

Baltasound Junior High School

School Improvement Plan 2017/18 and Standards and Quality Report 2016/17



Shetland
Islands
Council

Children's Services
Schools Service



Healthy Tuckshop



Bring Your Parent to School Day



BJHS Whole School Wearing Waterproofs Supplied By
Cooke Aquaculture Ltd.



Wider Achievement - John Muir Award

Baltasound Junior High School

School Improvement Plan 2017/18
and
Standards and Quality Report 2016/17

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Section 1: Our School

Baltasound Junior High School (BJHS) serves the island of Unst, providing education for children from Nursery through to Secondary 4. Fetlar Primary School students attend Baltasound JHS one day per week allowing access to specialist Art, Music and P.E. provision.

Unst Leisure Centre, situated across the road from the school provides P.E. facilities for the pupils and also provides lunch time and after school activities. The Leisure Centre is also used for Playvan visits, specialist drama, workshops and music visits.

St John's Kirk is close to the school and the relationship between school and Church is maintained through end of term services or the local minister being part of school assemblies. Every year, the students at Baltasound JHS organise, plan and run the Kirk Teas which supports and contributes to church funds. Nordalea Care Centre is close to the school and the school works in partnership with the staff at Nordalea and Brucehall Care At Home in order to work on inter-generational projects. The school also has good links with various community groups and voluntary associations.

In 2016-17 the school roll was 79 - 11 in Nursery, 46 in primary and 22 in Secondary.

There was a teaching staff of 15 part time and full time teachers; 2 full time Primary teachers and 10 subject specialist teachers (equivalent to 5.85FTE) who also work at other schools in Shetland, 1 Learning Support Assistant, 1 Early Years Worker, 1 Early Years Assistant (part time) and 3 Learning Support Workers. Instrumental tuition was provided by visiting instructors. The school management team was supported by a Quality Improvement Officer (Robin Calder) who is based in Hayfield House in Lerwick.

The school library is run by Julie Thomson from the Library Service. The school has a Janitor (job share between 2 members of staff) and a clerical assistant (job share between 2 members of staff). Kitchen staff provide healthy, nourishing meals daily. Cleaning staff are employed between 3.30 and 5.30 daily. There is an active Parent Council and Pupil Council in place.

Curriculum for Excellence (CFE) - A BJHS Learner Journey

	BROAD GENERAL EDUCATION (BGE)											SENIOR PHASE		
	Early Years 3-5	P1	P2	P3	P4	P5	P6	P7	S1	S2	S3	S4	S5 (AHS)	S6 (AHS)
CFE LEVEL	Early Level		First Level			Second level			Third Level					
										Fourth Level				
Wider Achievement	Volunteering, School Events, Pupil Council, Buddying, Community Events, School Ambassadors & Inclusion								Duke Of Edinburgh Award John Muir Award Saltire Awards Sports Ambassadors Volunteering					
SQA Qualifications											Enterprise & Employability			
											Religion, Belief & Values			
												National 1, 2, 3, 4	<i>Internally Assessed</i>	
												National 5 Higher (AHS) Advanced Higher (AHS)	<i>Exams Marked Externally By The SQA</i>	

Our Core Themes & Values

Our Community & Volunteering
Outdoors & The Environment
Opportunities For Everyone
Celebrating What Makes Us Unique



Section 2: School Aims

Our aim at Baltasound Junior High School is to ensure all of our students progress on their journey to become successful learners, effective learners, confident individuals and responsible citizens. Together, the school staff, parents and the Unst community will work together to provide a dynamic place of learning. Our school motto is:

Nurturing a **p**assion for living and learning **t**ogether

Our curriculum rationale is based on:

Local & National Guidance

- GIRFEC
- Curriculum for Excellence
- Raising Attainment
- Developing the Young Workforce
- Digital Learning & Teaching Strategy
- Excellence & Equity

