

# **Brae High School**



## **Standards & Quality Report 2021-2022**

**and**

## **School Improvement Plan 2022-2023**

## Introduction

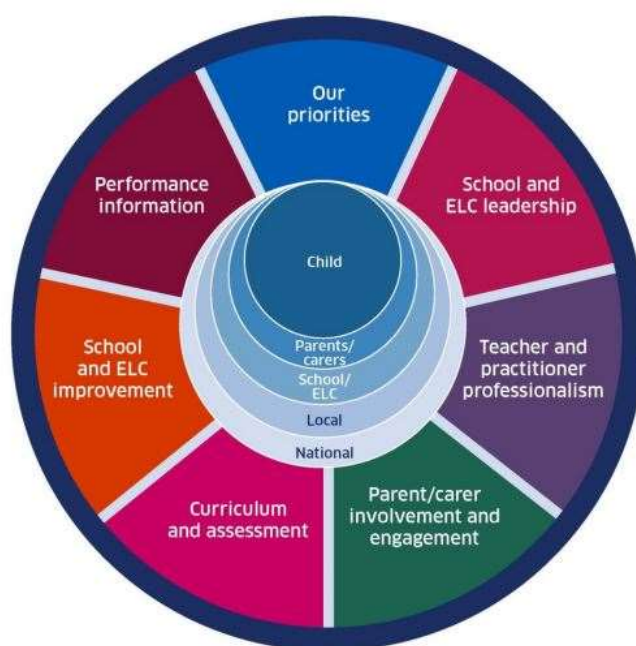
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, the National Improvement Framework, Getting it Right for Every Child (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?* 4<sup>th</sup> Edition (2015) and *How Good is our Early Learning and Childcare?* (2016) and on the priorities and drivers of the National Improvement Framework.

The current National Improvement Priorities are:

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

The National Improvement Drivers are:



## **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 six 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 a Manager, Early Years Teacher, a Senior ELC Practitioner (job share) and a team of Practitioners, Support Workers and Learning Support Workers. Our ELC setting was refurbished to a high standard this year in order to increase our capacity and offer wrap around care.

### School Factors

- ELC decant and refurbishment.
- 2021-2022 was a very challenging session due to high absences of staff and pupils due to Covid.
- Covid mitigations made many school improvement and school activities very difficult.
- Staffing challenges: Retirements of Depute Head Teacher (Primary), Teacher of Craft Design and Technology, Teacher of RMPS, Janitor and challenges to recruit.
- Changes in Leadership team – one new Temporary Principal Teacher, new ELC Manager.
- Increase in pupils requiring additional support
- ASN challenges: staffing shortage – posts now filled on a temporary basis. Current estate does not work well for meeting the needs of pupils with ASN.
- Temporary clerical staff and vacant Family Learning and Support Worker post.
- Reintroduction of SQA exams.

### Collaboration and consultation with our stakeholders in session 2021/22

Who?	When?	How?	What did we find out? (bullet points on key themes)
Staff	Ongoing  Term 3	<ul style="list-style-type: none"> <li>• MLT meetings</li> <li>• Staff meetings</li> <li>• Q12.3 HGIOS</li> <li>• Workload and bureaucracy workshop</li> </ul>	<ul style="list-style-type: none"> <li>• A desire for increased collegiate working.</li> <li>• Better understanding of workload challenges for staff – and possible solutions.</li> <li>• A renewed focus on Teaching and</li> </ul>

	Term 4 Term 3 Term 3&4	<ul style="list-style-type: none"> <li>• Self-evaluation</li> <li>• Staff survey on WTA</li> <li>• School improvement visit focus groups</li> </ul>	<p>learning for the year ahead.</p> <ul style="list-style-type: none"> <li>• A desire to have more manageable SIP priorities and time to really embed them.</li> <li>• A better balance of staff development activities.</li> <li>• Positive feedback regarding the management of Covid and the support that staff were given.</li> <li>• Give more consideration to the pace of change.</li> </ul>
Children and young people	Term 2&3 Ongoing Term 1  Term 4 Term 4  Term 3&4	<ul style="list-style-type: none"> <li>• Pupil Council</li> <li>• Equalities Group</li> <li>• Wellbeing focus groups</li> <li>• SHINE Survey</li> <li>• Learning and teaching survey</li> <li>• School improvement visit Focus groups</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil council needs to have a more focussed and robust role in the school</li> <li>• Pupil voice needs to be enhanced.</li> <li>• Pupils feel that there is not a consistent approach to supporting wellbeing at classroom level.</li> </ul>
Parent and Carers	Ongoing  Term 4 Ongoing Term 4 Ongoing	<ul style="list-style-type: none"> <li>• Parent Council meetings</li> <li>• Parent survey</li> <li>• Review meetings</li> <li>• ELC parent survey</li> <li>• Parental feedback on reports</li> </ul>	<ul style="list-style-type: none"> <li>• Parental engagement a high priority.</li> <li>• Very positive feedback from ELC parents.</li> <li>• Some points raised around inconsistent standards and feedback across departments.</li> </ul>
Community and other stakeholders	Term 4  Term 4  Ongoing  Ongoing Ongoing	<ul style="list-style-type: none"> <li>• Wellbeing focus groups</li> <li>• Partner agency ASN survey</li> <li>• Partner Agency input to our school improvement plan</li> <li>• DYW input</li> <li>• Anchor project</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil wellbeing is a priority.</li> <li>• Respondents felt the school was good-excellent in most areas of meeting ASN needs.</li> <li>• However, respondents identified the building and lack of staffing as issues impacting on the quality of provision.</li> <li>• The need to re-appoint a Family Support Worker but line managed by the Anchor Project.</li> </ul>

# Standards & Quality Report 2021-22



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

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

What were our outcomes?	How exactly did we plan to do it?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required?
<p>By the end of Term 4 our SHINE results will evidence increased wellbeing in at least two of the wellbeing indicators we are focusing on.</p>	<p>The SLT worked in collaboration with Educational Psychology, School Counselling Service and Youth Services to:</p> <ul style="list-style-type: none"> <li>• Work with pupils to get a better understanding of their wellbeing</li> <li>• Work with pupils to identify what could be done better/differently or what should remain in place to support their wellbeing.</li> <li>• Implement actions based on above.</li> <li>• Communicate this with parents.</li> </ul>	<p>The impact of the enhanced wellbeing offer on learners was:</p> <ul style="list-style-type: none"> <li>53% positive shift in CYP rating their understanding of overall Well-Being from Very Poor/Poor/Average to Good/Excellent</li> <li>36% positive shift in CYP rating their understanding of Support and Resilience from Very Poor/Poor/Average to Good/Excellent</li> <li>44% positive shift in CYP rating their understanding of Self-Care from Very Poor/Poor/Average to Good/Excellent</li> <li>49% positive shift in CYP rating their understanding 'Self' from Very Poor/Poor/Average to Good/Excellent</li> <li>17% positive shift in CYP rating how able they feel to look after their Well-Being</li> </ul>	<p>Pupils reported that the enhanced wellbeing offer was very helpful, particularly for managing exam stress. However they felt it would have been better to have it earlier in the session. We will ensure this happens this year with the sessions completed by term 2 and look to embed the enhanced wellbeing approach by engaging a broader group of staff in the work and introducing it younger age groups.</p> <p>In addition to this pupils report needing more support in study skills this will be targeted with the work around meta-cognition and self-regulation. Consider creating the role of Pupil Wellbeing Ambassador.</p>

