



Baltasound Junior High School

Peerie School, Big Dreams

Standards & Quality Report 2021-22

and

School Improvement Plan 2022-23



Introduction

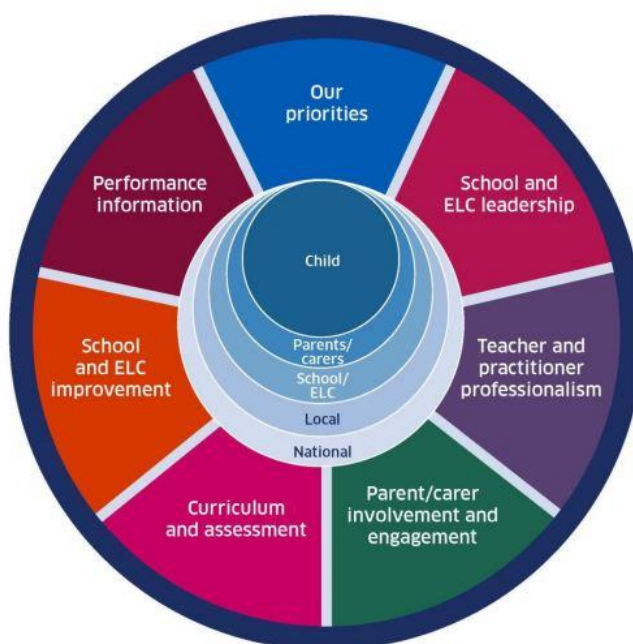
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, the National Improvement Framework, Getting it Right for Every Child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

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. We have been asking ourselves – staff, pupils, parents/carers, and other partners – the questions contained in this Standards and Quality Report. Our self-evaluation – involving staff, pupils, parents/carers, and other partners – is in the pages that follow, along with our main improvement priorities for session 2021/22. This report is based on the quality indicators in *How Good is Our School?* 4th Edition (2015) and *How Good is our Early Learning and Childcare?* (2016) and on the priorities and drivers of the National Improvement Framework.

The current National Improvement Priorities are:

- 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:



Contextual analysis of the school

Baltasound Junior High School (BJHS) serves the island of Unst, providing education for children from Nursery through to Secondary 4 (on occasion supporting students in S5 or S6). Fetlar Primary School students attend Baltasound JHS one day per week although Fetlar Primary School is currently mothballed due to the fact that there are no pupils on the school roll.

Our school motto is Peerie School, Big Dreams – as although we are the most northerly school in the UK and on an island with around 650 inhabitants, we can achieve anything we set our minds to. Our former pupils have gone on to varied and fulfilling careers all over the world and we want our young people in school to make their dreams a reality – all school stakeholders playing their part to allow this to happen.


Our school values are Ready, Respectful and Safe. These were introduced during the 2020-2021 session with pupils taking an active lead in their relevance, use and awareness in school.

In 2021-22 the school roll was 91 - 18 in Nursery, 22 in Lower Primary (P1-4), 21 in Upper Primary (P4-7) and 29 in Secondary (S1-S5).

There was a teaching staff of 15 part time and full time teachers; 1 full time Primary teacher, 1 job share Primary (0.6FTE and 0.4FTE), 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. Due to inability to recruit to the Business & Computing post, the Head Teacher takes on this role within school – the money assigned for this role used to supplement our ASN Team within school. The school has 1 Learning Support Assistant, 1 part-time Nursery Teacher, 1 Early Years Senior Practitioner, 1 Early Years Practitioner, 1 Early Years Support Worker, 2 Early Years Graduate Trainees, 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 changes in Early Years Teacher, Lower Primary Teacher, H.E. Teacher, Technical Teacher and Music Teacher.