The 7 Design Principles

- Breadth
- Depth
- Personalisation & Choice
- Progression
- Relevance
- Coherence
- Challenge & Enjoyment

Our Core Themes & Values

- To volunteer & work together
- To promote outdoor and active learning
- To ensure opportunities for everyone
- To celebrate what makes us unique

What Makes Our School Unique

- We are the most northerly school, on the most northerly island, in the UK
- Parents, students, staff and the wider community work well together
- We are an all-through school (from 3 to 16), all on a single campus
- We have caring and dedicated staff, who want the best possible outcomes for students
- We enjoy being active, healthy & outdoors in our fantastic environment
- We include everyone, in everything we do

Nurturing a passion for living and learning together.



Section 3: Factors Influencing the Improvement Plan

School Factors

- To ensure learning and teaching in our school meet the needs of our students and adhere to our curriculum rationale.
- Self evaluation activities with staff over 2016/2017 highlighted several areas for improvement.
- Self evaluation activities with the Parent Council.
- Self evaluation activities with the Pupil Council.
- Self evaluation and quality assurance activities undertaken with QIO.

Local Authority Factors

- Self evaluation activities undertaken at Head Teacher Development Days.
- Shetland's Integrated Children's Services Plan (2017 - 2020)
- Quality Improvement Framework

National Factors

- National Improvement Framework (NIF)
- How Good Is Our School (HGIOS) 4th Edition
- How Good Is Our Early Years and Childcare
- Getting It Right For Every Child (GIRFEC)
- Curriculum for Excellence (CfE)
- Developing the Young Workforce (DYW)

How Pupils Were Consulted and Involved In Decisions

- Active Pupil Council in place.
- Regular pupil consultation and feedback.
- Sampling and monitoring pupil work.
- A series of ambassadors, buddies and volunteers in place.

Strategy for Parental Engagement

- As a minimum, the school ensures that engagement opportunities include:
 - At least one formal Parent's Evening to speak to the class teacher, Pupil Support, SMT and HT.
 - At least two informal community days whereby parents and the wider community assist in developing an area of the school.
 - At least one opportunity for parents to learn in class, with their child - literacy and numeracy should be prioritised during these days.
 - At least one opportunity for parents to come in to school, view classwork, achievements, wall displays and discuss informally with the class teacher, Pupil Support, SMT or HT.
 - Anonymous feedback opportunities & suggestion boxes available at each parental engagement opportunity.
 - A monthly newsletter highlighting achievements, opportunities for involvement and diary dates.
 - At least one written report per student, per year.
 - At least one anonymous survey/questionnaire for parents to complete; the feedback from this to be shared with staff and parents in the following session with action points to be addressed.
 - An up-to-date school website and Facebook page, highlighting achievements, events, dates, policies, documents and contact information.

Section 4: 3 Year Strategic Plan

3 Year Strategic Curriculum Plan		
Session	Areas For Development	
2017/2018	Raising Attainment & Achievement	HGIOS 3.1
	Increasing Creativity & Employability	HGIOS 3.3
	Family Learning	HGIOS 2.5
2018/2019	Safeguarding & Child Protection	HGIOS 2.1
	Learning, Teaching & Assessment	HGIOS 2.3
	Ensuring Wellbeing, Equality and Inclusion	HGIOS 3.1
2019/2020	Personalised Support	HGIOS 2.4
	Partnerships	HGIOS 2.7
	Transitions	HGIOS 2.6