		<p>from Very Poor/Poor/Average to Good/Excellent the targeted group (senior phase girls) reported a 15% increase in feelings of self-efficacy, 30% increase in belief in self persistence, 16% increase in belief in school support, 18% increase in belief in peer support, 10 % increase in emotional regulation, 18 % increase in belief in self. The pupils also reported a shift from only 21% of senior phase pupils always feeling confident some to most of the time, to now 68%. Furthermore, the survey also evidenced a decrease in negative feelings regarding school with 48% decrease in senior girls who feel under a lot of pressure by schoolwork. Additionally, there was also a 40% increase in the amount of senior phase girls reporting that they like school a bit or a lot.</p> <p>Pupils were clear in focus groups that their environment, particularly at social times, was not conducive to positive wellbeing. The school made a number of changes based on pupil feedback. In our environmental survey pupils reported on a scale of 1-6 with 1 being not at all and 6 completely. Improvements were recorded in all areas:  Do you feel comfortable in your social area improved from 2.8 to 4.3. Do you feel your social area is a suitable area to rest, unwind and study improved from 1.8 to 3.5. Do you feel your social areas support good mental wellbeing improved</p>	<p>Continue to work with senior phase pupils to improve social areas.</p>
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<p>Almost all learners to indicate that they have increased opportunities for outdoor learning Parents to feel more connected to the school</p>	<ul style="list-style-type: none"> <li>• An outdoor learning group (including pupils, parents and staff) will be set up to lead this aspect of the wellbeing strand.</li> <li>• Focus on improving school grounds and in particular the Polycrub areas and the “new area”.</li> <li>• Increase opportunities for outdoor learning from ELC-S6</li> <li>• Parents to be offered and encouraged to contribute to this project, as a way of reconnecting with school.</li> </ul>	<p>from 2 to 3.7. Pupils also reported a positive increase in choice of food and drink from 2.4 to 3.8</p> <ul style="list-style-type: none"> <li>• Due to the limited amount of progress made in this area it was hard to capture impact on learners. However the outdoor opportunities we were able to implement such as increased outdoor play in primary, outdoor learning and excursions, health and wellbeing and gardening all had very positive engagement from the children,</li> <li>• There was very limited progress on this, due in part to the significant demands on staff due to covid absence.</li> <li>• The polycrub area has been improved internally in the secondary.</li> <li>• ELC have made significant improvements to their outdoor play areas.</li> <li>• Very limited parental engagement</li> </ul>	<p>Work with parents to identify how we can work in partnership to improve outdoor learning.</p>
<p>Almost all stakeholders will have an increased awareness of children’s rights by the end of</p>	<p>Pupil Equalities group to be established to:</p> <ul style="list-style-type: none"> <li>• Survey staff and pupils on children’s rights</li> <li>• Increase stakeholder awareness of children’s rights</li> <li>• Create an action plan for increasing awareness of children’s rights.</li> </ul>	<p>The equalities group was established and ran all year. Pupils and staff were surveyed for the Rights Respecting School Award. 67% of pupils said they learn about their rights at school. The group used the data from this to draw up their Silver Action Plan.</p>	<p>We will now undertake the Silver Action Plan. Which will require approximately two years to create a Right’s aware culture in the school. A particular focus will be pupil voice as only 31% of pupils felt strongly that they can influence decisions in the school. Impact will be evidenced</p>