The school management team (Head Teacher, Depute Head Teacher and Principal Teacher of Pupil Support) were supported by Quality Improvement Officer Leanne Moss. The school library is run by Karen Malone 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 Peerie School Journey To Big Dreams														
	Broad General Education (BGE)											Senior Phase		
	EY	PI	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 / Whole School Events / Pupil Council / Ambassadors & Buddies / Inter Generational						DoE / John Muir / Saltire / Ambassadors / Pupil Council / Volunteering / Inter Generational					
SQA Accreditation												Enterprise & Employability		
												Religion Belief & Values		
													National 1 2 3 or 4	
													National 5	
													Higher	
													Advanced Higher	
Our Values	→ Ready / Respectful / Safe →													

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

- Ready
- Respectful
- Safe

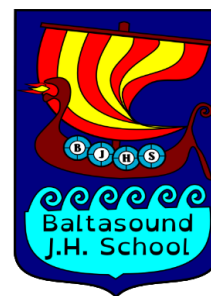
What Are Our Core Values?



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.

What Makes Our School Unique?



Collaboration and consultation with our stakeholders in session 2021/22

Who?	When?	How?	What did we find out? (bullet points on key themes)
Staff	4 weekly meeting cycle	Meetings in person or using Teams. <ul style="list-style-type: none"> • Whole Staff • EY/Pri/Sec Staff • Working Groups • Tracking & Progress 	<ul style="list-style-type: none"> • HGIOS priorities – areas of strength and areas to improve • Pupils who require additional support • SIP priority progress & next steps • Tracking of pupils • Considerable amount of pupil data acted on by the school.
Children and young people	Several sessions per term.	Pupil Council Pupil Focus Groups Individual Feedback Sampling	<ul style="list-style-type: none"> • Areas in school which cause the most concern – especially around COVID (face coverings) • Pupils have been remarkably resilient and are happy to be in school. • Pupils feel supported by staff • Pupils are making progress despite interrupted learning
Parent and Carers	Several sessions per term.	Parental Phone Calls Parent Evenings (phone) Parent Council (Vscene) Parent Feedback Questionnaire Newsletters Reports School Website School Facebook	<ul style="list-style-type: none"> • Parents feel supported by the school • Parents feel their children are safe and looked after. • Parents know how to raise concerns. • Parent Council school improvement activity severely limited by COVID • Parental engagement limited by COVID • Parents are happy with the progress of their children.
Community and other stakeholders	Several times per term.	North Isles Learning Partnership Active Schools Youth Services Shetland Library Cooke Aquaculture Sandisons Trust Scottish Fire & Rescue Service Police Scotland Unst Leisure Centre Unst Health Centre Swan Trust	<ul style="list-style-type: none"> • NILP action plan has made little progress due to number of activities that require parents in school. • Active Schools unable to support as they have been in previous years. • Youth Services able to support Skills For Work programme in school. • Local business and organisations still a fantastic support to the school (£13000 from Cooke and Sandisons).