Section 5: Evaluation of priorities and targets 2016/17

The National Improvement Framework Drivers

Driver	Area Of Strength	Areas To Develop
School Leadership	<p>All school stakeholders have helped form the core values and aims of the school including what makes us unique.</p> <p>SMT have a clear understanding of our community, including social, economic and cultural aspects.</p> <p>The school community works well together - health, active schools and community planning and development are embedded in the school.</p> <p>Professional dialogue, collegiate learning and self evaluation are scheduled throughout the academic year.</p> <p>All staff take responsibility for implementing change, including changes for NQ subjects.</p> <p>The school has effective methods to track and monitor student attainment, health & wellbeing and participation.</p> <p>All staff have high expectations of learners.</p> <p>HT trained to deliver Child Protection Level 2 Training to staff.</p> <p>DHT trained to deliver MAPA training to staff.</p>	<p>Values and aims (and what makes us unique) need to fully extend into the day to day practice in the classroom - this needs to help define our curriculum.</p> <p>To ensure parent and pupil council take on an active role in driving school improvement.</p>
Teacher Professionalism	<p>5 members of staff completed and passed the Masters Level unit - Developing a Theory of Practice, in conjunction with the University Of Aberdeen.</p> <p>The school worked collaboratively with the University of Andrews and the Unst Heritage Trust to digitally record local artefacts.</p> <p>Our Nursery Teacher</p> <p>All teachers are engaged with the GTCS standards and using myGTCS to record their CPD.</p>	<p>Continue ensuring all provisionally registered teachers reach full registration.</p>

<p>Parental Engagement</p>	<p>The school has an excellent relationship with parents and the wider community. The school is the central hub, at the heart of the community. The school has an active and fully involved parent council. The school understands the importance of building on these links to improve outcomes for learners and for families.</p>	<p>This is part of the School Improvement Plan priorities for 2017/2018.</p>
<p>Assessment Children's Progress</p>	<p>School staff use a variety of methods to assess children's progress and these are linked to the Benchmarks. The school uses PIPS to assess children's progress in P1, P3, P5 and P7. The school records and displays whole school and individual achievements throughout the year.</p>	<p>School staff will continue to track children's progress using the benchmarks. The school will use the SNSA to assess progress in P1, P4, P7 and S3.</p>
<p>School Improvement</p>	<p>The school regularly ensures self evaluation throughout the school year. Parent and pupil feedback is regularly sought and acted upon. The school will continue to monitor and assess progress and ensure interventions match need and are sustainable.</p>	<p>This forms the School Improvement Plan priorities for 2017/2018. The school should ensure HGIOS4 challenge questions are understood, evaluated and acted upon. To self evaluate and modify practice in light of advice from HMIE and Education Scotland.</p>
<p>Performance Information</p>	<p>The school gathers and tracks a range of data including assessment information, vulnerability criteria, health and well being indicators and inclusion statistics. The school uses SEEMIS for pastoral notes. The school monitor SQA NQ performance and also uses Insight for performance information.</p>	<p>Use of SEEMIS for reporting to parents.</p>

How well do pupils learn and achieve?

(HGIOS 2.3 Learning Teaching & Assessment, 3.2 Raising Attainment & Achievement)

Students at Baltasound JHS are fully engaged in their learning, in a school that whose aims and ethos support individual students achieving their full potential.

Strengths

- Learner's achievements within and outwith school are recorded and recognised.
- All Secondary students achieve Saltire accreditation for volunteering.
- All S1/2 students work towards John Muir accreditation.
- All Secondary 3/4 students work towards SQA Religion, Belief and Values and Enterprise & Employability accreditation.
- Staff, students, parents and the wider community work together to develop our outdoor and community spaces to promote learning opportunities.
- Students in Baltasound JHS take on leadership roles including Bullying Buddies, Happiness Coordinators, Sports Ambassadors, Art Ambassadors, Virtually Safe Virtually Sound Ambassadors, Saltire Ambassadors and Pupil Council members.
- Individual students also take on leadership roles that have personal significance (Wear An Orange Wig Day) whereby they can educate all students within the school and they are encouraged by the staff to do so.
- Students regularly provide feedback on their learning and this helps shape the future direction of travel within school.
- Pupil council members attend and are part of Parent Council meetings.
- Students are tracked using the Benchmarks provided by Education Scotland.