<p>the session (baseline RRSA survey)</p> <p>The majority of pupils surveyed will feel that the school is more LGBT inclusive.</p>	<ul style="list-style-type: none"> <li>• Achieve RRSA bronze</li> <li>• Create visuals, displays etc. in the school relating to RRSA/Children’s rights</li> </ul> <p>Create an LGBT inclusive curriculum:</p> <ul style="list-style-type: none"> <li>• All pupils from P5-S6 to attend workshops on inclusivity by the Time for Inclusive Education (Term 1)</li> <li>• Almost all teachers to complete two stage training on LGBT inclusive curriculum (Term 1)</li> <li>• Consider use of TIE LGBT inclusive school framework</li> <li>• Plans in to SLT detailing how departments/class teacher intend to make their lessons LGBT Inclusive. (end of term 2)</li> <li>• Refresh curriculum rationale to include “windows and mirrors” of protected groups.</li> <li>• Data collected by the Time for Inclusive Education will evidence increased awareness of the negative impact of prejudicial language.</li> <li>• During Term 3 LGBT pupils will be surveyed by youth services</li> <li>• Pupil voice to be enhanced by fully</li> </ul>	<p>All P7 pupils took part in a children’s rights session on their transitions day.</p> <p>We have no submitted the evidence for our RRSA Bronze Award.</p> <p>Following their sessions with TIE learners reported:</p> <p>65.8% of learners felt more positive about LGBT people and issues</p> <p>97.2% would not use homophobic language.</p> <p>83% of learners developed a stronger understanding of homophobic bullying and prejudice.</p> <p>Almost all teachers are now fully trained in LGBT inclusive education.</p> <p>The school has mapped our LGBT Inclusive Curriculum, and will continue to adapt and refresh this.</p> <p>The school’s LGBT group was surveyed by Youth Service. Unfortunately, the day the survey took place the majority of the group were absent. However, the groups is now much more visible, has led events in the school and do report some improved inclusion.</p>	<p>through pupil focus groups, pupil surveys, stakeholder feedback and attaining our Silver RRSA.</p> <p>Continue to engage with the LGBT group, TIE, pupils, staff and stakeholders to ensure we keep inclusive curriculum on the agenda. Embed LGBT inclusion in learning and teaching.</p> <p>Consider application for TIE Inclusive Education Award.</p> <p>Consideration to other minority groups and how they are represented in our curriculum.</p> <p>Youth Service to undertake a LGBT Group focus group on impact in term 1 2022-23.</p> <p>The Secondary Pupils Council will now be jointly</p>
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<p>Almost all pupils will say that they are listened to in school and have a role in shaping life at BHS.</p>	<p>functioning pupil councils.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Refreshed focus on pupil focus groups.</li> </ul>	<p>Pupil Leadership was enhanced through a pupil led litter picking scheme, enhanced recycling opportunities, and improvements to senior phase areas. In addition to this, we re-introduced the Youth Philanthropy Initiative. Although the pupil council met at points throughout the year, due to the significant demands on the SLT due to Covid reacted absence, it was not as regular or effective as it could have been. RRSA survey indicates that more work is needed here.</p>	<p>led by Youth Services and Teacher of Modern Studies.</p> <p>Acting DHT Primary has built in protected time for Pupil Council for the next session.</p> <p>Assemblies to have a focus on pupil led learning and to be used as forums for pupils voice workshops with HT. UNCRC to be built into assemblies.</p> <p>Pupils leading learning events at primary progress evenings.</p>
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<h2>Priority 2: Building Back Better</h2>			
<p><b>What were our outcomes?</b></p>	<p><b>What did we do?</b></p>	<p><b>What was the impact on learners?</b></p>	<p><b>What are the next steps and how do you plan to evidence the impact of further actions required?</b></p>
<p>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>	<p><b>Continuous</b></p> <ul style="list-style-type: none"> <li>• 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"> <li>○ <i>Full implementation of tracking calendar.</i></li> </ul> </li> <li>• <i>Increased moderation</i> <ul style="list-style-type: none"> <li>○ <i>Primary QAMSO</i></li> <li>○ <i>In school moderation events term 3</i></li> </ul> </li> <li>• <i>Monitoring</i> <ul style="list-style-type: none"> <li>○ <i>DHTs to create monitoring process in their respective departments.</i></li> </ul> </li> <li>• <i>Maximising support for pupils</i> <ul style="list-style-type: none"> <li>○ <i>Collaborative meeting to find innovative solutions to maximise ASN support</i></li> <li>○ <i>Staff training on differentiation.</i></li> </ul> </li> <li>• <i>Primary and secondary faculties/departments to identify gaps within their pupil cohort and plan interventions/methods to close the gap within their departmental plan</i> <ul style="list-style-type: none"> <li>○ <i>Using our ACEL data we know we need to</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• By June 2022 at least 72% of learners were on track to attain the appropriate CfE level in literacy and numeracy, although this was much higher in some areas. This is a significant increase in primary attainment in literacy which was sitting around 50% achieving the appropriate level.</li> <li>• More robust conversations and tracking of attainment data has resulted in increased attainment across the senior phase in most subject areas and across ACEL data.</li> <li>• Tracking data shows that most pupils are on track to achieve their CfE levels. ACEL data supports this.</li> <li>• Through full implementation of the tracking calendar we now have a better overview of where learners are at in their learning and what needs to be done to</li> </ul>	<p>ELC requires further support to re-establish approaches to tracking</p> <p>Re-establish some tracking, monitoring, moderation and quality assurance of learning and teaching that was paused due to Covid. While ensuring more targeted actions and improvements to recording.</p> <p>Learning visits and departmental self-evaluation in term 1 to focus on QI2.3 but with a particular focus on differentiation and assessment.</p> <p>The SLT to adapt what is in place to make it streamlined and consistent across the school.</p>



<p>By February 2022 Almost all pupils will report increased confidence in their skills and abilities managing assessment and exam pressure.</p>	<p><i>do more on writing in primary – please see primary plan for more details.</i></p> <ul style="list-style-type: none"> <li>• Curriculum rationale Pupils experience a curriculum which provides breadth, depth and challenge and reflects their community. Update curriculum rationale to reflect changes and lessons learned due to Covid, in particular: <ul style="list-style-type: none"> <li>○ Outdoor Learning</li> <li>○ Digital Learning</li> <li>○ Inclusive curriculum</li> <li>○ Reinstatement of wider experiences; including John Muir and Duke of Edinburgh</li> </ul> Staff session revisiting curriculum rationale in term 2 - This will require input from Pupils via workshops in assembly time. Updated feedback from Parents</li> <li>• <i>Study skills programme</i> <i>Update study skills programme in line with feedback from pupils SHINE survey focus groups.</i></li> </ul>	<p>support improvement.</p> <ul style="list-style-type: none"> <li>• Member of staff trained as QAMSO and led moderation work in upper primary. This supported more confidence in the moderation process and enhanced confidence in understanding standards.</li> <li>• BGE secondary moderation postponed due to Covid pressures.</li> <li>• DHTs introduced monitoring process, this has led to better understanding of pupil attainment and we are now at the point of using this data to plan interventions.</li> <li>• Collaborative meetings around ASN, and training on differentiation took place. In addition to this departments were allocated time to develop their approaches to differentiation.</li> <li>• Curriculum rationale was revisited. Staff worked on this in departments, then collectively.</li> <li>• Study skills programme was enhanced through purchase of new books and Achieve study resource.</li> <li>• Pupils had increased opportunities for study support and tuition through access to after school and holiday study sessions.</li> </ul>	<p>The QAMSO role will be further developed this year to support improved moderation in the primary. Focus on writing and numeracy Structure opportunity for BGE moderation , Enhance our approach to tracking with attainment monitoring meetings.</p> <p>QA focus in term 1 on differentiation.</p> <p>The final draft will be formalised and shared with parents and pupils.</p> <p>Pupils report needing more support with study skills and this will be addressed through metacognition approach.</p>
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<p>Most parents to feel connected to the school again</p>	<ul style="list-style-type: none"> <li>• Primary to begin using Glow Teams to share twice termly learning updates</li> <li>• 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.</li> </ul>	<p>Primary shared learning updates via Glow however this was stopped due to licensing agreements. Held online parents evening, and recommenced in person when restrictions allowed.</p>	<p>SLT to find alternative ways of involving parents in learning and work with Digital Lead to find digital solutions.</p>
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<b>Project/intervention:</b> Closing the attainment gap between the most and least disadvantaged children and young people					
<b>Interventions for Equity</b> <a href="#">Interventions for Equity</a>   <a href="#">Self-evaluation</a>   <a href="#">National Improvement Hub (education.gov.scot)</a> <i>(highlight the interventions that apply)</i>					
Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact
<b>Planned Outcome</b>  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.		<b>Measures of impact on learners</b>  <ol style="list-style-type: none"> <li>Of the 33 pupils identified to take part in Achieve 3000 all of them recorded progress in their literacy – six pupils achieved college and career readiness, fifteen accelerated their reading age by 1-3 years, a further ten started to accelerate their reading levels towards the end of the year.</li> <li>100 % of pupils taking in part in targeted Numeracy support met the majority of their improvement targets.</li> <li>Unfortunately, our Family Support Worker left post and we were not able to recruit until the end of the school year, so this action was not progressed.</li> </ol>			
<b>Teaching and Learning</b>		<b>X</b>			
<b>Leadership</b>					
<b>Family and Community</b>		<b>X</b>			



## 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?” (4<sup>th</sup> Edition). The self-evaluation grade should be for the whole Quality Indicator, not for individual themes within it. The questions are those used in self-evaluation forms before Education Scotland inspections.

