



Baltasound Junior High School

Peerie School, Big Dreams

Standards & Quality Report 2018-19

and

School Improvement Plan 2019-20



Introduction

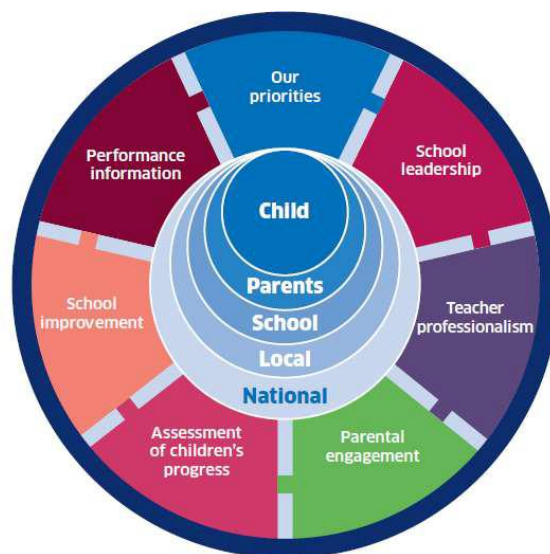
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, Getting it Right for Every Child (GIRFEC), and Developing the Young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

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

The current National Improvement Priorities are:

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

The National Improvement Drivers are:



Context of the School

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 subject 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 had been maintained through end of term services or the local minister being part of school assemblies – although there is no minister currently in place, the Lower Primary students liaised with Kirk elders in order to facilitate a traditional Shetland wedding during the past session. 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 2018-19 the school roll was 78 - 12 in Nursery, 22 in Lower Primary (P1-4), 20 in Upper Primary (P5-7) and 24 in Secondary (S1-6).

There was a teaching staff of 15 part time and full time teachers; 2 full time Primary teachers, a part time ASN Teacher and 10 subject specialist teachers (equivalent to 5.85FTE) who also work at other schools in Shetland. 6 of our Secondary teachers teach in BJHS 2 days per week. The school has 1 Learning Support Assistant, 1 part-time Nursery Teacher, 1 Early Years Worker, 1 Early Years Assistant (part time) and 3 Learning Support Workers. Instrumental tuition was provided by visiting instructors.

There were several changes in staffing over the course of the past year with 2 teachers on Maternity Leave and 2 subject specialist teachers, an ASN Teacher, a Clerical Assistant (job share), a Janitor (job share), a Playground Supervisor (job share) and a Depute Head Teacher vacating their posts during the year. Teaching posts for Science, Social Studies, Art & Design, Business and Computing and Lower Primary were vacant for much of the session.

The school management team (Head Teacher, Depute Head Teacher and Principal Teacher of Pupil Support) were supported by Quality Improvement Officer Robin Calder, although this changed to Wilma Missenden during the session, both of whom are based in Hayfield House in Lerwick.

The school library is run by Julie Thomson from the Library Service. The school has a Janitor and a Clerical Assistant (job share between 2 members of staff). Kitchen staff provide healthy, nourishing meals daily. Cleaning staff are employed between 3.40pm and 5.30pm 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					
Wider Achievement	Volunteering, Hosting School Events, Pupil Council, Buddying, Community Events, School Ambassadors & Inclusion								Duke Of Edinburgh Award John Muir Award Saltire Awards Sports Ambassadors PC, Buddying, Volunteering					
SQA Qualifications												Enterprise & Employability		
												Religion, Belief & Values		
													National 1, 2, 3, 4	Internally Assessed
													National 5 Higher (AHS) Advanced Higher (AHS)	Exams Marked Externally By The SQA
<div> <div> Our Core Themes & Values </div> <div> Our Community & Volunteering Outdoors & The Environment Opportunities For Everyone Celebrating What Makes Us Unique </div> </div>														
														



Our school motto changed during the session based on feedback and consultation with the Pupil and Parent Council. The school motto has become:

Peerie School, Big Dreams

This reflects the fact that we are a small, rural school on the most northerly island in the UK; although we are able to progress through our school to become whoever we dare or dream to be.

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
- National Improvement Framework
- SIC Quality Improvement Framework

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 Are Our Core Themes & Values?



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



Baltasound JHS

Peerie School, Big Dreams



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

- Active Pupil Council in place.
- Regular pupil consultation and feedback.
- A regular programme of (weekly) Primary and (daily) Secondary assemblies.
- Sampling and monitoring pupil work.
- A series of ambassadors, buddies and volunteers in place.

