



Brae High School

Standards & Quality Report 2022-23

and

School Improvement Plan 2023-24

Introduction

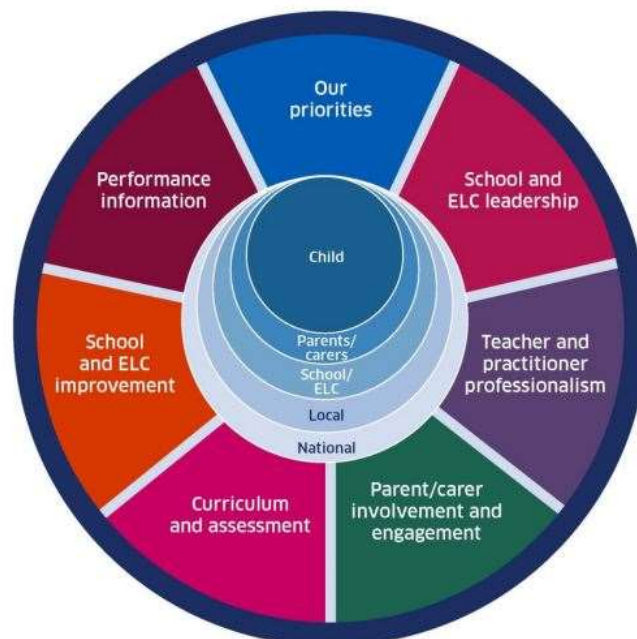
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, the National Improvement Framework, Getting it Right for Every Child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

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

The current National Improvement Priorities are:

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

The National Improvement Drivers are:



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. We have 336 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.

Our staffing in the ELC Department consists of a Manager, Early Years Teacher, a Senior ELC Practitioner (job share) and a team of Practitioners, Support Workers and a Learning Support Worker.

School Factors

- The school has been impacted by a high level of closures this year, with fifteen days lost to snow closures and an additional five lost to strikes.
- There have been a number of staffing challenges, including absences. After twelve rounds of recruitment we have still not been able to recruit a teacher of craft design and technology. We continue to work with Children's Services to find a medium term solution.
- Changes in Leadership team – a new Depute Head Teacher (Primary), and an acting Principal Teacher of ASN.
- Increase in pupils requiring additional support while working within reducing resources.
- ASN challenges: staffing shortage – Current estate does not work well for meeting the needs of pupils with ASN.
- Temporary clerical staff

Collaboration and consultation with our stakeholders in session 2022/23

Who?	When?	How?	What did we find out? (bullet points on key themes)
Staff	Termly Throughout the Year Twice a year Term 3 Term 4 Term 4 Term 1 and Term 4	<ul style="list-style-type: none"> • MLT meetings • Staff meetings • HGIOS QI2.3 Self-evaluation in departments • Staff self-evaluation on 22-23 SIP • Staff session on draft SIP 23-24 • Staff survey on WTA • School improvement visit focus groups 	<ul style="list-style-type: none"> • Continued desire for increased collaboration. • Significant interest in commencing peer observations. • Continued focus on excellent learning and teaching. • A recognition that the 22-23 SIP was more manageable and that workload concerns were recognised and addressed when they occurred. • Continue with manageable SIP and take good account of workload.
Children and young people	Throughout the year Weekly Once a term Term 2 Term 1 Term 1 and term 2	<ul style="list-style-type: none"> • Pupil Council • Equalities Group • Learning and teaching focus groups • Curriculum rationale review focus groups • Curriculum focus groups • Learning and teaching survey • School improvement visit Focus groups 	<ul style="list-style-type: none"> • Pupil Council working better. • A recognition that pupil voice is being improved upon, but there is still some work to do. • Pupils expressed that a more consistent learning experience would be beneficial.
Parent and Carers	Once a term Term 2 Term 4	<ul style="list-style-type: none"> • Parent Council meetings • Parent survey primary • Parent survey whole school 	<ul style="list-style-type: none"> • Parental Involvement in Learning and Teaching is a priority. • Very positive feedback from parents around relationships and commitment to wellbeing

	Throughout the year Term 2 Throughout the year	<ul style="list-style-type: none"> • Review meetings • ELC parent survey • Parental feedback on reports 	and pupil voice.
Community and other stakeholders	Consulted throughout the year	<ul style="list-style-type: none"> • DYW input • Anchor project • SDS • Screen Scotland 	<ul style="list-style-type: none"> • School's adaptability and willingness to try new approaches seen as a strength. • Need to gather more data around ASN.

Standards & Quality Report 2022-23



Progress made with the Priorities from our 2022-23 School Improvement Plan

<p>NIF PRIORITIES 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 (highlight as appropriate)</p>	<p>NIF DRIVERS School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information</p>	<p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning</p>
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Priority 1: Excellent Learning and Teaching