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

<b>Qualitative Data</b>	<b>Quantitative Data</b>
<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 (Q1 1.3)

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

*Our vision, values and aims are beginning to be owned by all, with children, staff and partners leading pieces of work to make them embedded in all aspects of the school. We started to introduce strategies to ensure that we embed our values into practice. Almost all staff have the opportunity to be involved in planning for continuous improvement. We have increased opportunities for staff to initiate, lead and secure improvements. We have collectively reflected on pace of change and adapted when circumstances required it. Staff had increase opportunities, at school and LA level, to come together to share good practice and work together to secure improvements. Staff have been working collaboratively and with partner agencies to ensure that we promote equality and social justice in an ever more solution focussed way. Increased number of staff leading new initiatives where time has been allowed for professional development and planning. Staff ensured their work was evidenced based and data rich.*

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

- We used our values to launch our Pupil Council.
- Having developed our vision, values and aims with the school community, we took them a step further by asking our P7 class to develop a child friendly version of the vision, values and aims. As part of this piece of work P7 created animals to personify each of our values and surveyed all the children on the names for each of the characters.
- The P7 class led two assemblies on the vision, values and aims and the child friendly characters they developed.
- S6 pupils led the re-introduction of school events with a new Summer Dance replacing the Winter Ball. Formal clothing swap shop also set-up by S6 pupils, which featured on national television and local radio.
- Pupils worked with the SLT to improve senior phase areas.
- Pupils led environmental projects to increase recycling and anti-litter initiatives.
- We worked collaboratively within departments to provide updates for our curriculum rationale and then worked together in a whole staff

meeting to edit and adapt the draft in line with our values.

- TIE Training was evidence that staff are committed to our values of equality and relationships and helped staff to be creative and innovate curriculum.
- LGBT Group led Pride events.
- Our Youth Development Worker and Library Assistant are working with secondary BGE pupils who are leading our approach to RRSA and the equalities group to attain bronze RRSA.
- Our values have been used by some staff in professional dialogue as a rationale behind decision making.
- To ensure our vision values and aims are translated into daily practice they form the focus for assemblies, we have visuals around the school.
- Staff work with learners to embed our values across the learning contexts of opportunities for personal achievement and ethos and life of the school as a community.
- Attainment Advisor led session with all secondary staff on data. Departments then worked to identify how they would implement change in their departments.
- Primary staff working collaboratively to implement "Talk for Writing".
- Inclusion for children with ASN.
- All departments had protected time for professional dialogue as evidenced in departmental meeting minutes.
- WTA and development calendar ensures that all teaching staff can engage in self-evaluation.
- The SLT have provided increase opportunities for staff and partner agencies to lead change and professional learning in the school: Enhanced Wellbeing Offer; Achieve 3000; Numeracy Gap Work; Equalities Group/ Rights Respecting School Award. ASN department leading staff training sessions:
  - Change agenda was altered due to Covid, and when appropriate improvement activities recommenced.
  - All staff involved in leading change on tackling workload, ASN workshops, almost all staff took part in PEF workshop, and also SIP workshops.
  - Insight session on attainment and how to interpret data to inform change at department level was undertaken by all Principal Teachers.

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

- Continue to embed values by embedding them in curriculum, planning, learning and teaching, assemblies and other activities.

- Make more regular time for staff to come together to work collegiately on practice improvement.
- Ensure a robust framework for monitoring and evaluating the impact of changes is in place.
- More opportunities for staff to lead improvement.
- Increased opportunities for pupils to lead improvement.
- Continue to work with partners to secure improvement.

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

### Learning, teaching and assessment (QI 2.3)

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

Our values and our ethos is increasingly committed to children's rights and positive relationships. Almost all of our pupils are highly engaged in their learning and committed to achieving their best. Staff have developed the use of ICT digital learning, particularly the use of Teams has become a feature of most departments. As we have started to resume more aspects of the wider life of the school, pupils have taken opportunities to contribute and lead these well-planned activities. In most departments learners engage in self and peer assessment and receive quality feedback from the teacher. Most teachers work collaboratively with ASN, Pupil Support, and SLT to share observations and assessments to ensure that each pupil continues learn and develop. Pupil voice was captured around resources and study environments and actions taken to progress this. Pupils have opportunities to select quality resources, particularly around digital technology. With the increased fluency in digital learning Teams has been used to include learners who are not able to attend school. Most pupils enjoy good relationships and communication with their teachers which facilitates motivation and engagement.

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

- Tracking and monitoring processes and paperwork.
- Primary moderation meetings.
- Secondary moderation of ACEL data.
- Rights Respecting school bronze award.
- Pupil teaching and learning survey – pupils identified relationships, communication with teacher and equipment as key strengths in our learning and teaching survey –
  - S1 support from teachers (21%) Equipment (21%) respect and kindness from teachers (11%) manageable class sizes (29%) ASN and Pupil Support (7%)
  - S2 helpful and fair teachers (46%) learning new things (8%) Diverse lessons (15%) homework spread out (8%) equipment and resources (23%)

- S3 Communication with teachers (31%) Equipment (37%) Friendly staff (19%) enjoyable classes (13%)
- In the primary department approaches to planning, tracking and monitoring have been developed. This has included the implementation of SEEMiS to support tracking and monitoring and the establishment of individual tracking meetings between the Depute Head Teacher and the primary teachers. These meetings are now timetabled as part of a Quality Assurance Calendar and during the tracking meetings there is a focus around how the needs of learners are being met and where further interventions are required.
- Primary staff are starting to moderate the tracking process and the pupil work that is supporting tracking judgements. The new QAMSO role in the school will continue to support this process.
- The school has developed its approaches to Pupil Equity Funding and targeted interventions in respect of literacy, numeracy and health and wellbeing. PEF monies have been used to support additional teaching staff FTE.
- All staff had time allocated to the development of approaches to differentiation.
- Education Scotland's Attainment Advisor for Shetland Islands Council has been working with the primary teaching staff around learning, teaching and assessment and what makes a good lesson.
- Writing has also been a focus and Pie Corbett's "Talk with Writing" in primary.
- Achievement Wall, School Newsletters, Young Enterprise Scotland, Duke of Edinburgh, John Muir, Primary Enterprise, YPI.
- Senior Leadership Team Observations.
- 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.
- Departmental self-evaluation on HGIOS4 Q12.3.