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

Baltasound JHS has a published strategy for Parental Engagement which includes the following events/activities to engage with parents and seek further improvement:

- 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 (P1, P4, P7 and S3) – 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.
- An up to date Parental Engagement Strategy, agreed by Parent Council and staff members, uploaded to the school website.

The school prides itself as having an open door policy where parents are free to speak to the school about any issue without appointment or delay. The school has an active Parent Council in place.

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

Baltasound JHS operate a 4 week collegiate meeting cycle (which meet each Thursday after school) and follows the following format:

- Whole Staff Meeting (Agreed Whole Agenda, HGIOS4)
- Primary and Secondary Staff Meeting (Assessments, SNSA, PIPS, SQA, Individual Students)
- Working Group Meeting (School Improvement Plan Targets)
- Tracking & Progress (Recording and Tracking Of Students)

This allows all staff the opportunity to lead and/or take part in school improvement activities.

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

Baltasound JHS works closely with Active Schools and Community Development (both of which are based in school) and is part of the North Isles Learning Partnership (NILP). The school works with the Shetland Library Service, with a Librarian based in school and working with SMT in school improvement.

Youth Services are also located within the school estate and the Youth Worker works staff to promote health and wellbeing in school.

2 members of the Scottish Fire and Rescue Service work in school (P.E. Teacher and Head Teacher) and the school staff are members of all 3 local hall associations on the island as well as active participants in the Unst Community Council and various other local groups or organisations. This allows the school to have knowledge of, input to and be a recipient of support from numerous sporting and non-sporting organisations on the island. There is no Police Officer based on Unst although input has come from Police Scotland and Dogs Against Drugs to support work in school.

Standards & Quality Report 2018-19

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

Priority 1: To raise attainment in Literacy and Numeracy across the whole school and to ensure progression through the school.		National Improvement Priorities: National Improvement Framework, Interventions for Equity (Pupil Equity Finding) National Improvement Framework Drivers: School improvement, Assessment Of Children's Progress. Quality Indicators (HGIOS? 4): 2.2 Curriculum, 2.7 – Partnerships, 3.2 Raising Attainment & Achievement	
What did we want to achieve for learners? <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. 	How exactly did we plan to do it? <ul style="list-style-type: none"> To update and develop the school assessment calendar and ensure information gained from assessments feeds into next steps. To use Cooperative Learning within school and ensure all learners are fully engaged in their learning. 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 setup a network of parent volunteers who are able to assist the interventions used on school. To continue moderation activities within the North Isles cluster. To ensure NQ subjects include a position for 	Progress made <ul style="list-style-type: none"> Assessment Calendar created detailing the points in the academic year where summative assessments take place, including SNSA, Early and First Level Numeracy Assessments, PIPS and SHANARRI audits. Cooperative Learning courses attended by some staff members. PIPS and SNSA both used this year for P1 students and SNSA used for P4, P7 and S3. PIPS data was felt to be more accurate and reflected the professional judgement of staff. SNSA results fed into professional judgements of staff and were discussed/evaluated at collegiate primary/secondary staff meetings. Interventions in school made use of wider staff group, including Clerical Assistant and School Librarian. Interventions (including soft starts and quiet rooms) and nurturing school ethos seen improvement in attendance for some of our 	Next steps <ul style="list-style-type: none"> Staff members to take on responsibility to share and refresh Cooperative Learning strategies with wider staff group. PIPS to be used with P1 group for a further session. Clarification on role and scope of parents helpers in school, to ensure members of the wider parent forum maintain engagement levels. Sensory room adapted and initial resources in place – further displays and resources may still be required. HWB to be developed with resources already sourced with PEF money – Sep 19 onwards, in conjunction with students.