<p>What were our outcomes?</p> <p>By June 2023, almost all learners will experience evidence based learning and teaching approaches to feedback, resulting in improved engagement and attainment</p>	<p>What did we do?</p> <p><i>All teachers engaged in professional learning and implemented evidence informed teaching and learning approaches through collaborative practice improvement.</i></p> <ul style="list-style-type: none"> • Implemented learning and teaching groups using Teaching Sprints process. • All teaching staff had training at INSET on Teaching Sprints. • Staff worked collegiately to develop a shared 12 month focus for our practice improvement and make up of groups. Groups were identified and Feedback was chosen this was based on staff self-evaluation and Team Improvement Visit and School Improvement Visit feedback. • Initially 4-6 sprints were scheduled to take 	<p>What was the impact on learners?</p> <p>In our Teaching Sprints pulse check survey 50% of teachers felt their teaching had improved a little bit, while 5 % felt it has changed a lot. 45% of teachers felt it had not changed much. 69% of teachers felt that Sprints helped them sharpen their use of existing techniques. 23% of teachers felt it was not sustainable.</p> <p>98% of parents believe that continuing to focus on excellent learning and teaching as a school improvement priority was a good focus for school improvement.</p> <p>Learner focus groups were able to identify improvements in feedback. However, many learners felt that feedback was already very strong in many areas of the school, and questioned the</p>	<p>What are the next steps and how do you plan to evidence the impact of further actions required ?</p> <p><i>Take a more targeted and personalised approach to teaching sprints. Reduce the amount of sprints. Build on the effectiveness of this approach in sharpening skills and link it to our Learning and Teaching framework. This will allow us to embed our learning and teaching framework and ensure more consistency, essentially focussing this practice improvement on embedding our Learning and Teaching Framework.</i></p> <p><i>To take account of manageability,</i></p>
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	<p>place. However, staff shared that this was too many and unmanageable, so that amount of sprints was reduced.</p> <ul style="list-style-type: none"> • Unfortunately the scheduled session to share learning with other groups on the January Inset was unable to take place. • The majority of groups recorded their focus and shared the review. However, this is something which we will need to work on again this session. • All teachers had the opportunity to complete the Pulse Check Survey. This was completed anonymously and provided insight into the efficacy of this approach. • The Head Teacher took focus groups of pupils and consulted them on impact. <p>We held a parental engagement evening with a particular focus on learning and teaching. There was low attendance at the event, and the general consensus from parents present was to focus on re-establishing the life of the school for this academic session.</p> <p>We had a renewed focus on more effective Self-evaluation of learning and teaching</p> <ul style="list-style-type: none"> • Departments engaged in more focussed departmental self-evaluation of Q12.3 	<p>need to focus on this. Instead they shared that they felt consistency in quality of learning and teaching to be a more pressing improvement.</p> <p>The decision was taken to focus on re-establishing relationships through the resumption of school events. See priority three.</p> <p>All staff are clearer on dates, processes and procedures for tracking and monitoring within the school. We have a more sound understanding of the school's strengths in terms of learning,</p>	<p><i>we will reduce Sprints down to one per session.</i></p> <p><i>Build in more opportunities to share good practice into our school calendar.</i></p> <p>Consider different approaches to self-evaluation to support improvements and consistency in approach. Consider peer</p>
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	<p>Learning, Teaching and Assessment – with 2 deep dive challenge questions set by SLT.</p> <ul style="list-style-type: none">• Learning Visits were resumed but we did not have as many as we would have liked.• Completed Tracking and monitoring calendar.	<p>teaching and assessment and this has informed this year’s school improvement plan.</p>	<p>observations and pupil voice in learning, teaching and assessment.</p>
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<p>NIF PRIORITIES 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 <i>(highlight as appropriate)</i></p>	<p>NIF DRIVERS School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information</p>	<p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning</p>
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Priority 2: Raising Attainment			
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>By end of academic session, 80% of S5 pupils will be on track to maintain or improve in their S4 attainment.</p>	<ol style="list-style-type: none"> 1. Secondary departments looked at data (including insight data) and identified where they need to focus their improvement efforts to ensure increased attainment in S5 2. Secondary SLT undertook termly attainment monitoring meetings to provide support and challenge for increased attainment 3. Secondary DHT undertook tracking meetings with key staff when children were identified at risk of not achieving and action plan put in place. 4. S4/5 pupils had lessons in self-regulation and metacognition. Pupils identified as at risk of not attaining supported with extra tuition from ASN teacher using a meta-cognitive framework. 	<p>81% of S5 pupils improved upon their S4 attainment, as evidenced by increase in tariff points. It is anticipated that this percentage will increase when attainment data from partner providers is published on Insight.</p> <p>S5 A-C Higher pass rate was 91% which is above the local pass rate for all levels (79.5%) and national pass rate for all levels (77.1%) A-C pass rate. The same cohort's S4 A-C pass rate was 93% A-C at National 5, which demonstrates they have maintained their high attainment.</p>	<p><i>This focussed approach to attainment monitoring, including target setting and interventions will now be core business for secondary staff.</i></p> <p><i>We will look to implement a whole-school approach to metacognition, including providing staff with high quality training on metacognition.</i></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>Talk for writing approach is being used by all primary teacher, and the school has begun implementation of Children and Young People’s Improvement Collaborative approach to improving writing. A few teachers have embedded progression in literacy.</p>	<p>For literacy 32% of learners were on track to achieve their expected level by then end of P1, P4, or P7. By the end of the academic session 74% of learners had attained all three elements of literacy at their expected level, which is close to the target of 80%.</p> <p>For numeracy 65% achieved their expected level in P1, P4 and P7, which is short of the 80% target. However, at the beginning of the academic session only 30% of pupils were on track to attain their expected level at the end of P1, P4, P7 in numeracy. So there was a 35% increase in pupils achieving their expected level.</p>	<p><i>There will be a concerted effort to ensure a consistent and robust approach to the use of progression pathways in primary. This will include a more collegiate and focussed approach, with clear shared responsibility across all stages in terms of working towards and being focussed on achievement of level.</i></p> <p><i>Continuing with National Improvement in writing project from the Children and Young Peoples Improvement Collaborative. This will further embed the improvement process in our school.</i></p> <p><i>Further work is needed to ensure improvements in attainment – see primary plan for more details.</i></p>
<p>By June 2023, tracking and monitoring will be in place for all ELC pupils.</p>	<p>This has been established and is in place.</p>	<p>Children’s learning has been better tracked, monitored and appropriate learning experiences planned. Additionally, the receiving P1 teacher now has more information on prior learning and the current levels of new pupils.</p>	<p>Further work is needed to ensure all ELC staff are involved in the process, and to moderate evidence this will continue as a priority on our ELC plan.</p>