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

- Work with wider leadership team to ensure improvements in areas to be developed.
- Re-establish all quality assurance processes.
- Staff training on positive relationships.
- Work towards our Rights Respecting School Award - Silver.
- A renewed focus on self-evaluation of differentiation and effective use of assessment.
- Renewed focus on tracking of attendance, which was challenging due to Covid
- Departmental assessment calendars across stages.
- Formalised tracking and monitoring calendar shared with all staff and implemented.

- Attainment monitoring meetings.
- BGE Moderation.
- Ensure shared standards across departments, particularly around Feedback and “What makes a good lesson?”

**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 have strong partnerships in place to ensure that we address the wellbeing and holistic needs of children and young people. We know from the data we have gathered that we are improving outcomes for our pupils. Our staff ensure they take action when children's wellbeing needs are not met. We are increasing our understanding of the rights of children. 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. We have an inclusive and tolerant culture which values diversity and challenges prejudice.

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

- Partner agency ASN survey rated our approach to supporting children with ASN as good-excellent.
- Pupils identified respect, fairness and inclusion as school strengths in our pupil survey.
- Worked 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. Enhanced Wellbeing Offer survey, SHINE Survey, Social Areas survey all evidence positive shifts in wellbeing.
- LGBT TIE Campaign workshops/assemblies – the surveys undertaken evidence a decrease in homophobic views.
- Mind your head working with pupils on wellbeing.
- Worked collaboratively to find innovative solutions to support children with ASN including a renewed focus on differentiation.
- Draft curriculum rationale in place.
- TIE – LGBT Inclusive Education work and associated curriculum audits.
- Increased visuals around the school promoting our values.
- 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.
- 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.
- Staff wellbeing allocated time in the Working Time agreement.
- 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.
- 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?

- Continue working in partnership to embed our wellbeing offer and to ensure that the approach to supporting wellbeing is shared across the school.
- Work with all stakeholders to achieve our Rights Respecting School Award – Silver



- Increase pupil voice through pupil council, RRSA, and re-establishing sports ambassadors.
- Introduction of ASN attainment moderation meetings to ensure that children with ASN and disabilities have access to aspirational learning too.

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

### Raising attainment and achievement (QI 3.2)

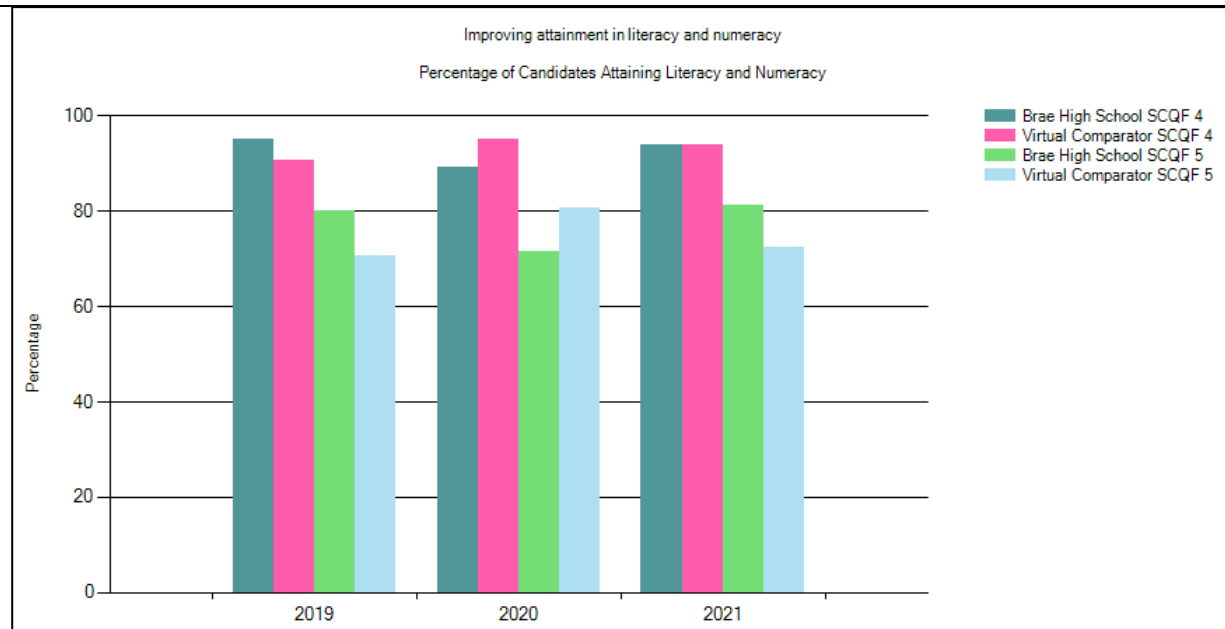
How well are you doing? What's working well for your learners?

We are now gathering more robust and reliable data in the primary, which has resulted in improved attainment in literacy and numeracy. Our approaches to supporting improvements in literacy and numeracy through PEF has secured improved outcomes for almost all children. Staff across all departments are increasingly confident in their professional judgements. With the relaxation of mitigations more opportunities for wider experiences have allowed pupils to make meaningful contributions 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?

- ACEL data demonstrates improvements across all areas of literacy and numeracy:

	P1 Pupils Achieving Early level	P4 Pupils Achieving First Level	P7 Pupils Achieving Second Level	S3 Pupils Achieving Third Level or Above
Numeracy	80%	77%	76%	83%
English – Listening and talking	87%	77%	100%	83%
English – Writing	73%	73%	80%	83%
English – Reading	80%	77%	80%	78%



- In 2021 the percentage of school leavers attaining both Literacy and Numeracy was higher than the virtual comparator at SCQF level 5.
- 2021 shows an improvement in percentage of candidates attaining both literacy and numeracy at SCQF level 5 in comparison to 2020.
- Insight data tells us that over 93% of pupils go on to positive destinations.
- Teachers are using SEEMiS for tracking and monitoring and DHTs are increasingly using this information to inform interventions.
- Increase in number of pupils sitting five Highers in S5:
  - 2021 – 23%
  - 2022 – 37%
- Increase in number of pupils leaving school with five Highers:
  - 2022 – 41%
- SQA attainment was strong:
  - National 5: 89% A-C pass rate which is above the national pass rate of 80.8%
  - Higher: 83% A-C pass rate which is above the national pass rate of 78.9%

- Advanced Higher: 100% A-C pass rate which is above the national pass rate of 81.3%

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

- Ensure robust monitoring of attainment and ensure that data informs interventions – SLT
- Continue our focus on attainment and achievement of a level.
- Drive to raise attainment in literacy and numeracy in primary, with support from QAMSO to support professional confidence in allocating a level.
- Ensure quality moderation opportunities across the BGE.
- A focus on increasing attainment in the senior phase – departments to set targets
- PEF – Meta-cognition approach.