	<p>students to fall back – ensuring no student leaves BJHS without accreditation.</p>	<p>students and increased participation levels (especially in sporting or whole school activities)</p> <ul style="list-style-type: none"> • Network of parent volunteers discussed at Parent Council meetings although not developed further. • Successful moderation event where all North Isles students were taught in year groups by teaching staff from across MYJHS, FPS, BPS, CPS and BJHS. This allowed staff to work with whole year groups and work collegiately with members of staff teaching similar levels. • NQ subjects included individual units to ensure students achieved accreditation for completion of aspect of course. • Pupil Equity Funding used to create a Sensory Room and source furniture and resources for a HWB Room in school – a nurturing environment where students are able to work, relax and detach. Secondary students took the lead in helping to design and source resources for HWB Room. HWB room is still in use as an overspill for our 1140 hour Early Years modification although this should be complete by September 2019. 	
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Priority 2: To evaluate, modify and plan for improved health and wellbeing in our students, parents and staff members.		National Improvement Priorities: Improvement in children and young people's health and wellbeing National Improvement Framework Drivers: School Leadership Quality Indicators (HGios? 4): 2.4 Personalised Support, 3.1 – Ensuring Wellbeing, Equality & Inclusion, 2.1 – Safeguarding & Child Protection	
What did we want to achieve for learners? <ul style="list-style-type: none"> Students, parents and staff members confident in discussing their own health and wellbeing. Everyone within the school community able to identify areas to improve their own HWB. To show a positive difference in HWB in our students. To utilise external agencies to support positive mental health. 	How exactly did we plan to do it? <ul style="list-style-type: none"> The school will explore opportunities for Positive Parenting classes to assist parents in caring for their child. Growth mindset resources will be sourced, adapted and shared with families – developed by a sub group of parents, pupils and staff members. The school will look to develop its Nurture policy. The school will perform a school wide audit using the Nurture Schools checklist. The school will involve the Health Improvement Officer in working with positive mental health issues. The school will work with Mind Your Head (local charity) and involve them with Upper Primary and Secondary. The school will explore the possibility of delivering Mental Health SQA accredited courses. Staff from BJHS will attend MVP (Mentors in Violence Prevention) training in order to deliver this within our school. The school will (through Working Group meetings) research resilience and how this could be embedded in the ethos of the school. Parent Council, Pupil Council & SMT to further 	Progress made <ul style="list-style-type: none"> Positive Parenting classes arranged and facilitated in school, in conjunction with Voluntary Action Scotland. Growth Mindset developed in Primary and Secondary through Flexibility periods and PSE lessons. Wall displays also updated to reflect Growth Mindset strategies and philosophy. Draft nurture policy created although HWB room to be developed into Nurture area only available Sep 19 onwards. Health Improvement Officer and School Nurse approached to work with the school on Mental Health & Wellbeing although, due to staffing and remits, unable to support the school during the 2018/2019 session. Mind Your Head worked a 6 week block with Upper Primary, S1 and S2 during the academic year. Mindfulness sessions were offered for 4 weeks over the term in which P7, S1, S2 and S3 took part. Resilience documentary sourced and watched by the majority of school staff. SHANARRI audits performed twice in the year with associated actions and action plans – 	Next steps <ul style="list-style-type: none"> Nurture policy to be finalised with staff, pupils and parents; with HWB room to be designed and developed with students in Term 1/2 of next session. School Nurse team to be further requested to support the school for areas including mental health.

	investigate sleep and technology – using research to shape strategies used at home.	<p>improvement in scores from baseline.</p> <ul style="list-style-type: none"> • 2 separate Unplugged Challenges were organised and run, with the Parent Council to promote activities not requiring technology. 	
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Priority 3: Anti Bullying		National Improvement Priorities: Improvement in children and young people's health and wellbeing National Improvement Framework Drivers: School Leadership Quality Indicators (HGios? 4): Ensuring Wellbeing, Equality and Inclusion	
What did we want to achieve for learners? <ul style="list-style-type: none"> For all students, parents and staff members to understand the new SIC policy on Anti Bullying. For students to teach others about the rights of individuals and about bullying behaviour. For all incidents classed as bullying to be recorded as set out in the new policy. To ensure that the policy is implemented and followed by all staff members. 	How exactly did we plan to do it? <ul style="list-style-type: none"> To follow guidance from the Local Authority with regard the implementation process. To use collegiate time in order to discuss the various aspects of the policy with staff and ensure the differences between this policy and the previous one are fully understood. To use Pupil Council meetings to discuss the policy, design materials/resources and deliver sessions to the wider school community. To use Parent Council meetings to discuss the policy and how this could be best shared with the wider Parent Forum. 	Progress made <ul style="list-style-type: none"> Anti Bullying In Shetland Schools policy information events and consultation events attended by Head Teacher. Anti Bullying In Shetland Schools policy disseminated amongst staff through Whole Staff meeting schedule. Anti Bullying In Shetland Schools policy discussed with Parent Council. Anti Bullying In Shetland Schools policy discussed with pupils through assembly events. Anti Bullying In Shetland Schools policy followed throughout the academic session and feedback provided to the Local Authority which contributed towards a revised policy during the session. S3 students successfully organised an Anti Bullying Week and Wear Blue Day to highlight bullying. Secondary students presented awareness sessions to Primary students during assembly times. Primary students appointed Anti Bullying Buddies who met regularly with DHT throughout the year, Pupil Council created a Buddy Bench for Primary to allow those feeling left out an opportunity to be heard and assisted. MVP training attended by Pupil Support Teacher. 	Next steps <ul style="list-style-type: none"> Anti Bullying In Shetland Schools policy to continue to underpin attitudes to behaviour in school. Students to continue the Anti Bullying Buddy system in Primary. Pupil Council to install Buddy Benches in the playground also. MVP programme to be further developed, where possible.