<p>NIF PRIORITIES</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p>Improvement in attainment, particularly in literacy and numeracy (highlight as appropriate)</p>	<p>NIF DRIVERS</p> <p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parent/carer involvement and engagement</p> <p>Curriculum and assessment</p> <p>School and ELC improvement</p> <p>Performance information</p>	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family Learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/Securing children's progress</p> <p>3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning</p>
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<p>Priority 3: Improving pupil wellbeing and voice</p>			
<p>What were our outcomes?</p> <p>By June 2023, almost all stakeholders will feel the school is committed to pupil wellbeing and increasing pupil voice.</p>	<p>What did we do?</p> <p>Both primary and secondary pupil councils were enhanced with a new focus on pupil voice and rights.</p> <p>Followed our plan to achieve the silver Rights Respecting School Award</p> <ul style="list-style-type: none"> • We were unable to dedicate a staff meeting once per term to RRSA to ensure we are taking a whole school approach. • We did promote CRC throughout the school – and ensured that relevant information was available. • Both secondary and primary assemblies were structured around UNCRC. • We did Introduce article of the term, however, more work needs to be done 	<p>What was the impact on learners?</p> <p>Pupil Councils in both primary and secondary were refreshed. School Improvement Visits noted “The positive impact of the Secondary Pupil Council and their pro-active approach to addressing concerns about the lunchtime experience in school.” And “Primary children are particularly enthused about their pupil council”</p> <p>Due to two key staff (Library Assistant and Youth Development Worker) leaving post the progress of the Silver Rights Respecting School Award slowed. However, it was always anticipated that it would take two years to complete. Some progress has been made, during a school improvement visits primary learners stated that a strength of the school is that they have information on children’s rights. However, on the same visit, secondary</p>	<p>What are the next steps and how do you plan to evidence the impact of further actions required ?</p> <p><i>In a recent school improvement visits it was reported that “Staff feel that pupil voice is the school is stronger, but would like to hear more about the direction and impact of the secondary pupil council” more work is needed to embed the improvements made in pupil councils, in particular giving pupils more responsibility in decision making.</i></p> <p>We will continue to complete the work started on our Silver RRSA.</p>

	<p>to ensure all staff engage with this.</p> <ul style="list-style-type: none"> • We started to increase awareness of the language of respect for rights. • Approaches to encourage children to share wider achievements were further developed, particularly in primary. <p>• Unfortunately we were not able to progress the enhanced wellbeing offer this sessions.</p> <p>We re-established pupil, staff and parent connection through recommencing a normal calendar of events:</p> <ul style="list-style-type: none"> • University Trip • Progress Evenings back in person. • Meet the teacher night in primary. • Primary Christmas show • Secondary Christmas concert • Summer Dance • Continue to work with senior pupils to improve social areas. 	<p>pupils reported being less sure of progress of the school’s approach to UNCRC. In our Parent Survey 76% of parents rated the school as good-excellent for our commitment to pupil wellbeing and pupil voice.</p> <p>There is still a need to implement a whole school approach to supporting mental health and wellbeing.</p> <p>We were able to resume all school events, such as Progress Evenings, school shows, dances, trips and outings. Pupils and parents consistently reported a high level of satisfaction with the resumption of these events. In our School Improvement review survey when we asked parents to what extent we had achieved our aim of re-establishing events and getting parents back in school 61% said our efforts were good to excellent.</p>	<p>As part of our approach to Rights Respecting Schools we will have staff and pupils sessions on the See Me: See Change approach to supporting mental health.</p> <p>43% of respondents to our school improvement survey said that they disagreed that the school actively engages me in my child’s learning, achievement and attainment. The Parent Surveys also identified a desire to be more involved in their child’s learning. This should be incorporated into our 2023-24 improvement plan.</p> <p>Continue working on robust approaches to self-evaluation of core business.</p>
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<p>Project/intervention: Targeted Approaches to Closing the Attainment Gap</p> <p>What was your gap? Teacher Judgement in Numeracy and Literacy flagged up that a number of pupils were not on track to achieve. Additionally, some pupils in the Senior Phase were at risk of underperforming.</p>					
<p>Interventions for Equity Interventions for Equity Self-evaluation National Improvement Hub (education.gov.scot) <i>(highlight the interventions that apply)</i></p>					
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
<p>Planned Outcome</p> <ol style="list-style-type: none"> <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> 		<p>Measures of impact on learners</p> <ol style="list-style-type: none"> This has been difficult to track and monitor due to the support being provided by an external agency. The data collected by the ASN teacher working with the senior phase pupils evidenced improvements across all organisers, such as a 20% decrease in not knowing how to start planning learning, and an 11% increase in familiarity with different tools for learning. Additionally attainment data suggests that all the senior phase pupils taking these sessions benefitted. However, for subsequent plans outcomes should be given better consideration. See below. Data would be identifiable – however the work done with the group of pupils had a positive impact on their attainment. The table below show the impact that class teachers and PEF interventions have had on getting pupils below track, back on track 			

<p>4. <i>By April 2023 80% of targeted senior phase pupils will be on track to maintain or improve upon their S4 attainment.</i></p> <p>5. <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>		%	% shift to now on track
		Numeracy	29%
		L & T	65%
		Writing	53%
		Reading	53%
	HWB	71%	
Teaching and Learning			
Leadership			
Family and Community			

School self-evaluation, 2022-23, 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.

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

There is a clear commitment to high expectations for all learners. All staff, pupils, and parents have opportunities to engage with and put our school vision, values and aims into action to secure better experiences and outcomes for pupils. Almost all staff had the opportunity to be involved in planning for continuous improvement. All teaching staff worked together to implement change and took collective responsibility in the process of change. We worked collegiately to make improvements and to review these improvements, whilst taking into account changing circumstances, workload and wellbeing. We protect time to come together to work collectively on our plans for continuous improvement. All teaching staff worked collaboratively on practice improvement or professional enquiry to ensure improvements to learning and teaching. Staff are committed to professional development and staff were empowered to cascade this learning with others. We ensured that we had methods in place to capture the impact of our work and to self-evaluate on the next steps in our improvement journey.

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

- Time allocated in Working Time Agreement.
- School Calendar
- 100% of teachers took part in Teaching Sprints
- Teaching Sprints plans/reviews
- Teaching Sprints Pulse Survey
- Pupil learning surveys
- Parent surveys
- ACEL data/SNSA data
- SQA results and other certifications.
- Minutes of Pupil Council, Parent Council, Departmental meetings, Middle Leadership and Senior Leadership Team meetings
- Engagement with Children and Young Peoples Collaborative approach to writing.
- Departmental Improvement.
- All primary staff engaged with Screen Educator in Residence

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

- Strengthen approach to values by further embedding Rights Respecting School.

- Opportunities to share good practice amongst staff.
- Wider engagement with Children and Young Peoples Collaborative.
- Build upon positive ethos of collegiality by further developing approach to learning and teaching and peer observation.
- Continue to build upon collective responsibility for improvement, which was started with Teaching Sprints.
- Supporting new staff, particularly those with promoted posts, to engage with and lead change.
- Secondary to engage with Screen Educator.