Priorities for Development

- Increased opportunities for year groups and stages to work together and for inter-disciplinary collaboration.
- Develop the profiling process earlier in school and ensure P6 and P7 students have timetabled reflection opportunities.

How well is the school helping pupils to develop and learn?

(HGIOS 1.2 Leadership of learning, 2.2 Curriculum, 2.4 Personalised Support, Family Learning, 2.7 Partnerships)

Baltasound JHS aims to promote and deliver high quality learning opportunities that are guided by our curriculum rationale.

Strengths

- Baltasound JHS is a fully inclusive school where staff and students support each other in order to promote opportunities for all.
- As an all-through school, from age 3 to 16, the staff and students work together and collaborate accordingly.
- Learning is differentiated for students according to need and circumstance.
- Intervention for students is based on accurate and up to date assessment information, which includes standardised assessment data.
- ASN staff work in conjunction with students and parents in setting and evaluating targets.
- Partner agencies including CAMHS, NHS, SLT, Oral Health Improvement Team, Health Improvement Practitioner, Police, Social Work, Active Schools and Community Planning & Development are fully involved in school, working together to promote positive outcomes for students.
- GIRFEC procedures and SHANARRI outcomes are fully embedded in school practice.

Priorities for Development

- To successfully administer and track using the SNSA with P1, P4, P7 and S3.
- To further improve family learning - see SIP priority for this year.

How well is the school improving the quality of its work?

(HGIOS 1.1 Self Evaluation for self improvement, 1.3 Leadership of Change)

Self evaluation is a constant, ongoing process in Baltasound JHS. Opportunities are designed throughout the year to evaluate and modify practice accordingly. Staff, pupils and parents work together to enable the school to set targets and improve.

Strengths

- All stakeholders have an active role in shaping the School Improvement Plan.
- School staff share good practice across the Local Authority and within the school community.
- Staff are valued and supported to lead change and contribute to the success of the school and the students.
- The school has liaised with various stakeholders as to what makes our school unique and this has fed into our curriculum rationale.
- All staff understand the context of the local community - including the challenges posed - and are encouraged to be creative in overcoming these challenges.
- School staff are clear as to the school's strengths as well as areas that still require to be developed.

Priorities for Development

- To ensure that the curriculum rationale underpins everything we do in school.

Target 1

1+2 Languages

To ensure L2 is fully embedded in all classes from Nursery to S3. To have worked with the Local Authority in establishing a strategy for L3, from Primary 5 onwards.

Evidence Indicated

- Evaluation of L2 provision indicated provision of modern languages was inconsistent and not regular.
- Evaluation of L2 provision showed no consistent method to track progress and record progression.
- L2 discussions with Local Authority, QIO and 1+2 Advisor with regard progression, tracking and progress.
- Primary collegiate time allocated to evaluating and improving L2 provision; ensuring timetabled modern languages occurs weekly, in all primary classes.
- Discussion with 1+2 Advisor as to how to ensure progression through Primary; using guidance from Education Scotland.
- PL Platform training organised to support Primary Staff, although was unavailable due to exceptional circumstances.
- Confirmation from Local Authority as to how L3 will be implemented in Primary; a block of L3 (German) x 12 weeks.

Further Work Required

- PL Platform Training for all Primary staff.
- 1+2 Resource Box Workshop Training for Primary and Secondary ML Staff.
- Progression tracked using guidance document provided by 1+2 Advisor (Education Scotland).
- Review, revise and evaluate L2 provision, record keeping and tracking.
- Discuss further how L3 can be implemented in Secondary with current staffing levels.

Target 2

Tracking & Progress

To ensure student progression is tracked, evidenced and monitored consistently.