School self-evaluation and priorities for further improvement

Leadership of Change (QI 1.3)

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

Baltasound JHS has established its Curriculum Rationale, which is underpinned by the school's vision and aims and what makes our school unique. These were decided and agreed upon by Pupils, Parents and Staff and now are now beginning to be fully embedded in our school ethos. Over the past session this has been emphasised more through visual displays (TV screens, wall displays, lock screens on machines) and resources used in school.

The pupils (through the Pupil Council) believed that the original school motto ("Nurturing a passion for living and learning together") was too difficult to remember and did not reflect our school and community. Through a competition, they invited entries and, with the assistance of the Parent Council, selected "Peerie School, Big Dreams" as they felt it showed although our school is remote and rural, we can move on to anything you can imagine – which is reflected on our Former Students wall display.

Through the protected meeting schedule, school improvement is driven by staff at all levels and staff are clear on improvement priorities and how they fit into driving improvement. SMT encourage staff to take on leadership roles including Duke Of Edinburgh leaders, trainers of First Aid, MAPA (Managing Actual and Potential Aggression, SHARE and Child Protection – several which are offered Local Authority wide.

The school promote opportunities for staff to inform pedagogy through the Northern Alliance (Emerging Literacy in Early Years) and to work in conjunction with outside agencies and partners including Scottish Health & Wellbeing Improvement Research Network (SHINE). Several school staff members have also worked with the University of Aberdeen, developing a theory of practice with regard technology in schools.

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

Baltasound JHS has an excellent relationship with the wider parent forum. Parents and the wider community believe the school is at the heart of the community and the staff clearly know and understand their children and their needs. The school regularly has 100% attendance at Parent Evenings (both Primary and Secondary) and the Bring Your Parent To School Days.

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

Further develop and embed our aims, values and what makes our school unique – ensuring all staff (including new members of staff) are using these as drivers in our curriculum and topic planning. To differentiate our aims, values and what makes our school unique for all learners, including those in Early Years. To ensure communication supports part time staff members in understanding and helping to develop the values and ethos of the school.

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

Learning, teaching and assessment (QI 2.3)

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

The school has a nurturing ethos where all staff understand and plan for individual students; this ensures the there is a healthy relationship between staff members, pupils and parents, with all parties understanding strengths and areas for improvement. Learners achievements are recorded and shared through wall displays, assembly pieces, achievement wall, newsletters, TV screen, school website and Facebook page.

Pupils play an active role in school through buddy programmes, pupil council and ambassador programmes; pupils are able to share views and are encouraged to share those views and/or experiences with the wider school community. Pupils know their opinions are listened to and acted upon, including through the SHANARRI audits performed.

Our learning environment makes use of the wider school estate and Unst community; with members of the community keen to be involved in programmes of work and staff keen to make use of the fantastic outdoor spaces on our island, tying topics and plans into what makes our school unique, visions and aims.

Planning for Primary and Secondary takes into account what makes our school unique and has shared/similar templates with other school within the North Isles cluster. Assessment is designed to have a positive impact on learners, ensuring key milestones are met at the end of each Curriculum Level. Assessment is used to demonstrate progress for teachers and for learners.

Tracking and monitoring is performed with a school wide system, using the benchmarks. This system was developed in-house as a way of consistently tracking students, across the whole school whilst tackling bureaucracy and minimising workload. The meeting cycle in school protects time for tracking progress and recording evidence for each student.

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

Learners are confident and able to approach staff with the wish to deliver materials or share knowledge with younger students. Learners are enthused and keen demonstrate their understanding by working with students further down the school. Wide and varied learning experiences throughout the year are evaluated by students at the start of the next academic year, feeding into planning for the forthcoming session.