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?

Our school values are increasingly evident in approaches to learning and teaching, which is further developing our inclusive and supportive school ethos. In most lessons 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. We are on the way to ensuring more coherence in approaches to learning and teaching across the school. Almost all our teachers are accessing and applying relevant findings from educational research to improve learning and teaching. Pupils have opportunities to select quality resources, particularly around digital technology. With increased fluency in digital learning, Teams has been used to include learners who are not able to attend school or to ensure learning continues despite school closures. Most pupils enjoy good relationships and communication with their teachers which encourages motivation and engagement. Staff engage with data to monitor pupil progress, plan interventions and adapt learning and teaching. We now have proportionate and manageable processes in place to monitor and evaluate learner progress across our 3-18 school, albeit more embedded in some areas than others.

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

- Positive Relationships Policy - all staff trained on and revisited positive relationships policy at August INSET.
- Staff, parents and pupils involved in devising or Learning & Teaching framework.
- Secondary pupil's views sought in last session's learning and teaching survey, primary pupils surveyed this session, both contributed towards improvement priorities.
- Pupil views sought through focus groups and pupil council.
- Secondary Pupil survey stated that good relationships exist between pupils and staff.

- Pupils leading learning and contributing to the life of the school and wider community: Summer Dance, Children in Need, School Concert/Christmas Show, Addams Family, Wider Experiences, Youth Philanthropy Initiative, Pupil council, Sports Leadership, Equalities Group (pupils speaking at Head Teacher Development Day), All pupils involved in and some facilitating Nort Natters. ELC Pupil planning wall, Learning Stories, Fiddlers attending Care Home.
- Learning visits this session evidence that in all lessons observed good relationships were seen between pupils and staff, and that most pupils were included and engaged in their learning.
- During Learning visits Pupils were able identify the purpose of their learning, and at times, could share the learning intentions and success criteria. Some pupils spoke positively about their experience of peer and self-assessment. A pupil felt more confident in their learning due to the adaptations the teacher had made to accommodate their needs.
- Most departments have pupil profiles in place, which engage the pupils in self and peer assessment, and provide quality feedback over time.
- ISAs, ASN reviews and other ASN/Pupil support processes evidence teachers working collaboratively to support children.
- Pupil Alert System.
- We have collectively devised SQA expectations for senior phase pupils.
- All teachers are engaged in learning and teaching groups, using the Teaching Sprints process - our agreed focus for the session was feedback and each group has undertaken at least one sprint to implement an evidence based practice improvement strategy.
- Tracking and monitoring calendar.
- More robust tracking processes introduced
- Tracking meetings in primary.
- Tracking and monitoring reports.
- Planning meetings in primary.
- Departmental Minutes in secondary – planning discussed.

Attendance at Progress Evenings was good with almost all parents attending, and almost all parents attending our P7 into S1 Evening.

Primary	141	133	94%
S1	35	30	86%
S2	33	27	82%
S3	31	23	74%
S4	22	16	74%
S5/6	33	22	67%

overall attendance at Progress Evenings	295	251	85.08%
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What are you going to do now? What are your improvement priorities in this area?

- A real focus on increasing consistency in learning and teaching across the school.
- Embed our Learning and Teaching Framework.
- Increase pupil voice in learning and teaching.
- Build upon the positive start made into collaborative approaches to learning and teaching via teaching sprints.
- Support staff to engage in peer observation.
- January INSET Moderation of literacy and numeracy in BGE.
- Staff session on high quality assessment in the BGE.
- Increase parental engagement in learning. Consider options to raise engagement with Senior Phase parents.

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

Ensuring wellbeing, equity and inclusion (Q1 3.1)

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

Staff are sensitive to children's needs, and ensure that they feel respected and listened to. There is a culture of staff supporting wellbeing and children's rights, which includes engaging with the wellbeing indicators. There is strong partnership working in place to ensure we meet the wellbeing and holistic need of children and young people. We fulfil statutory duties to ensure that children are supported to the best of our ability within current resources to help them make progress, and address when this is not the case. All children have access to curriculum content which explores diversity, multi-faith issues, racism and challenge intolerance. Staff work with pupils to create an inclusive environment and to ensure they are knowledgeable about equalities and inclusion.

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

- Increased role of Pupil Council and Youth Voice.
- Pupil voice evidenced in planning in some areas of the school.
- Pupil focus groups and surveys identify that good supportive relationships are a strength of the school.
- Engagement with School Counselling Service, Mind Your Head Mentors.
- Achievement of Bronze Rights Respecting School Award.
- Whole school parent survey – 85% of parents agreed to strongly agreed that staff have a shared understanding of wellbeing and pupil rights. 83% of parents agreed to strongly agreed that their child has learned about equalities and inclusion. 72.6% agreed to strongly agreed that staff model behaviour which promotes and supports wellbeing and helps children to feel safe and secure. 76% of parents agreed to strongly agreed that their child is listened to and secure in their ability to express their views and discuss their concerns
- ELC surveys identified that 88% of parents felt they had a strong to very strong relationship with staff, and 100% of parents felt their child had a strong to very strong relationship with staff.
- All teaching and some non-teaching staff use SHANARRI Assessments to share achievements and concerns for children and young people.
- LGBT Inclusive Curriculum
- Pupil Support and Safeguarding meeting take place in primary and secondary.
- Pupil Alert System in place to share wellbeing concerns in a discreet and confidential manner.
- Increased awareness of school values.
- Review minutes, IEPs, Child's Plans, CSPs
- Child protection training for all staff.

- Joint Support Team.
- PSE Programme.
- Curriculum overviews.
- Assemblies always referring to UNCRC and school values.
- High level of inclusion for children with ASN.
- Library promoting diversity.

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

- Review secondary PSE programme.
- Continue with Rights Respecting School Award
- CIRCLE training.
- Implement See Me: See Change sessions.
- Increasing knowledge of the wellbeing indicators amongst pupils.
- Due to strikes and weather we paused attendance monitoring process. This should be fully resumed.

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?