Standards & Quality Report 2021-22

Progress made with the Priorities from our 2021-22 School Improvement Plan

<p>NIF PRIORITIES</p> <p>-Improvements in attainment, particularly in Literacy and Numeracy</p> <p>-Closing the attainment gap between the most and least disadvantaged children</p> <p>-Improvement in children and young people's health and wellbeing</p> <p>-Improvement in employability skills and sustained, positive school leaver destinations for all young people</p>	<p>NIF DRIVERS</p> <p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School 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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Priority 1: Raising Attainment – Literacy Focus			
Continuation from 2020/21? YES		Link to COVID-19 recovery YES	
What were the 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
<ul style="list-style-type: none"> To improve the quality of writing across the school – to target a 4 year average SNSA writing performance increase of 5%. To improve the digital literacy skills of students and staff members – to ensure 100% of pupils are Teams/Glow confident. To ensure continuity and progression in literacy throughout the school. 	<ul style="list-style-type: none"> Continued use of Highland Literacy Developmental Overviews – used with all pupil Self-evaluation using HGIOELC. Use of Highland Literacy Progression Frameworks EY Newsletter used to share literacy activities with parents. Use of Talk 4 Writing in Early Years Staff promoted phonological awareness and auditory discrimination through games and activities. A range of mark making activities/resources were available throughout the setting. Staff taking part in LA Emerging Literacy Network Input received from LA Teacher of Highland Literacy EY/Primary Teacher attended first QAMSO Training session. 	<p>Developmental overviews are used extensively in Early Years. Staff have a better understanding of pupil development and this is used in discussion with parents – when sharing progress and transition into P1.</p>	<p>Handwriting code to be reviewed and implemented across the school.</p> <p>Blog use to be reviewed and evaluated – pupils very resistant to blogging and keen to explore alternative methods to document their learning.</p> <p>Progression frameworks to be consistent from Primary into Secondary, for Numeracy and Literacy.</p> <p>Talk 4 Writing to be used in Secondary – making use of our in school trained teacher. This will happen once we have our new English teacher in post next session. This will be the 3rd year in our Writing Plan.</p>
	<ul style="list-style-type: none"> Use of Talk4 Writing for developing text structures across multiple genres across the curriculum – across Lower and Upper Primary. Use of Jolly Grammar across Primary Staff taking part in LA Emerging Literacy Network Input from LA Teacher of Highland Literacy EY/Primary Teacher attended first QAMSO Training session. 	<p>HGIOELC used for self-evaluation activities by EY Team. Highland Literacy frameworks used for highlighting areas for development.</p>	
	<ul style="list-style-type: none"> 90% of EY parents showed the need for the EY Newsletter. 	<p>Talk 4 Writing used extensively in EY and Primary. Noticeable impact on pupil motivation levels when writing and the quality of responses. P1 SNSA Literacy up by more than 10%, P5 Writing up 1.5%, P7 Writing up by 8.1% and S3 by 1.2%. All have increased – the average increase was 5.2% when compared to the 3 or 4 year average.</p>	
	<ul style="list-style-type: none"> Opportunity for Secondary English and Maths still impacted by groupings and Covid safe practices. 		
Early Years		Primary	Secondary
		Whole School / Outside Agencies	

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> -Improvements in attainment, particularly in Literacy and Numeracy -Closing the attainment gap between the most and least disadvantaged children -Improvement in children and young people's health and wellbeing -Improvement in employability skills and sustained, positive school leaver destinations for all young people <p><i>(highlight as appropriate)</i></p>	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	<ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 	<ul style="list-style-type: none"> 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships 	<ul style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 2: Outdoor & Play Based Learning				
Continuation from 2020/21? NO		Link to COVID-19 recovery YES		
What were our outcomes? <ul style="list-style-type: none">To develop the school’s approach to outdoor and play based learning.To design, plan, implement, disseminate and evaluate an Outdoor/Play Based Learning action plan for BJHS.To ensure 100% learners in school have regular access to outdoor learning.To ensure 100% of primary and early years learners have weekly access to high quality, evidence backed, designed, play based learning.	What did we do?		What was the impact on learners? <p>100% EY and Primary pupils have regular, dedicated access to outdoors and play.</p> <p>Pupils energised and motivated to be outdoors and to play. Feedback from pupils suggests that they enjoy being outdoors more and they feel the benefit of this.</p> <p>Opportunities to play outside, including using equipment donated by Cooke Aquaculture or made by the S3 Technical pupils has led to noticeable enthusiasm in learners.</p> <p>Active learning opportunities have increased dramatically across the school, especially post COVID – including singing, baking/cooking, drumming and role playing.</p>	What are the next steps and how do you plan to evidence the impact of further actions required <p>Opportunities for parents to be part of the discussion and evaluating around Play based learning to be increased.</p> <p>Communication around the impact of play based learning to be shared with parents so improve their understanding of the approach.</p> <p>Produce grown to be sold at school events and farmers markets.</p> <p>To develop our policies around Play Based, Outdoor Learning. To work in conjunction with other schools in the North Isles and learn from other schools.</p>
	<ul style="list-style-type: none">EY Teacher on LA Outdoor Learning working groupFull use of EY polycrub/planters to grow own produce.Continued to develop and improve outdoor space – attending fund grant funding activities to explore funding opportunities.Share benefits of outdoor/play based learning with parents through newsletters/conversations			
	<ul style="list-style-type: none">Made good use of the new polycrub to plant, and grow produce.Continued to develop outdoor space for free play and activitiesPrimary Teacher on Shetland Wide Play Pedagogy NetworkPrimary Teacher on LA Outdoor Learning Working GroupRisk assessments in place for outdoor playParents informed about benefits on outdoor and play based learning (newsletters and social media)P4 worked together in small Outdoor group to plan polycrub opening and activities			
	<ul style="list-style-type: none">Secondary staff included in the Working Group and to evaluating policies for the school.			
	<ul style="list-style-type: none">Working group met at assigned meeting schedules to explore practice within school and outwith school.			
Early Years	Primary	Secondary	Whole School / Outside Agencies	