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

Refresh of assessment approaches, including formative and summative assessment. Ensure a consistent approach is used across the school and assessment is spread appropriately throughout the academic year. Reviewing quality feedback to form part of the collegiate activities this session. To improve learners awareness and knowledge of the progress they are making and to us HGIOURS to assist with school improvement for this indicator.

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

Ensuring wellbeing, equity and inclusion (QI 3.1)

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

Baltasound JHS is a fully inclusive school in which pupils, parents and staff work together to get the best outcomes for students. All students feel safe and secure and are empowered to share their views, beliefs and opinions; knowing that these are listened to and acted upon. All students from Nursery to S4 understand the wellbeing indicators as do parents. The school adheres to the Anti Bullying in Shetland Schools policy which was a main focus on our 2018 2019 School Improvement Plan.

The school run a series of lunchtime clubs which are offered to all students and where participation is recorded and students not participating are supported and encouraged to take part or propose alternative arrangements.

Students have up to date IEPs and GIRFEC Child's Plans which successfully improve outcomes for learners.

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

SHANARRI audits are performed twice a year in order to gauge how Safe, Healthy, Active, Nurtured, Achieving, Responsible, Respected and Included students feel. This is collected, analysed and acted upon with follow conversations and action points for staff. It is an extremely valuable process which highlights issues students are facing which may or may not be visible to staff. As a result of these actions, students are able facilitate change such as more female representation in Pupil Council, mental health being taken as a school improvement priority and additional members of staff brought in from the Local Authority to support staff and pupils.

GIRFEC review meetings and IEP feedback detail progress being made by students that may have been the case in another establishment. The ethos and values of school, combined with the dedication of staff are regularly complimented by outside agencies throughout the GIRFEC process.

The school successfully tracks and monitors based on vulnerability criteria specific to our community.

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

Further work on legislation familiarisation for staff members and ensuring everyone is aware of the responsibilities. Work to ensure the data collected and information gathered feeds into next steps and forward plans.

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

Raising attainment and achievement (QI 3.2)

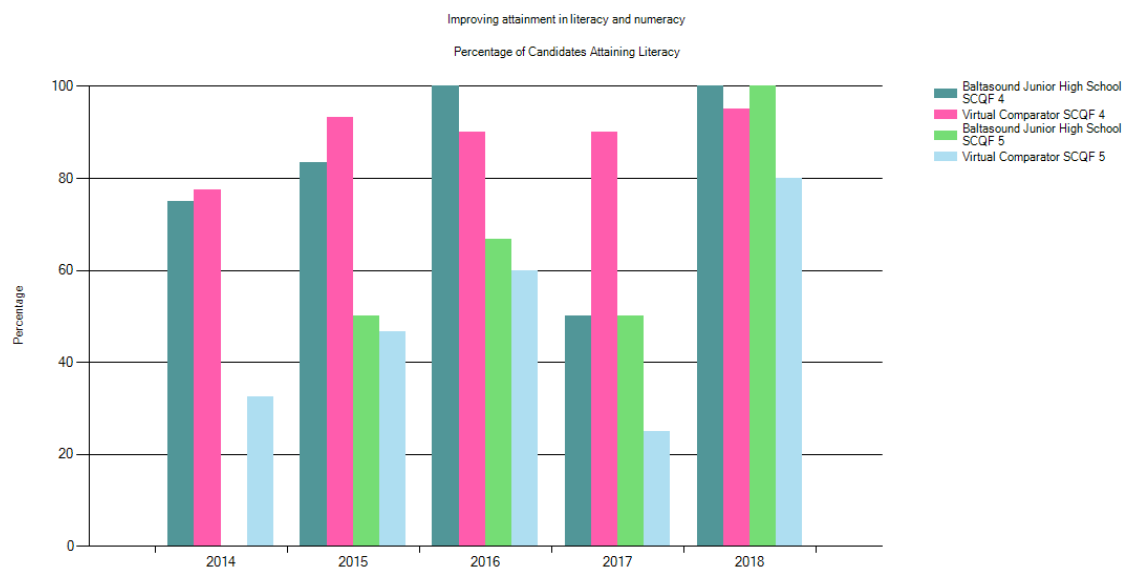
How well are you doing? What's working well for your learners?