Evidence Indicated

- Collegiate time allocated to demonstrating, using and tracking the progress of students using Significant Aspects of Learning (SAoL), which was developed by HT at Baltasound JHS.
- Students and parents informed as to how progress is tracked in school, using the SAoL.
- Benchmarks superseded SAoL early into Term 1 and so the original method of tracking progression was halted, in order to gauge the impact of Benchmarks. Staff were instructed to continue to refer to the SAoL (to aid professional judgement), although to be aware of the publication dates of the Benchmarks for each curriculum area.
- Collegiate time was used throughout the session in order to view, assess and feedback on Benchmarks.
- Upon receiving finalised Benchmarks, HT developed a similar system of tracking the progress of each individual student using Benchmarks as opposed to the SAoL.
- Staff were subsequently trained how to track and evidence using the new, whole school, Benchmark tracking system.

Further Work Required

- To use collegiate time in order to further train staff as to how to use the new Benchmark system for tracking the progression of students.
- To use collegiate time in order to allow staff to complete the tracking system and evidence achievement of a level, in each of the curricular areas.

Target 3

Closing the Attainment Gap

To ensure the attainment gap is measured, understood and reduced.

Evidence Indicated

- Data analysis of entire school now contains assessment from year groups not assessed by the PIPS assessment diagnostic tool.
- Numeracy and Literacy tracked using additional assessments including Renfrew Reading Scales, SWST AND Highland Literacy.
- Local vulnerability criteria identified and recorded for every student in school.
- Health & Wellbeing data gathered whole school, twice per year, as per SHANARRI audits.
- Strategies and interventions put in place to support students identified as requiring intervention.
- Parents included in discussion and strategies as how best support their child and reduce the attainment gap.
- Presentation delivered across Local Authority in order to highlight how Baltasound JHS records data and the interventions used within school to close the attainment gap.

Further Work Required

- To further gather information and assessment data in order to safeguard children and improve attainment in literacy, numeracy and health & wellbeing.
- To compare data from year to year in order to assess progress and target further interventions.
- To continually evaluate methods used and compare these to best practice with the Local Authority and Nationally.

Target 4

Leading & Promoting a Healthy Lifestyle

To ensure students understand the importance of a healthy body leads to a healthy mind.

Evidence Indicated

- Successfully ensuring all students have access to regular physical activity opportunities, by including the introduction of the Daily Mile to Nursery up to S2.
- Achieving a Sport Scotland Silver Award which recognises and highlights the role of sport and physical activity in Baltasound JHS.
- Health Improvement Visitor works with S3 on fortnightly basis and offers a drop in opportunity to all students and staff.
- ChildSmile and Teeth Brushing (with our Secondary volunteers) fully embedded in school.
- Tuck Shop in Primary and Secondary now no longer sells any flavoured milk or flavoured water, and stocks fresh fruit subsidised by school fundraising.
- ChildSmile singling out Baltasound JHS for good practice across Shetland and highlighting the impact of our Healthy Tuckshop and how it can be done, in remote rural areas.
- Active Learning and Cooperative Learning resource and discussion formed a large part of the collegiate time within school.
- Most staff have attended Cooperative Learning training within the Local Authority.
- We have a 5 year plan for the outdoor areas of the school, worked up in conjunction with Pupils and Parents.
- We have successfully held a Bring Your Parent To School day in which 95% of the students had either a parent or close relative attend school with them for a HWB focussed day.
- We have successfully held an Active Girls Day.
- All of our S1 and S2 class have worked towards John Muir accreditation.
- The school has been successful in organising a Mental Health Awareness Week, which was organised by students.
- The school's community days are now fully embedded in the school calendar and are well attended by parents and members of the community.
- Duke of Edinburgh Award Scheme available to all secondary students.

- Saltire accreditation for all Secondary students and our own dedicated awards ceremony to acknowledge the volunteering effort put in by all our students.

Further Work Required

- To continue the Daily Mile across the school, Nursery to S2 (and to explore S3/4 also taking part).
- To ensure all staff have access to Cooperative Learning CPD opportunities.
- As per student and parent feedback, to explore further opportunities for each year group to have a Bring Your Parent To School Day, in which as normal a timetable is followed.
- To continue and evolve our School Grounds plan as per the feedback of parents and students.