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

# School Improvement Plan 2021-22



## Factors Influencing the 2022/23 School Improvement Plan

<p><b>Local authority factors</b></p> <ul style="list-style-type: none"> <li>• Shetland Islands Council National Improvement Framework Plan</li> <li>• Children’s Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting</li> <li>• SIC Strategy for Parental Involvement 2018</li> </ul>	<p><b>National factors and drivers</b></p> <ul style="list-style-type: none"> <li>• Curriculum for Excellence</li> <li>• Realising the Ambition</li> <li>• National Improvement Framework</li> <li>• The Scottish Attainment Challenge</li> <li>• Education Reform and Empowerment</li> <li>• Getting It Right for Every Child</li> <li>• Developing Young Workforce</li> <li>• Digital Learning and Teaching Strategy</li> <li>• The Equity Audit</li> <li>• “Learning Together”: Scotland’s national action plan for parental involvement etc. 2018-2021</li> <li>• Covid restrictions/mitigations/ changes to SQA certification model</li> </ul>
<p><b>School factors</b></p> <ul style="list-style-type: none"> <li>• New school project</li> <li>• Pupils SHINE Survey results</li> <li>• Physical space in building is increasingly tight.</li> <li>• ASN pressures and changes to staffing</li> <li>• Challenges recruiting to specialist teaching positions.</li> <li>• Retirement of Depute Head Teacher – Acting Depute Head Teacher (Primary) in place.</li> </ul>	<p><b>Local factors</b></p> <ul style="list-style-type: none"> <li>• Consult with cluster regarding tracking and monitoring and attainment over time.</li> </ul>
<p><b>UNCRC</b></p> <ul style="list-style-type: none"> <li>• Maintain the Equality Group in wider experiences. Wider engagement in the RRSA from staff and pupils.</li> <li>• Enhance pupil voice through the pupil council and use of “How Good is OUR School.”</li> <li>• Pupil focus groups and assemblies to be focused on children’s rights and pupil voice.</li> </ul>	<p><b>Tackling Inequalities, Poverty Proofing &amp; Cost of the School Day</b></p> <ul style="list-style-type: none"> <li>• Breakfast club and PEF Resources</li> <li>• Ensure that activities and trips are planned to eliminate barriers to participation.</li> <li>• Funding and grants are applied for e.g ELC Inclusion fund, to ensure elimination of barriers to participation.</li> <li>• Where we are aware of families experiencing hardship, we signpost to appropriate supports and at times use our own resources to support.</li> <li>• Clothes swap shops</li> </ul>

- Anchor Early Action Worker



## Improvement Priorities for 2022-23

<p><b>NIF PRIORITIES</b></p> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education.</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy.</li> </ul> <p><i>(highlight as appropriate)</i></p>	<p><b>NIF DRIVERS</b></p> <ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer involvement and engagement</li> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family Learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/Securing children's progress</p> <p>3.3 Increasing creativity &amp; employability/ Developing creativity &amp; skills for life &amp; learning</p>
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**Priority 1: Excellent Learning and Teaching**

**Continuation from 2021/22? N    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>Staff self-evaluation on SIP priorities indicate a desire to focus on teaching and learning and working collaboratively.</p> <p>Pupil Learning and teaching survey</p> <p>Parental Feedback – Shared understanding of standards and feedback.</p> <p>Parents ranked</p>	<p><b>By June 2023, almost all learners will experience evidence based learning and teaching approaches to feedback, resulting in improved engagement and attainment.</b></p>	<p><i>All teachers will be engaged in professional learning and implementing evidence informed teaching and learning approaches through collaborative practice improvement.</i></p> <ul style="list-style-type: none"> <li>• Implement learning and teaching groups using Teaching Sprints process.</li> <li>• All teaching staff to be given training at INSET on Teaching Sprints.</li> <li>• Staff to work collegiately to develop shared 12 month focus for our practice improvement and make up of groups.</li> <li>• Time allocated in WTA/calendar to Teaching Sprints. 4-6 sprints to take place during the school year. With learning shared with SLT.</li> <li>• Opportunities to share learning with other groups to be built into school calendar</li> <li>• Groups to record their focus and share the review including impact on learners.</li> <li>• As we implement Teaching Sprints across the school, we will seek regular and honest feedback from teachers. We will use the Teaching Sprints Pulse Check Survey questions. This will be completed</li> </ul>	<p>Access to Teaching Sprints training – HT to do in-depth online course and cascade.</p> <p>Protocols available to all teachers.</p> <p>Research resources collated in central point</p> <p>Time allocated in WTA</p>	<p>Feedback from Teaching Sprints Groups.</p> <p>Discussion of Teaching Sprints at MLT/SLT.</p> <p>6 monthly Teaching Sprints Pulse Check Survey.</p> <p>Learning Visits</p> <p>Observed lessons</p> <p>Term 3 &amp; 4 Pupil focus groups on learning and teaching</p> <p>Term 4 Pupil Learning and teaching survey</p>



<p>parental engagement as their top improvement priority</p>		<p>anonymously and will provide insight into the efficacy of this approach.</p> <ul style="list-style-type: none"> <li>• Pupils to be consulted on impact and surveyed too.</li> </ul> <p>Parents to have the opportunity to guide the schools approach to parental engagement with a particular focus on learning and teaching</p> <ul style="list-style-type: none"> <li>• Parent drop in evening focussed on parental engagement</li> </ul> <p>Parent views will be sought on:</p> <p>Reporting Family Learning Meaningful parental engagement</p> <p>Enhancing self-evaluation of learning and teaching by:</p> <p>Giving all pupils increased opportunities to express their views on what they feel is good about learning and teaching in the school and what could improve their experiences.</p> <ul style="list-style-type: none"> <li>• Pupil learning and teaching survey</li> <li>• Pupil focus group – focus on Feedback</li> </ul> <p>More effective Self-evaluation of learning and teaching resulting in improvements.</p> <ul style="list-style-type: none"> <li>• More focussed departmental self-evaluation of Q12.3 Learning, Teaching and Assessment</li> </ul>	<p>HT – time to work with pupils</p> <p>Parental engagement evening.</p> <p>Time with SLT SLT to develop robust and accessible challenge questions</p>	<p>Collate data and use this to inform actions for the year ahead.</p> <p>To be discussed at weekly SLT meetings Feedback at MLT and Parent Council School Improvement Impact display – “You said” sections</p> <p>Tracking and monitoring calendar. Discussion at SLT meeting. Data will show that the actions have</p>
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		<p>– with 2 deep dive challenge questions set by SLT per self-evaluation exercise.</p> <ul style="list-style-type: none"> <li>• Re-establishing regular learning visits.</li> <li>• Finalise Tracking and monitoring calendar.</li> </ul> <ul style="list-style-type: none"> <li>• Developing the Young Workforce Co-ordinator to work across departments to ensure that children have increased opportunities for real life learning that gives them DYW experiences.</li> <li>• DYW co-ordinator to look at developing project based career learning in wider experiences or Health and Wellbeing Week.</li> </ul>	<p>DYW coordinator working in the school</p>	<p>supported increased attainment. SEEMiS Tracking information. Prelims ACEL data.</p> <p>Termly DYW team meetings. DYW coordinator to identify means of capturing pupil views in their improvement plan.</p>
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## Improvement Priorities for 2022-23