Learners are making better progress from their prior levels of attainment in literacy and numeracy. We have sustained high levels of attainment in the BGE in literacy and numeracy in the secondary department and raised attainment in the primary department. We have ensured that raising attainment in literacy and numeracy is a central feature of the school improvement plan, which has resulted in an increased focus on literacy and numeracy and attainment of levels. In almost all curricular areas in the Senior Phase we have either maintained high levels of attainment or raised attainment over the past few years. We are working collaboratively to ensure that pupils are on the right pathways to maximise their attainment and post school options. We have a good tracking system in place which ensures we have a sound overview of children's progress. We have developed a variety of interventions in response to tracking information to support children to make progress to close the attainment gap. Our pupils have a voice in decision making about pathways and future aspirations at key points in their learning journey. Almost all young people secure positive destinations on leaving School. The school ensures a variety of methods are used to recognise and celebrate learners' achievements. We work well with outside agencies to ensure that children who need additional support or bespoke programmes have

positive outcomes. Our learners display the four capacities through the responsibilities and commitments that they undertake in the school, and for some in the community too. The school has increasingly robust processes in place to ensure the removal of barriers to learning. There is a growing culture within the staff team to work within the processes and procedures of the school to collectively address barriers to learning, and a commitment to do this at class level.

The school, along with partners, ensures that most pupils receive accreditation for learning to recognise and celebrate achievement. Overall the school has high pupil attendance at 94%, above the national average for all pupils. When focusing on certain groupings such as ASN and free school meals, we are also above the national averages. Young people are applying and increasing their achievements through active participation in local community. We are achieving high levels of positive destinations for our most vulnerable pupils. Due to earlier reporting of concerns regarding attainment and achievement we have able to implement earlier and more robust interventions, which demonstrably improved attainment.

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

Primary ACEL Data	P1 Pupils Achieving Early level	P4 Pupils Achieving First Level	P7 Pupils Achieving Second Level
Numeracy	83%	71%	53%
English – Listening and talking	92%	82%	65%
English – Writing	92%	82%	59%
English – Reading	92%	82%	65%

Primary ACEL data shows that pupils are making better progress across Literacy and numeracy with the majority of pupils attaining their expected levels at the expected stage. Insight shows that in 4 of the last 5 years Brae High School is above our Virtual Comparator for SCQF level 4 in literacy. In 2022 100% of S4 learners attained SCQF level 4. 100% of S6 leavers left with level 5 literacy. In secondary “Achieve 3000” is in place for targeted pupils, this was the second year of implementation and data shows it has had an impact on closing the attainment gap. Additionally, we have redistributed staffing resources to Maths and English, this time is now being used to target improved attainment in literacy and numeracy.

In the Senior Phase A-C pass levels have been maintained or improved in areas where we were performing well, and have been improved in most areas which required improvement, so that almost all courses have either surpassed national pass rates or improved on their own performance. 2022 S4 Attainment - Our complimentary tariff points (comparing pupil’s five strongest subjects) are higher than our virtual comparator. Average complimentary tariff points for our Middle 60% have been on an upward trajectory and we continue to secure strong attainment for the lowest 20%.



We have made progress over the last few years in raising attainment at S5. Our 2022 complimentary tariff points are now in line with the average. We focussed in 22-23 on maintaining the strong attainment (higher than average) in S4 and turning level 5 awards into Level 6 (Highers). Attainment for our lowest 20% is significantly ahead of virtual comparator in S4. Pupils sitting 5 Highers in S5 has increased over the last few years from 23% in 2021 to 37% in 2022.

Pupils in primary are involved in learning conversations with their teachers. Pupils in secondary have regular conversations appropriate staff, including SLT, to discuss learning pathways and future options, parents too are involved in these conversations. Pupils make decisions on their pathways through options choices in S2, S3, S4, S5, and S6. Over the past 5 years our overall leavers into positive destinations sits at over 90%.

Wider Achievement and experiences is evidenced through: Achievement Wall, Parental Letters, Bulletin, Termly Newsletters, Facebook pages, connections with local media, celebrating achievements at assemblies and announcements at staff meetings. Pupils leading and sharing learning at events such as primary progress evenings. Christmas Concerts, school shows, school exhibitions. Entries to music festival, young fiddler of the year. Bespoke programmes with joint placements in place for children, this includes attending bridges and college. Our Developing the Young Workforce Co-coordinator is ensuring children and young people have DYW experiences. Wider Experiences and delivery by visitors such as Active Schools Coordinator, which ensures high quality experiences. Young Enterprise with associated exam. S3 pupils involved in Youth Philanthropy Initiative. Voar Redd Up in primary, taking part in musical festival, dialect writer competition. Volunteering/saltire awards. Pupils leading equalities group and Rights Respecting School Award. Pupils presenting at Head Teacher Development Day.

We introduced ASN Attainment Monitoring and Pathways meetings. We have sustained 90% positive destinations over the past 5 years for pupils with ASN. 2021-22 Exclusion rates in secondary were in line with national rates. However, 21-22 exclusion rates in primary were significantly higher than national rates. To overcome this, we have changed the way we resource ASN, creating a de-escalation space and an ASN classroom for children with complex needs.

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

- Better transitions around academic progression and curriculum, both within our own setting, but crucially across the cluster.
- Wider engagement with Children and Young Peoples Collaborative to continue to raise attainment in literacy.
- Embed the more robust approach to early intervention.
- Moderation in literacy and numeracy in the BGE.
- More clarity over appropriate Senior Phase pathways, to that we continue to build upon the strides to raise attainment and ensure the best outcomes for pupils.