Interventions are based on professional judgement and assessment data including the use of SNSA. The majority of students are attaining appropriate levels in literacy and numeracy. Students wider achievements are celebrated through SALTIRE and Shetland Volunteering Awards. The school has a wide range of data on students and these inform practice and intervention. Participation of students is high as the school (in conjunction with Active Schools) track after school and lunchtime activity involvement.

All young people move onto positive destinations after leaving BJHS. Overall attendance levels are high although are affected due to remoteness and lack of available childcare.

BJHS students are very active in the local community and regularly volunteer for organisations on the island. Students participate in selecting their own work experience placements (during S3) with students working elsewhere in Shetland.

As shown in the graph below, for the latest session BJHS outperformed the Virtual Comparator in Literacy at SCQF4 and SCQF5 – a marked increase on the previous year.



The graph below shows that at the same level, Numeracy was less than that of the Virtual Comparator at both SCQF4 and SCQF5.



For both of these graphs, the small number in each year group make accurate comparisons challenging.

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

The school tracks summative assessment information, SNSA attainment, P1 PIPS data, attendance, participation

and SHANARRI data which feeds into next steps and associated intervention. The school is able to assist students in their participation and work together to improve attainment, through homework clubs, parental involvement and learning and teaching strategies.

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

To track individual students over the long term, to clearly indicate progress and attainment over time. To ensure Secondary subject specialist teachers are using moderation opportunities across the Local Authority (Subject Development Groups) in order to bolster their professional judgement and ensure students are being presented at the correct level and the expectations put on students are appropriate based on age and stage.

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

School Improvement Plan 2019-20

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 2018/2019 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 factors

- Self evaluation activities undertaken at Head Teacher Development Days.
- North Isles cluster moderation activities

Local authority factors

- Shetland Islands Council NIF Plan
- Schools and Quality Improvement Service Plan
- SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting
- SIC Strategy for Parental Involvement 2018
- Self evaluation activities undertaken at Head Teacher Development Days.

National factors

- National Improvement Framework
- “Learning Together”: Scotland’s national action plan for parental involvement etc. 2018-2021
- Getting It Right For Every Child (GIRFEC)
- Curriculum for Excellence (CfE)
- Developing the Young Workforce (DYW)

Improvement Priorities for 2019-20

Priority 1: Raising Attainment		National Improvement Priorities: Improvement in attainment, particularly in literacy and numeracy National Improvement Framework Drivers: Assessment Of Children's Progress Quality Indicators (HGIOS? 4): Learning, Teaching and Assessment, Raising Attainment & Achievement			
What do we want to achieve for learners? <ul style="list-style-type: none"> To ensure a targeted group of pupils achieve Early Level Numeracy & Literacy by the end of this session. To ensure a targeted group of pupils achieve 1st level Numeracy & Literacy by the end of this session. To ensure improvement in literacy and numeracy can be evidenced with reliable assessment data. To increase engagement in literacy and numeracy using Cooperative Learning, high quality feedback and digital technology. To enhance curriculum provision using remote teaching opportunities. To support a targeted 	How exactly are we going to do it? <ul style="list-style-type: none"> To target interventions and wider support staff appropriately, to engage and support these students. To use Numicon, Nessy, Sumdog and OSMO resources effectively with targeted groups. To monitor and review Sumdog, Nessy and OSMO data regularly. To refresh and develop formative assessments across the whole school. To train and refresh staff Cooperative Learning skills. To ensure all staff are tracking and monitoring using the school wide system and evidence is gathered for each curricular level. To develop the school digital learning and teaching strategies using National Guidance. To explore the use of reciprocal reading to advance literacy skills. To ensure the school provides systematic up to date reviews of children's needs when there are changes in individual circumstances and use pupil data to assist effective transitions into BJHS. 	Personnel <ul style="list-style-type: none"> DHT HT Class Teachers ASN Teacher Secondary Subject Teachers Workforce Development Team Clerical Assistant School Librarian Operational 	Time Scale <ul style="list-style-type: none"> Targeted interventions – Term 1 Formative Assessments Refreshed - Term 1/2 Cooperative Learning Refresh - Term 3/4 Remote Teaching – Term 1 PEF Staff – Term 1 	Resources <ul style="list-style-type: none"> PEF Staffing - £4352 	Monitoring and evidence <ul style="list-style-type: none"> Reviewing Nessy, Sumdog, OSMO – Fortnightly SMT Meetings Staff Meeting Cycle

group of students access the curriculum in multi composite classes.	<ul style="list-style-type: none"> • To use PEF to support learning and teaching using technology. • To adapt the Nursery Family Room to become a themed reading area, inspiring students to read. • To facilitate and support enhanced subject choice through using remote working and digital technology. • To use PEF to provide additional staffing to support targeted students. • To provide regular homework club opportunities. 	Lead Remote Teaching for Shetland			
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Improvement Priorities for 2019-20