<p><b>NIF PRIORITIES</b></p> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education.</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy.</li> </ul> <p><i>(highlight as appropriate)</i></p>	<p><b>NIF DRIVERS</b></p> <ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer involvement and engagement</li> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family Learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/Securing children's progress</p> <p>3.3 Increasing creativity &amp; employability/ Developing creativity &amp; skills for life &amp; learning</p>
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**Priority 2: Raising Attainment**

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>Insight ACEL School Tracking and Monitoring data Pupil feedback from health and wellbeing survey</p>	<p>By June 2023, 80% of S5 pupils will be on track to maintain or improve in their S4 attainment.</p>	<p><b>Secondary</b></p> <ul style="list-style-type: none"> <li>Secondary departments to look at data (including insight data) and identify where they need to focus their improvement efforts to ensure increased attainment in S5 – see departmental plans.</li> <li>Secondary SLT to ensure termly attainment monitoring meetings to provide support and challenge for increased attainment</li> <li>Secondary DHT to implement tracking meetings with key staff when children have been identified at risk of not achieving.</li> <li>S4/5 pupils engaged in self-regulation and metacognition. Pupils identified as at risk of not attainment to be support with extra tuition from ASN teacher using a meta-cognitive framework. – see plan for more detail.</li> </ul>	<p>Insight, school attainment data – led by PT – Time</p> <p>SLT – Time</p> <p>DHT and PTs – Time</p> <p>PEF funding – ASN Teacher 0.4FTE. Time in pupil timetable.</p> <p>SLT – Time</p> <p>DHT (Pri) and CT SLT, QAMSO and CT – Time in WTA</p>	<p>Departmental minutes Middle Leadership Team discussions Pupil Focus groups SEEMiS Tracking Assessment results Attainment Monitoring data Meta-cognition Likert scale Pupil targets Prelim results ISA Pupil Alert System/Pupil Support and Safeguarding Meetings.</p> <p>Attainment monitoring data SEEMiS tracking Assessment results</p> <p>Tracking meeting actions QAMSO plan – associated</p>
	<p>By June 2023, increase P1, P4, P7 attainment to at least 80% in numeracy and writing (P1,4,7 baseline 77.6% numeracy and 77.3% writing)</p>	<p><b>Primary</b></p> <ul style="list-style-type: none"> <li>Primary SLT to ensure termly attainment monitoring meetings to provide support and challenge for increased attainment.</li> <li>Embed progress made with tracking meetings.</li> <li>Enhanced planning to close pupil gaps.</li> <li>QAMSO role to enhance the moderation cycle across the</li> </ul>		





<p><b>NIF PRIORITIES</b></p> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education.</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy. <i>(highlight as appropriate)</i></li> </ul>	<p><b>NIF DRIVERS</b></p> <ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer involvement and engagement</li> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>	<p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity &amp; employability/ Developing creativity &amp; skills for life &amp; learning</p>
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**Priority 3: Improving pupil wellbeing and voice**

Continuation from 2020/21? Some items

Link to COVID-19 recovery? Y

<p>Data/evidence that informs this priority: SHINE Survey Pupil learning and teaching survey Enhanced wellbeing offer data Parent/carer survey RRSA survey only 31% of pupils felt strongly that they can influence decisions in the school</p>	<p>Planned Outcome</p> <p>By June 2023, almost all stakeholders will feel the school is committed to pupil wellbeing and increasing pupil voice.</p>	<p>How exactly are we going to do it?</p> <p>Enhance our Pupil Councils in both primary and secondary - refreshed Pupil Council with a new focus on pupil voice and rights. Primary – Pupil Council calendar set and followed for the year ahead. Significant focus on pupil voice and rights</p> <p>Following our plan to achieve the silver Rights Respecting School Award</p> <ul style="list-style-type: none"> <li>Staff meeting once per term dedicated to RRSA to ensure we are taking a whole school approach and that staff are comfortable discussing rights with pupils.</li> <li>promote CRC throughout the school – ensure relevant information is available– posters, articles, display boards</li> </ul>	<p>Resources and Lead Person</p> <p>Teacher of Modern Studies and Youth Services DHT Primary</p> <p>Time – Staff meetings and assemblies. Youth Development Worker Library Assistant Local Authority link for RRSA SLT</p>	<p><b>Monitoring the impact of the priority on learners</b></p> <p>Term 2 and Term 4 pupil, parent, and partner agency feedback</p> <p>Pupil council minute Pupil focus groups (Termly) Pupil survey (term 4)</p> <p>RRSA Steering group Termly RRSA Leads and SLT meetings Aim to complete second survey 15<sup>th</sup> May with staff and pupils (secondary and primary) to monitor progression and wellbeing.</p>
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		<ul style="list-style-type: none"> <li>• Assemblies to be structured around UNCRC</li> <li>• Review school website to include links to UN Convention Articles for staff, pupils, and parents/ carers to help support their children to be happy and healthy online through the UNCRC articles and resources.</li> <li>• Introduce article of the term</li> <li>• Staff meetings – discuss convention and come up with a long-term plan to embed within curriculum.</li> <li>• Ensure all staff are aware of the language of respect for rights.</li> <li>• ‘Primary Launch day’ - each class given a right about which they spend part of their day learning.</li> <li>• Children encouraged to share wider achievements within their classes and at assembly.</li> <li>• Develop appropriate areas/ strategies in classrooms to help children reflect on rights or feel they are being heard (primary).</li> <li>• Article of the term display board.</li> <li>• Ensure whole school projects, which link to the local/wider community and rights focussed (beach cleans, foodbank collections, charity fundraisers). This could link in with an end of year Christmas event to set focus on giving.</li> <li>• Look in to UNICEF UK’s Outright</li> </ul>		
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<p>Parent council and parent focus groups report feelings of disconnection to the school</p>		<p>Campaign and see how we can start using this within our school setting.</p> <p>Enhanced Wellbeing Offer</p> <ul style="list-style-type: none"> <li>• Embed this approach in BHS by investigating whole-school approaches,</li> <li>• Consider rolling out to younger year groups.</li> <li>• Work with staff and pupils to look at “what a wellbeing informed school/lesson is?”</li> </ul> <p>Re-establish pupil, staff and parent connection through recommencing a normal calendar of events:</p> <ul style="list-style-type: none"> <li>• Sports Ambassadors</li> <li>• University Trip</li> <li>• Progress Evenings back in person.</li> <li>• Meet the teacher night in primary.</li> <li>• Primary Christmas show</li> <li>• Secondary Christmas concert</li> <li>• Addams Family performance</li> <li>• Summer Dance</li> <li>• Continue to work with senior pupils to improve social areas.</li> </ul>	<p>School Counselling Service Educational Psychology SLT Time for staff and pupil sessions</p> <p>Active Schools Coordinator DHT &amp; PT Pupil Support</p> <p>SLT – CT</p> <p>Primary staff- Music and drama teachers S6 pupils Senior phase pupils and SLT</p>	
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Pupil Equity Fund – Planning and Reporting