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



School Improvement Plan 2023-24



Factors Influencing the 2023/24 School Improvement Plan

<p>Local authority factors</p> <ul style="list-style-type: none"> • Excellence and Equity for Shetlands’ learners • Children’s Services, Recovery and Renewal Plan • Children’s Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting • SIC Strategy for Parental Involvement 2022 	<p>National factors and drivers</p> <ul style="list-style-type: none"> • Curriculum for Excellence • Realising the Ambition • National Improvement Framework • The Scottish Attainment Challenge • Education Reform and Empowerment • Getting It Right for Every Child • Developing Young Workforce • Digital Learning and Teaching Strategy • The Equity Audit • “Learning Together”: Scotland’s national action plan for parental involvement etc. 2018-2021
<p>School factors</p> <ul style="list-style-type: none"> • New School Project/Enhanced Provision • Physical space is an increasing challenge • ASN pressures and new ASN staff team • Challenges to recruiting specialist teachers – particularly CDT. • New Principal Teachers in ASN, and Pupil Support. 	<p>Local factors</p> <ul style="list-style-type: none"> • Cluster will look at curricular progression in literacy and numeracy
<p>UNCRC</p> <ul style="list-style-type: none"> • Maintain equality group in wider experiences. • Wider engagement in RRSA – Head Teacher to take on lead. • Continue to build on positive work last session on revitalising Pupil Councils. 	<p>Tacking Inequalities, Poverty Proofing and Cost of the School Day</p> <ul style="list-style-type: none"> • Use PEF to tackle poverty related school costs. • Ensure that activities and trips are planned to eliminate barriers to participation. • Funding and grants to be applied for to tackle inequalities – ZET Trust, Vaila’s Fund, and the Parent Council plan to be apply for funding pots to support this agenda too.

- Clothes swap shops.
- Appropriate signposting for families experiencing hardship.

Improvement Priorities for 2023-24

(A maximum of no more than four priorities is recommended)

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

Continuation from 2022/23? Yes

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><u>Primary Pupil Learning and Teaching Surveys:</u> The majority of pupils felt they know the next steps and how to improve in their learning, however less than half said they only knew sometimes to not at all. This identifies a need for more consistent approaches to supporting pupils in better understanding the next steps in their learning.</p> <p><u>Pupil Focus Group on Teaching Sprints:</u> The majority of pupils were very positive about the level of feedback they get from teachers, and felt that this should not be the focus of teaching sprints. However, pupils shared that they felt</p>	<p>By June 2024 all pupils will have access to a consistent high quality approach to learning, teaching and assessment across most stages and curricular areas.</p>	<p><u>Embedding our Learning and teaching Framework</u></p> <p>Term 1</p> <ul style="list-style-type: none"> • Differentiation training for all staff at August INSET. • Deep dive class groups (P5, P6, P7, and S2) to have workshops on our learning and teaching framework and the importance of giving, respectful and fair feedback to their teachers in next term’s survey. • Collegiate discussion with all teaching staff on peer observation and feedback and self-evaluation survey. What will this look like, how do we make it effective and link it to our Learning and Teaching Framework? How do we develop this and mitigate impact on workload and bureaucracy? <p>Term 2</p> <ul style="list-style-type: none"> • Deep dive class groups to complete class surveys on learning and teaching 	<p><i>Workforce development to organise training with Mike Gershon SLT to organise workshops. P5&P6 (JJ) P7 & S2 (LN)</i></p> <p>Peer observation sheet/Teacher self-evaluation survey compiled by teaching staff – 20th Sept Time in working time agreement.</p> <p>Time to meet with class</p>	<p>We will monitor impact though pupil feedback (surveys and focus groups), peer observations and formal observations, as well as learning visits. This will be ongoing throughout the year as detailed in the “How exactly are we going to do it” column. This will allow for effective triangulation of our data.</p> <p>Progress on this priority will be reviewed throughout the year at:</p> <ul style="list-style-type: none"> • Weekly at Senior Leadership Team Meetings • Termly meetings with the School’s Local Authority Link Officer • Termly Middle Leadership Meetings • At designated School