Priority 2: Modifying the school environment to improve pupil and staff health and wellbeing, attendance and participation.		National Improvement Priorities: Improvement in children and young people's health and wellbeing National Improvement Framework Drivers: School Improvement Quality Indicators (HGIOS? 4): Managing Of Resources To Promote Equity, Personalised Support			
What do we want to achieve for learners? <ul style="list-style-type: none"> To ensure targeted students have specially designed areas in the school to match their needs. To improve attendance in a targeted group of students. To develop Nurture in school to provide a suitable environment for targeted students. To provide opportunity for wider achievement for targeted students. To adapt staff areas in school to promote positive mental health. 	How exactly are we going to do it? <ul style="list-style-type: none"> To develop a whole school Nurture policy in conjunction with pupils, parents and staff. To facilitate soft start and soft ends for students who require this. To work with parents and pupils to make use of staff and facilities to promote improved attendance. To ensure a system is in place to allow students to access a quiet space during the day. To use PEF to provide resources, materials and furniture for adapted spaces. To use PEF to provide additional ICT resources in adapted spaces. To restart the Grounds Maintenance Crew; a pupil led school ground improvement team. To design and deliver a Sensory room. To design and deliver a HWB/Nurture room with areas for working, relaxing and unwinding. To adapt the Nursery Family Room to also become a themed reading area. 	Personnel DHT HT Class Teachers Secondary Subject Teachers Parents Pupils Youth Worker ASN Teacher DoE Instructor	Time Scale Sensory Room – Term 1 HWB Room - Term 1/2 GMC – Term 1 Themed Reading Area – Term 2/3 Funding Application – Term ½ Classroom audit – Term 1 Forrest – Term 1/2	Resources PEF Furniture - £1780 PEF Resources, Lighting & Materials - approx £300	Monitoring and evidence SMT to monitor termly. Staff Meeting Cycle

	<ul style="list-style-type: none">• To put in a funding application to adapt the outdoor space outside the Youth Club.• Pupils to perform a classroom audit across the whole school.• To explore Forrest School strategies, resources and training.• Duke Of Edinburgh opportunities to provide for wider achievement.				
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Improvement Priorities for 2019-20

Priority 3: To adapt BJHS Early Years to provide for 1140 hour provision and the needs of students.		National Improvement Priorities: Improvement in attainment, particularly in literacy and numeracy National Improvement Framework Drivers: Assessment Of Children's Progress Quality Indicators (HGIOS? 4): Learning, Teaching and Assessment, Raising Attainment & Achievement			
What do we want to achieve for learners?	How exactly are we going to do it?	Personnel	Time Scale	Resources	Monitoring and evidence
<ul style="list-style-type: none"> To ensure the environment is adapted to accommodate students 1140 hours. To ensure all students are tracked and monitored using the school wide system. To ensure assessment information informs strategies and interventions in P1. To ensure curriculum coverage fits with Primary curriculum. To ensure staff members are trained appropriately for 1140 hour provision. 	<ul style="list-style-type: none"> To work with contractors and Local Authority in developing the Early Years department. To liaise with Early Years departments across Shetland in preparation for moving to 1140 hours. To use Highland Literacy assessments and diagnostics with Early Years students. To ensure diagnostic assessment information from Early Years forms the basis of Term 1 P1 activities and interventions. To ensure curriculum for Early Level is developed with P1 and Early Years staff. To ensure whole school tracking system is used effectively and appropriately. To ensure developmental overviews inform steps for pupils going into P1. To ensure staff have opportunity to attend necessary training. To ensure staff have opportunity to attend other 	DITT / Sandisons / Local Authority Architect DHT HT Lower Primary Teacher / Early Years Teacher / Early Years Worker / Early Years Assistant	HL Diagnostic Intervention for P1 – Term 1 Follow up HL Diagnostic for P1– End Of Term 1		HT to monitor and liaise with DITT, Sandisons & Architect daily DHT to monitor HL diagnostic intervention weekly. DHT to liaise with Early Years teacher with regard follow up at the end of Term1 – further actions/interventions to be agreed with Lower Primary Teacher. HT/DHT to liaise with staff monthly with regard T&M

	settings where 1140 hours are already embedded.				
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Improvement Priorities for 2019-20