Review of Additional (Maintenance) Targets for 2016/2017

Learning & Teaching

- ✓ Sharing of experiences has been enhanced to include the Main Hall which now highlights individual achievements as well as whole school events and activities.
- ✓ Staff members who attended CPD opportunities have had opportunities to share and disseminate with other staff members.

International Education

- ✓ Our bid for British Council funding to extend our partnership working with Dirdal School was unsuccessful. The school will continue to explore opportunities to work with our Norwegian partner school. Our Modern Languages teacher has started collaboration with the Reunion Islands and the students now work together using video conferencing technology.

Student Reflection

- ✓ All our P7 and Secondary students regularly use Glow Blogs to reflect on their learning. This feeds into the P7 and S3 Profile. This past year, the S3 class used the Profile tag tool (available in Glow); having evaluated this, it was thought that the previous format/template was of a higher quality and this should be further discussed and evaluated during the coming year.

ICT

- ✓ All the Primary and Secondary ICT machines (laptops and desktops) have been upgraded to the latest standard and have Windows 10 installed.
- ✓ The school website continues to evolve and more staff members are taking on the role of editing the site.
- ✓ All Secondary students have access to a dedicated iPad.

Support for Pupils

- ✓ The school has successfully used PIPS with P1, P3, P5 and P7 students to gain enhance teacher professional judgement and to aid interventions for literacy, numeracy and health & wellbeing.

Policy review

- ✓ Policies that were updated in the past year included the whole school Literacy policy, which is available on the school website.

Section 6: School Development Priorities for 2017/18

	Priority	
1	Raising Attainment in Literacy & Numeracy	National / Local / School Priority
2	Developing the Young Workforce	School Priority
3	Enhancing Family Learning	School Priority

Priorities

Priority 1	Raising Attainment in Literacy & Numeracy National Priority - National Improvement Framework, Interventions for Equity (Pupil Equity Finding) HGIOS4 - 2.2 Curriculum, 2.7 - Partnerships, 3.2 Raising Attainment & Achievement			
Target:	To raise attainment in Literacy and Numeracy across the whole school.			
School's Current Position:	The school is now in a better position with regard understanding the Literacy and Numeracy attainment of our students, through the use of assessment during the past year. This needs to be built upon and interventions provided, in order for all students to achieve their potential.			
Desired Outcomes	Implementation Process (Actions)	By Whom / Resources	Time Scale	Monitoring Impact
<ul style="list-style-type: none"> To raise attainment of literacy and numeracy within the school. To ensure consistent attainment information is obtained for all students. To use up to date and accurate assessment in planning interventions for students. To demonstrate a positive impact on attainment as a result of receiving additional funding from Pupil Equity Funding. 	<ul style="list-style-type: none"> To ensure the school has a clear assessment calendar and assessment pathway across the whole school. To ensure that baseline assessments (PIPS) are carried with P1 students. To ensure that SNSA is used for P1, P4, P7 and S3 students. To ensure that the SNSA results are reviewed and acted upon with regard support, challenge or intervention. To ensure that literacy/numeracy interventions match the individual needs of the child. To utilise the Pupil Equity Funding to help raise attainment in literacy and numeracy. To moderate student work across the whole school and within the North Isles cluster. 	Class Teachers SMT HT / PIPS SNSA PEF Literacy Assessments (SWST, Highland, ERT, Renfrew)	June 2017	<ul style="list-style-type: none"> Termly review of target focussing on what has been implemented, the impact on learners/practitioners/parents, evidence gathered and next steps. SMT will monitor, discuss and evaluate with QIO on a Termly basis. Regular collegiate time dedicated to supporting colleagues and evaluating success.

Evaluation

What assessment information do we currently have?

Where the gaps in assessment information are and what will we do to address this?

What do we plan to do with this information?