<p>more consistency across departments, in terms of learning and teaching would be beneficial.</p> <p><u>Departmental HGIOS self-evaluations:</u> Widely varying self-evaluation on the 6 point scale evidenced a need for a more consistent approach to learning and teaching to ensure that all departments self-evaluate as good.</p> <p><u>SLT HGIOS Self-evaluations:</u> Identified a need for more robust engagement with the moderation cycle including planning high quality assessments across the BGE.</p> <p><u>Learning Visits:</u> Evidenced a need to build on the good practice that exists and ensure consistency across all departments, ages and stages,</p> <p><u>School Improvement Visits:</u></p>		<p>by week 4 of term. Surveys to focus on their experience of learning and whether it follows our learning and teaching framework.</p> <ul style="list-style-type: none"> • Teacher self-evaluation survey on Learning and Teaching Framework completed by week 4 of term. • Teachers to have undertaken one class observation of learning by the end of term 2. This can be undertaken in term 1 or 2. <p>Term 3</p> <ul style="list-style-type: none"> • 1 Teaching Sprint – triangulating data from deep dive class groups, peer observations and departmental self-evaluation each department will select a relevant area of the Learning and Teaching Framework to implement a Teaching Sprint on. To tackle workload we will only have one Teaching Sprint this session. • SLT Focus (Primary, S1, S3, S4, S5, S6) groups on Learning and teaching. <p>Term 4</p> <ul style="list-style-type: none"> • Deep dive pupil class groups to re-visit class surveys on learning and teaching framework by week 3 of term. 	<p>groups PTs/DHTs to collate department results SLT- gather overall data and compare results. All teaching staff SLT to collate results Cover (where available) for teachers to observe a colleague – liaise with DHTs All teaching staff</p> <p>All teaching staff SLT Pupil/Staff surveys Peer observations Teaching sprint paperwork (plan, do, review etc) SLT Learning & Teaching observation feedback</p> <p>Pupil/Teacher Surveys</p>	<p>Improvement Plan sessions with all teaching staff.</p> <ul style="list-style-type: none"> • Head Teacher will share progress at Parent Council Meetings. • Termly updates in our newsletter. <p>Term 4 Survey and self-evaluation.</p>
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<p>Identified a need for more consistency in learning and teaching, particularly around differentiation.</p> <p><u>Parental surveys:</u> 85% of parents agree-strongly agree that they feel respected and trust the school. Parental engagement in learning was identified as a top priority by parents responding to our SIP survey. Particularly feedback on learning taking place in school. 43% of parents disagreed that the school actively engages me in my child’s learning, achievement and attainment. Additionally 32% of primary parents who responded to the survey felt they would like more information of supporting their child’s learning at home. Parents identified a need for more high quality play in ELC.</p>		<ul style="list-style-type: none"> • Teacher self-evaluation survey on Learning and Teaching Framework completed by week 3 of term. • We hope that these surveys evidence that the Teaching Sprint on the department’s chosen area of our Learning and teaching framework has made an impact. <p><i>See ELC plan for more detail on achieving high quality play through outdoor learning and community connections and ensuring quality planning, observation, tracking and moderation.</i></p> <p><u>Moderation Cycle</u></p> <ul style="list-style-type: none"> • All teaching staff to have a training session on high quality assessments on 10th January 2024. • All departments to work collegiately on planning moderation across the BGE. <ul style="list-style-type: none"> ○ Secondary staff to plan BGE Moderation on 11th September ○ Primary/ELC 6th November • Moderation to take place across stages and departments on 8th January Inset. 	<p>Time to meet with class groups Principal Teachers or Depute Head Teachers to collate department results Senior Leadership Team-gather overall data and compare results – feedback key themes to staff.</p> <p>All teaching staff Possible Education Scotland input Examples of current assessments used Time to plan moderation activities (allocated in WTA) Use Education Scotland Moderation Cycle. Consider development of school moderation policy.</p>	<p>Evaluation of the session via departmental minutes.</p> <p>Feedback on moderation to Senior Leadership team.</p>
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<p><u>Staff ASN Survey</u> : Staff identified support for class teachers with ASN pupils in mainstream classes as their improvement priority. 69% of staff felt either somewhat (64%) or not so confident (5%) at supporting pupils with ASN in their classrooms.</p> <p><u>Staff Self-evaluation/SIP Session</u>: In these sessions staff identified learning and teaching (reduction in Teaching Sprints, peer observation, and ASN as key priorities.) attendance was raised but data does not support that as whole school priority 94% (91%) overall attendance, 87% FSM, 89% (88%) ASN, but possibly as targeted for PEF</p>	<p style="text-align: center;">By June 2024 most parents will feel there has been an improvement in parental involvement in learning.</p>	<p><u>Metacognition</u></p> <ul style="list-style-type: none"> 8th January Inset - Build upon the good practice that exists within the school, particularly around modelling. Staff session to be developed sharing good practice on modelling. Videos of BHS staff using meta-cognitive modelling to be shared with all staff during this session. <p><u>Implementation of CIRCLE Inclusive Classroom Scale</u></p> <ul style="list-style-type: none"> October INSET CIRCLE Training for all teaching staff. All staff to use CIRCLE approach to learning and social environments to meet pupil needs as a first line approach to supporting ASN. <p><u>Parental Involvement in Learning.</u></p> <ul style="list-style-type: none"> Senior Leadership Team to create a Parental Involvement in Learning Overview to be shared with all parents by the end of term 1. This will outline the opportunities in place for parental involvement in learning this session, including new initiatives for this year, 	<p>All teaching staff Senior Leadership Team to lead session, with expert input from class teachers.</p> <p>Time put aside at October INSET. Training delivered by Education Support Officer Inclusion.</p> <p>Senior Leadership Team to develop overview.</p>	<p>Learning visits to monitor whether modelling is being used.</p> <p>Senior Leadership Team and Principal Teacher of Additional Support Needs to monitor the use of CIRCLE Assessments during Safeguarding meetings and ASN Meetings.</p> <p>Surveys at Progress Evenings and at the end of the session will both monitor impact and progress.</p>
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	<p style="text-align: center;">By June 2024 all parents will have had the opportunity to shape our approach to parental involvement in learning.</p>	<p>and outline how we plan to involve them in shaping our approach to parental learning.</p> <p><u>New initiatives for this session</u></p> <ul style="list-style-type: none"> • Primary pupils to share their learning with their parents as a homework task on Teams. • Primary teachers to include a “How parents can support learning at home” in their planning. • By the end of term two secondary departments to provide information on how parents can support their child’s learning” in their subject in the BGE. This will be pulled together and shared with parents and published on our website. • Senior Phase Information Evening – Pupil Support team will develop a senior phase information evening to support parental involvement in the senior phase. <p><u>Plan to involve parents in shaping our approach</u></p> <ul style="list-style-type: none"> • Parents to be surveyed at Progress Evenings to get a better understanding of what aspects of their child’s learning they wish to be more involved in. What they feel works well at 	<p>Time allocated in Working Time Agreement for Teams and Planning.</p> <p>Principal Teachers to coordinate and pass to Depute Head Teacher (Secondary)</p> <p>Pupil Support Team to identify time to develop a presentation.</p> <p>Survey to be developed and shared by senior leadership team.</p>	<p>Depute Head Teacher (Primary) to ensure Teams homework tasks are in place and that planning incorporates family learning.</p> <p>Depute Head Teacher (secondary) to ensure that the document in in place by the end of two.</p> <p>Parents to complete a quick evaluation exit pass following the information evening.</p>
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		<p>present, and what they feel is missing.</p> <ul style="list-style-type: none"> • Possible parent focus groups. For particular groups e.g. ASN • Regular discussion at Parent Council. • ELC to ensure more active use of closed Facebook group. • ELC to schedule more opportunities for parents to visit the setting. • ELC to develop a welcome event for parents of new starts to share information about our approach to learning and ELC. 	<p>Head Teacher to develop focus groups. Agenda item at parent council.</p>	
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Improvement Priorities for 2023-24

(A maximum of four priorities is recommended)

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education. Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy. <p><i>(highlight as appropriate)</i></p>	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	<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: Relationships and Equality