Priority 4: For Baltasound Junior High School students to lead improvement in school.		National Improvement Priorities: Improvement in attainment, particularly in literacy and numeracy, Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school-leaver destinations for all young people National Improvement Framework Drivers: School Improvement Quality Indicators (HGIOS? 4): Learning, Teaching and Assessment, Raising Attainment & Achievement, Improving Wellbeing, Equality and Inclusion			
What do we want to achieve for learners? <ul style="list-style-type: none"> To ensure school improvement is driven by students and they take an active role in improving the school. 	How exactly are we going to do it? <ul style="list-style-type: none"> New Pupil Council in put in place. Pupil Council have protected time in order to work through How Good Is OUR School. Evaluation to drive improvement through staff meeting cycle. 	Personnel Pupil Council HT	Time Scale New Pupil Council – Term 1 HGIOURS – Term 1, 2, 3 and 4.	Resources	Monitoring and evidence HT to facilitate and feedback through Staff Meeting Cycle.

Shetland Islands Council
Department of Education and Social Care
Schools Service

School Agreement on 35 Hour Working Week

BALTASOUND JUNIOR HIGH SCHOOL

Session: 2019/20

A full time teacher's working week should be considered as consisting of (pro rata up to):

- 22.5 hours of class contact
- 7.5 hours for preparation and correction (may be undertaken at a time and place of the teacher's own choosing in consultation with their line manager).
- 5 hours for collegiate activities.

<i>Breakdown of Collegiate Time Allocations (1.0FTE)</i>	<i>Agreed Hours</i>
Parents Meetings, Open Nights, Concerts, Trip Organisation	12
Daily Morning Meetings	32
Whole Staff Meetings	10
Nursery/Primary/Secondary Staff Meetings/ASN & Pupil Support Liaison	10
Working Groups	10
Tracking & Progress, Formal Assessment and Preparation of Reports	40
Professional Review and Development & Self Evaluation	6
Curriculum Activities, Forward Planning, Quality Assurance, Cross Curricular and Inter Disciplinary Development, Staff Led CPD	58
Flexibility (Trips, Clubs, Community Activities)	12
Total	190

The total per annum must be a maximum of 190 hours (5 hours x 38 weeks).

CONTINUING PROFESSIONAL DEVELOPMENT

Continuing Professional Development as it appears above must not be confused with the additional contractual obligation teachers now have to undertake 35 hours of CPD outwith the 35 hours, 39 week school year. All staff members are responsible for keeping their own record of CPD activities, using myGTCS.

Part Time Teacher's Working Week

FTE	1.00	0.80	0.65	0.60	0.40	0.22	0.20	0.10
Class Contact	22.5	18	14.625	13.5	9	4.95	4.5	2.25
Preparation & Correction	7.5	6	4.875	4.5	3	1.65	1.5	0.75
Collegiate Activities	5	4	3.25	3	2	1.1	1	0.5

Part Time Teacher's Collegiate Breakdown:

FTE	1.00	0.80	0.65	0.60	0.40	0.22	0.20	0.10
Parents Meetings, Open Nights, Concerts, Trip Organisation	12	9.6	7.8	7.2	4.8	2.64	2.4	1.2
Daily Morning Meetings	32	25.6	20.8	19.2	12.8	7.04	6.4	3.2
Whole Staff Meetings	10	8	6.5	6	4	2.2	2	1
Nursery/Primary/Secondary Staff Meetings/ASN & Pupil Support Liaison	10	8	6.5	6	4	2.2	2	1
Working Groups	10	8	6.5	6	4	2.2	2	1
Tracking & Progress, Formal Assessment and Preparation of Reports	40	32	26	24	16	8.8	8	4
Professional Review and Development & Self Evaluation	6	4.8	3.9	3.6	2.4	1.32	1.2	0.6
Curriculum Activities, Forward Planning, Quality Assurance, Cross Curricular and Inter Disciplinary Development, Staff Led CPD	58	46.4	37.7	34.8	23.2	12.7	11.6	5.8
Flexibility (Trips, Clubs, Community Activities)	12	9.6	7.8	7.2	4.8	2.64	2.4	1.2