How is the assessment information making a difference for students?

What interventions are in place?

Are the interventions having an impact on the students identified? If not, what else can be done?

Are the cluster moderation activities improving outcomes for learners?

Evidence (How do we know?)

Literacy and numeracy effectively tracked for all students.

Dialogue with school staff.

Dialogue with parents.

Professional judgement of teachers.

SNSA / PIPS standardised assessment data.

Additional assessment information (Highland, Renfrew, SWST, ERT)

Monitoring learners work.

Priority 2	Developing The Young Workforce National Priority - Developing The Young Workforce HGIOS4 - 1.2 Leadership Of Learning, 2.7 Partnerships, 3.3 Increasing Creativity and Employability			
Target:	To evaluate, modify and plan for opportunities specified in the Developing Young Workforce guidance.			
School's Current Position:	The school currently enjoys good partnership working with local employers and promotes enterprise and employability throughout the school although this has not been formalised.			
Desired Outcomes	Implementation Process (Actions)	By Whom / Resources	Time Scale	Monitoring Impact
<ul style="list-style-type: none"> To evaluate current practices within school and perform a school wide DYW audit. To develop a school wide DYW plan. To formalise partnership working with a local employer. To promote and enhance enterprise and employability skills across the whole school. 	<ul style="list-style-type: none"> Engage with staff with regard understanding the DYW programme, including the Career Educations Standards. Perform a school wide audit using DYW guidance from the Local Authority advisor. Develop an action plan to take forward DYW priorities identified in whole school audit. To continue to work with SDS in providing tailored support for students leaving BJHS. Ensure a formal partnership with Cooke Aquaculture is discussed, agreed and planned for in the next academic year. Evaluate and modify arrangements for vocational subjects and vocational opportunities for students. Explore opportunities for remote learning in subjects that are not available within BJHS. To engage in CPD opportunities for school wide enterprise opportunities. 	<p>Class Teachers SMT HT / Collegiate Time / Workforce Development Team / SDS</p>	<p>June 2017</p>	<ul style="list-style-type: none"> Partnership with local employer will allow for more in-class DYW opportunities. Partnership with local employer will allow for (whole school) out of school opportunities. Termly review of target focussing on what has been implemented, the impact on learners/practitioners/parents, evidence gathered and next steps. SMT will monitor, discuss and evaluate with QIO on a Termly basis. Regular collegiate time dedicated to supporting colleagues and evaluating success.

Evaluation

How has the school formalised the partnership working with a local employer?

What additional opportunities does this formal relationship allow?

How has the relationship benefitted learners?

How does this improve opportunities for students leaving BJHS?

How does DYW feed into topic and termly plans?

Evidence (How do we know?)

Engagement with local employers.

Students understand how their skills match those required in the workplace.

Positive destinations for students.

Priority 3	Enhancing Family Learning National Priority - National Improvement Framework (Parental Involvement) HGIOS4 - 1.2 Leadership Of Learning, 2.5 Family Learning			
Target:	To enhance parental involvement to ensure learning as a family is structured and tailored to individual families.			
School's Current Position:	The school enjoys an excellent relationship with parents and the wider community although dedicated support and opportunities for families could be more focused and specific to family need.			
Desired Outcomes	Implementation Process (Actions)	By Whom / Resources	Time Scale	Monitoring Impact
<ul style="list-style-type: none"> To audit and evaluate current provision for family learning. To discuss and plan for family learning opportunities that have a specific focus. 	<ul style="list-style-type: none"> To gauge and evaluate current provision for family learning. To identify the gaps that exist in our community and gauge the types of opportunity that families on Unst require. To identify the challenges and barriers to family learning, in our local context. To discuss opportunities that promote specific and focussed family learning opportunities. Parent Council to take an active lead on Family Learning Homework activities and develop it, in conjunction with school staff and Pupil Council. Interventions are put in place to support family learning. To offer more opportunities for parents to request and access learning that match their needs. Family Learning CPD opportunities are explored for staff. External agencies will be consulted as to the support offered to parents. 	<p>Class Teachers SMT HT Parent Council Pupil Council</p> <p>/</p> <p>Workforce Development Team</p> <p>/</p> <p>Social Work</p>	<p>June 2017</p>	<ul style="list-style-type: none"> Engagement with parents will be monitored and tracked. Feedback from Parents & Staff will be collected after each family engagement opportunity. Termly review of target focussing on what has been implemented, the impact on learners/practitioners/parents, evidence gathered and next steps. SMT will monitor, discuss and evaluate with QIO on a Termly basis. Regular collegiate time dedicated to supporting colleagues and evaluating success.