Continuation from 2022/23? Y

<p>Data/evidence that informs this priority:</p> <p><u>Pupil Surveys and Parent Surveys:</u> Both evidenced that strong relationships between pupils and teachers is a strength of the school. Build on this good practice to ensure excellent relationships framed around equality. Whole school parent survey – 85% of parents agreed-strongly agreed that staff have a shared understanding of wellbeing and pupil rights. 83% of parents agreed-strongly agreed that</p>	<p>Planned Outcome</p> <p>By October 2023 all staff will feel confident to very confident in their ability to support the mental wellbeing of children and young people and colleagues using our whole school approach.</p> <p>By June 2023 pupils will report that there is more consistent opportunities to engage with the UNCRC across the curriculum.</p>	<p>How exactly are we going to do it?</p> <p>2 hour session on October Inset All staff to have training on whole-school approach to supporting mental health. So that we meet the following articles of the UNCRC. Article 2 – Non-discrimination Article 3- best interest of the child Article 24 – Health and Health Services. Article 29 – Goals of Education Additionally all pupils will have 3 sessions within their PSE lessons.</p> <p>Continue to build upon last year’s efforts to enhance our Pupil Councils in both primary and secondary - refreshed Pupil Council with a new focus on pupil voice and rights.</p> <ul style="list-style-type: none"> • Minutes shared with all staff and in public area of school. • Each council to be given budget to spend. Pupils and teachers to propose ideas and primary and secondary pupil council to decide on spend together. SLT to provide criteria for spending their budget to the pupil council. 	<p>Resources and Lead Person</p> <p>Principal Teacher of Pupil Support to lead with support All School Staff See Me, See Change resources</p> <p>Teacher of Modern Studies and Youth Services DHT Primary</p>	<p>Monitoring the impact of the priority on learners</p> <p>Principal Teacher of Pupil Support to develop a method (survey/exit pass etc) to measure impact on pupils and staff.</p> <p>Pupil council minute Pupil Council focus group for School Improvement visit in term three.</p>
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<p>their child has learned about equalities and inclusion. 72.6% agreed-strongly agreed that staff model behaviour which promotes and supports wellbeing, and helps children to feel safe and secure. 76% of parents agreed-strongly agreed that their child is listened to and secure in their ability to express their views and discuss their concerns. We will continue to build upon this very good practice, while aiming to make a shift to the areas of improvement such as 25% of parents feeling that their child is not listened</p>		<p>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"> • Time given at a 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. • Discuss approach to UNCRC within departments at Middle Leadership Team Meetings. • 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. • Continue to have an article of the term. Share a calendar which ensure coverage of UNCRC articles over a cycle of time, possibly three years. • Staff meeting – discuss convention, audit how we are already covering UNCRC in the curriculum (e.g. LGBT Inclusive education), and identify where we need to adapt the curriculum. • Continue to increase awareness and 	<p>Time – Staff meetings and assemblies. Library Assistant Local Authority link for Rights Respecting School Award</p>	<p>RRSA Steering group to meet termly RRSA Leads (one for ELC, Primary and Secondary) and SLT to meet to check on progress. Regular assemblies to involve all children with RRSA and to monitor their involvement and ownership of the process.</p>
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<p>to and secure in their ability to express their views and discuss their concerns. ELC surveys identified the 88% of Parents felt they had a strong to very strong relationship with staff and 100% of parents felt their child had a strong to very strong relationship with staff.</p> <p><u>School Improvement Visits:</u> Demonstrated more needed to be done to progress awareness of Children's Rights/school values within the school. An Improvements in pupil voice was identified, and advice was this</p>		<p>familiarity with language of respect for rights.</p> <ul style="list-style-type: none"> • Develop appropriate areas/ strategies in classrooms to help children reflect on rights or feel they are being heard (primary). • Article of the term display board. • Look in to UNICEF UK's Outright Campaign and see how we can start using this within our school setting. • Secondary Equalities Group to investigate an equalities issues using the Articles of the UNCRC and create an awareness raising event such as a presentation/video etc. 		
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needed to be maintained and built upon.

Senior Leadership

Team Self-

evaluation: Pupils

spoke positively about our Enhanced Wellbeing offer.

However, they often felt that the efficacy of the approach was sometimes diluted by an inconsistent whole school approach to understanding children's mental health



PEF Allocation 2023/24: £24,500			Carry forward from 2022/23: £5,498			
Project/intervention: Improvements in Achievement of a Level (ACEL) in Literacy and Numeracy						
What data/evidence informs this? ACEL data has identified gaps in literacy and numeracy.						
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 The majority of pupils identified for targeted literacy and numeracy work will either be on track to achieve by March 2024 or will have met their personal targets. P1, P4, P7 and S3 overall literacy and numeracy ACEL will be over 80% by June 2024		Details of project/intervention: <ul style="list-style-type: none"> Targeted work Primary – PEF Teacher will cover class teacher’s lesson. Class teacher will be freed up to do targeted work with pupils who are at risk of not achieving. This will be time specific, small groups, with common areas of support, and targeted pieces of work for weeks 8 weeks for 3 times a week. This will be limited to classes where there is a clear attainment gap in literacy and numeracy. Secondary – PEF Teacher will work with targeted groups of pupils in S1-S3 to address gaps in literacy. This again will be time specific, small groups, with common areas of support and very targeted. We will look to implement the CYPIC approach to improving writing for the secondary group. 		Resources and Lead Person PEF Teacher Primary Teacher DHT Primary and HT PEF English Dept. DHT Secondary and HT PEF Teacher to attend Cohort 4 training from CYPIC	Measures of impact on learners <ol style="list-style-type: none"> Termly team meetings Develop impact monitoring process, including tracking spreadsheet. Pupil feedback Tracking data 	
Teaching and Learning		X				



Leadership	X			
Family and Community				



Brae High School

Working Time Agreement 2023-24

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	
Total	35		35	
Annual Collegiate Time	195	5 hours x 39 weeks	195	5 hours x 39 weeks
PTs Meeting - School committees	9	9 hours PTs as well as SNC and Union rep & HT meetings. 9 hours for internal assessment/SQA changes		
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
Progress 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	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
Total	106		120	
Remaining Time	89		75	
meetings	36	4x 1 hours termly sec staff meetings 20x15 minutes, once a fortnight for 15 minutes after school on a Thursday. 20x1 hour dept. meetings. 4 x 1 hour whole school 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 whole school 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	8	8 hours allocated to teaching and learning groups. - time allocated to teaching and learning groups as per school improvement plan	8	time allocated to teaching and learning groups as per school improvement plan; 1.5 hour prepare; 0.5 catch-up, 1.5 hour review, 1 hour analysing feedback from pupils, 1 hour sharing good practice meeting, 2.5 hours allocated to one peer observations - planning, observing, dialogue and
Departmental Improvement	16		29	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	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	
Total	89		75	