gap.							
What data/evidence informs this? Teacher Judgement on attainment in Numeracy and Literacy. SNSA data, ACEL data, Tracking data. Initial SHANARRI Assessments.							
Interventions for Equity Interventions for Equity Self-evaluation National Improvement Hub (education.gov.scot) (highlight the interventions that apply)							
Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support		
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact		
Planned Outcome By the end of the academic year 80% of pupils identified to take part in one of the school's targeted approaches to literacy and numeracy will achieve their identified target.		Details of project/intervention: <ol style="list-style-type: none"> Closing the attainment gap in secondary literacy – targeted work to take place using Achieve 3000 <i>Timetabled periods to work on their literacy through achieve. Employ 0.1 FTE ASN teacher</i> Closing the attainment gap in literacy (primary) and Numeracy (primary and secondary) Family Learning and Support Worker to continue supporting identified pupils as well as providing family learning opportunities for to support the approaches above. 		Resources and Lead Person 2 year license £ 0.1 FTE ASN Teacher Lead – Principal Teacher of English and Social Subjects with ASN Teacher 14 hours LSW 0.4 Mathematics Teacher. Lead – Mathematics Teacher with support from Principal Teacher of Mathematics and Attainment Advisor.		Measures of impact on learners <i>State how monitoring will take place and by whom.</i> <ol style="list-style-type: none"> Achieve 3000 continually collates data as the pupils work through the programme. The data is then shared with the lead teachers. Lead teachers will collect this and report back to the SLT. How will you know your interventions are having an impact/improving outcomes? Data Plans for how data will be collected and reported 	
Teaching and Learning		x					
Leadership							
Family and Community		x					

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Brae High School

Working Time Agreement 2021-22

Hours Per Week	35		Secondary	35	Primary
Teaching	22.5	Max 27 periods teaching for full time	27 x 50 minute periods = 22.5 hours	22.5	22.5 teaching 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		41.5	1.5 hours x 25 pupils 0.5 hours x 8 updating glow blogs
Parents Evenings	17.5	3.5 hours x 5 meetings		8	8 hours
Whole school meetings	15	20x60 min Whole School staff meetings	Option B: 10 x 30 minute whole school meetings followed by a 30 minute secondary meeting. 10 x 30 minute secondary meeting.	5	10 x 30 Minute whole school meetings
SQA Internal Assessment/forward planning/ moderation	19		9 hours allocated to moderation	38	32 hours allocated to forward planning. 6 hours allocated to moderation
Staff Development and Review	3.5			3.5	
Self-Evaluation	2	2 x 1 hours	2 x collegiate whole-school self-evaluation meetings	2	2 x collegiate whole-school self-evaluation meetings
ASN & Pupil support Liaison/consultation/planning	11	6 hours	2 hours allocated to liaise with ASN. 2 hours allocated to pupil support. 2 hours allocated to professional learning	31	23 hours allocated to liaise and plan with ASN teachers, and to attend children's meetings. 2 hours



and meetings			with the ASN dept. focussed on inclusion/equalities/ASN: 1hour – training on differentiation 1 hour – working collaboratively to maximise ASN support 5 hours of professional development and reading for ASN		allocated to professional learning focussed on inclusion/equalities/ASN 1hour – training on differentiation 1 hour – working collaboratively to maximise ASN support 6 hours of professional development and reading for ASN
Total	121			129	
Remaining Time	74			66	
Departmental Meetings	20	1x20 hour dept. meetings		20	1x20 fortnightly departmental meetings
Subject Development Groups	8	2 hours x 4 meetings			
School Development/ Meetings	5	5 x 1 hour	5 school Development/Training Meetings (1 hour TIE e-training & 2 hours in person training) 1 hour on “What is collegiality at Brae High School?”	5	5 x development meetings (1 hour TIE e-training & 2 hours in person training) 1 hour on “What is collegiality at Brae High School?”
School improvement working groups	9	2 x 1 hour meetings 7 hours	2 x 1 hours allocated to the collegiate development of school improvement priorities. 7 hours allocated to progressing school improvement priorities.	9	2 x 1 hours allocated to the collegiate development of school improvement priorities. 7 hours allocated to progressing school improvement priorities
Departmental Improvement	8		Allocated to departmental improvement.	8	Allocated to departmental improvement Including primary QAMSO events.
Flexible Time (10%)	11		It is recommended that at least 10% of remaining time be assigned to flexibility, and the use of such time should be decided by the teacher. Any such time unused would be assumed to be assigned for additional preparation and correction.”	11	It is recommended that at least 10% of remaining time be assigned to flexibility, and the use of such time should be decided by the teacher. Any such time unused would be assumed to be assigned for additional preparation and correction.”
Additional Covid time	4		Additional time allocated for Covid for: Information sharing, Reading guidance/risk assessments etc, adapting learning and teaching.	4	Additional Time Allocated for : information sharing, reading guidance/risk assessments etc, adapting learning and teaching
Union time	4		4 hours allocated to union	4	

Health and Wellbeing	5	5	Due to staff being unable to connect and socialise as they normally would, 5 hours have been allocated for staff to focus on their health and wellbeing (further detail in SIP) during these unusual times.	5	5 hours throughout the year Due to staff being unable to connect and socialise as they normally would, 5 hours have been allocated for staff to focus on their health and wellbeing (further detail in SIP) during these unusual times.
Total	195			195	

Cover arrangements – based on contact periods fewer than max - 27 periods for full time, pro rata for part time.