PEF Allocation 2022/23: £25,000			Carry forward from 2022: £16,987.15			
Project/intervention: targeted approaches to closing the attainment gap.						
What data/evidence informs this? Teacher Judgement on attainment in Numeracy and Literacy. INSIGHT. Attainment over time. SNSA data, ACEL data, Tracking data. Initial SHANARRI Assessments.						
Interventions for Equity <a href="#">Interventions for Equity</a>   <a href="#">Self-evaluation</a>   <a href="#">National Improvement Hub (education.gov.scot)</a> (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	
<b>Planned Outcome</b>  <i>80% of children who receive support from our Early Action Worker will record improvements in their personalised SHANARRI targets.</i>  <i>By April 2023, 90% of Senior phase pupils receiving meta-cognition sessions will feel better prepared for learning.</i>  <i>By January 2023 80% of targeted senior phase pupils will be on track to achieve their targets in their prelims.</i>  <i>By April 2023 80% of targeted senior phase pupils will be on track to maintain or improve upon their S4 attainment.</i>		<b>Details of project/intervention:</b>  <ol style="list-style-type: none"> <li>Our Early Action Worker will work with families who would like support. The worker will support parents to support their child to increase attendance and engagement. The worker will also work with the school to identify family learning opportunities.</li> <li>ASN PEF Teacher Universal offer teaching meta-cognitive skills, to seniors. Support detailed target Setting for prelim. <ul style="list-style-type: none"> <li>Targeted tutoring work with pupils identified as PEF and underachieving.</li> <li>Start looking at personal projects based on what subjects pupils are below track in their attainment on. Link in 7 step model to this.</li> </ul> </li> </ol>		<b>Resources and Lead Person</b>  SLT, Anchor Project Lead, and Early Action Worker.          SLT, PEF ASN Teacher. Access to data. Support and input from CT.	<b>Measures of impact on learners</b> State how monitoring will take place and by whom.  <ol style="list-style-type: none"> <li>Termly project team monitoring meetings Attendance and engagement data</li> <li>Monthly project team monitoring meetings Likert Scale Teacher feedback following prelims Pupil feedback following prelims and in advance of exams. Tracking data Prelim results SQA results</li> </ol>	



<p><i>By June 2023 25% of primary pupils identified as being below track to achieve in September tracking data, will be back on track.</i></p>			
<p><b>Teaching and Learning</b></p>	<p><b>X</b></p>		
<p><b>Leadership</b></p>			
<p><b>Family and Community</b></p>	<p><b>X</b></p>		

Class teacher and pupil to help identify specific topic that needs targeted.

- Qualitative questionnaire with quantitative Continue on with seven step model – independent practice and reflection
- Early January revision of meta-cognition study skills in order to prepare for prelims
- Liaise with class teachers and pupil support regarding pupils at risk of underachieving in prelims and one-one tutoring for them.
- Based on prelim results help pupils to reflect on performance, identify targets and plan progress towards their exams.
- Direct support for pupils underachieving.
- Assess pupils again using Likert scale
- Enhanced support available during study-leave for targeted pupils.

Review efficacy of project in June and plan next steps.

In term 2/3&4 ASN teacher to work with primary pupils identified as being below track in their CfE levels in literacy and numeracy with a focus on getting them back on track.

Small group work for common areas of support

Individual support for specific areas for



		<p>individual children. Consideration given to whether the ASN teacher should work with the children, or cover the class while the class teacher works with identified children.</p>		
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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	
<b>Total</b>	<b>35</b>		<b>35</b>	
Annual Collegiate Time	195	5 hours x 39 weeks	195	5 hours x 39 weeks
PTs Meeting - School committees	9	9 hours PTs Or 9 hours allocated to school committees Health and Wellbeing, Entertainment Committee, Summer Ball, School trips, or completing actions from pre-covid improvement plan, as well as SNC and Union rep & HT meetings	6	6 hours allocated to school committees Health and Wellbeing, Entertainment Committee, Summer Ball, School trips, or completing actions from pre-covid improvement plan , as well as SNC and Union rep & HT meetings
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
SQA Internal Assessment/forward planning/ moderation	12	Including 2 hours which are allocated to BGE moderation	38	32 hours allocated to forward planning.6 hours allocated to moderation
Staff Development and Review	3.5		3.5	
ASN & Pupil support Liaison/consultation/planning and meetings	11	6 hours - ASN/Pupil Support liaison and meetings. 5 hours of professional development and reading for ASN	29	23 hours allocated to liaise and plan with ASN teachers, and to attend children's meetings. 6 hours of professional development and reading for ASN
<b>Total</b>	<b>106</b>		<b>126</b>	
<b>Remaining Time</b>	<b>89</b>		<b>69</b>	
meetings	36	4x 1 hours termly sec staff meetings 20x15 minutes, once a fortnight for 15 minutes after school on a Thursday. 20 x1 hour dept. meetings. 4 x 1 hours development Meetings 2x1 hour Whole School Meetings in term 3 and 4 (in addition to 2x1hour meetings on INSET) 1x 1hour whole school self-evaluation meeting	17	1x10 monthly departmental meetings. 4 x 1 hour development meetings 2x 1 hour meetings in term 3 and 4 (in addition to 2x1hour meetings on INSET) 1x 1 hour collegiate whole-school self-evaluation meeting
Subject Development Groups	8	2 hours x 4 meetings		

School improvement / teaching and learning groups	11	11 hours allocated to teaching and learning groups. - time allocated to teaching and learning groups as per school improvement plan	11	time allocated to teaching and learning groups as per school improvement plan
Departmental Improvement	13		20	Allocated to departmental improvement
Flexible Time (10%)	19	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."	19	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."
Union time	2		2	
<b>Total</b>	<b>89</b>		<b>69</b>	