Evaluation

How well do we understand the needs of parents and families on Unst?

How well do families engage with the school?

Do our programmes and opportunities match family need?

How is our family learning improving outcomes for students?

What creative and innovative solutions are we using to target those families identified as requiring dedicated support?

Evidence (How do we know?)

Monitor family engagement.

Monitor the progress and achievements of students.

Dialogue with pupils and parents.

Dialogue with whole staff.

Additional (Maintenance) Targets for 2017/2018

Tracking & Progress

- ✓ The school will continue tracking the progress and development of students using the in-house Benchmark tracking tool.
- ✓ A parental information evening on CfE levels, N2/3/4/5 and tracking progress will be offered during Term 1.

1+2 Languages

- ✓ Further assistance from the Local Authority and 1+2 Advisor will be sought in order to up-skill staff and enhance knowledge in this area.
- ✓ CPD opportunities will be explored in order further support staff in Primary and Secondary who are delivering L2 and L3.

Parental involvement

- ✓ This forms a major part of our targets for the coming year - see Section 5.

ICT

- ✓ During 2017/2018, the school will roll this out to the P6 class also, ensuring there is time set aside on a weekly/fortnightly basis in order to reflect on their learning, understand how their skills could be used beyond school and know what they need to do next in order to improve.
- ✓ Over the course of this year, updated policies/documents will be added to the site.
- ✓ All staff will have dedicated collegiate time for reading and feeding back on student blogs.
- ✓ All Secondary students have access to a dedicated iPad.

Health & Wellbeing

- ✓ The school will continue to track the Health & Wellbeing of all students using the SHANARRI audits, twice per year. These indicators, combined with discussion with students, parents, Pupil Support and SMT will form the basis of any Health & wellbeing intervention.
- ✓ The school will continue to engage with external partners and agencies in order to provide the best support for all of our students.

Support for Pupils

- ✓ The school will use PIPS with the P1 class (to ascertain baseline information) in conjunction with the Scottish National Standardised Assessments for P1, P4, P7 and S3.
- ✓ SMT will continue to work with the ASN Teacher, Parents and external agencies in order to support pupils identified.

Policy review

- ✓ Policies to be updated this year include the Numeracy, Developing the Young Workforce and Family Learning policy.

The School will continue to update policies, guidelines and programmes of study in line with National guidance from Education Scotland, HMIE and the Local Authority.

Section 7: Achievements

We feel the best way to see what our pupils have achieved over the year is to look at the news and pictures on our website and on our Facebook page; both of which are updated regularly.

<http://www.unst.org/web/bjhs>

<https://www.facebook.com/Baltasound-Junior-High-School-708941785785614>

Over the past session, we raised over £5589 for good causes (local and national) which equates to over £70 for every student in the school which is a fantastic achievement that we are all immensely proud of. We may be a small school, on a small island but we can have a big impact on our community and the wider world!

In addition to this, the S2 students were also successful in securing £3000 for CLAN as part of our Youth Philanthropy Initiative programme.

In addition, Baltasound JHS also features heavily in the Shetland Islands Council, Standards & Quality in Shetland Schools (Report) 2016, which can be found [here](#).