Improvement Priorities for 2021-22

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> -Improvements in attainment, particularly in Literacy and Numeracy -Closing the attainment gap between the most and least disadvantaged children -Improvement in children and young people's health and wellbeing -Improvement in employability skills and sustained, positive school leaver destinations for all young people <p><i>(highlight as appropriate)</i></p>	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	<ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 	<ul style="list-style-type: none"> 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships 	<ul style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 3: Recovery & Resilience Continuation from 2020/21? YES Link to COVID-19 recovery YES			
Planned Outcome	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
<ul style="list-style-type: none"> To ensure students and staff are supported effectively in their return to education. To ensure students develop the necessary skills to work remotely, if required. To students develop skills to support themselves through periods of change and uncertainty. To ensure pupil voice and children's rights form the basis of everything we do in school. 	<ul style="list-style-type: none"> Soft starts offered to all. Stay and play sessions offered to parents to support drop off. Newsletter/Social Media/ Learning stories regularly shared and shown to parents Children's Rights explored in ELC 	<p>Pupils were supported in their return to school. Anxieties around coming to school were worked through, with pupils who required additional support.</p>	<p>RRS action plan to be worked through in consultation with UNCRC professionals.</p> <p>School counselling to be explored further – although the waiting list time is considerable.</p> <p>PEF in next session to be used in consultation with pupils and parents – developing safe spaces in school for pupils who need time out or space to themselves.</p> <p>Zones of Regulation to be evaluated with pupils and staff.</p> <p>NILP to be used to promote cluster opportunities to improve health and wellbeing.</p>
	<ul style="list-style-type: none"> Seasons For Growth to be delivered to pupils. Children's Rights explored with both Primary classes. Microsoft Teams fully embedded with Upper Primary Pupils Worry Box and the Bag of Worries Book used in Primary to reassure and support pupils Staff have continued to build resilience with all pupils Zones Of Regulation used with year groups. 	<p>Zones Of Regulation allowed pupils to better understand their emotions and strategies to help them cope.</p> <p>Social media and newsletters effectively communicated with parents what their children were learning and developing in school.</p>	
	<ul style="list-style-type: none"> Subject Teachers and SMT have regularly checked in with pupils with regard COVID-19 related certification, evidencing and anxiety. NQ subject teachers continued to regularly assess S4 students and record evidence of progress and ability. Subject contributed towards SQA consultation activity and changes to their subjects. School counselling offered to pupils – from P5 upwards. HT taught 0.55FTE in order to provide teacher time for life skills and independence building for targeted students and additional Learning Support Worker hours for targeted pupils. 	<p>Additional support (through HT teaching commitment) allowed pupils identified to be adequately supported in school – improving attendance of pupils throughout the term.</p>	
	<ul style="list-style-type: none"> Pupil Council began exploring the Cost of the School Day. Rights Respecting Schools taken on by S1/2 pupils, disseminating/sharing with the wider school. RRS paperwork submitted for Bronze award. Regular use of Glow, Office 365 & Teams for Upper Primary and all Secondary subjects, including more resources uploaded so learners 	<p>Pupils were supported through their SQA qualifications and achieved grades which mostly matched their predicted grades,</p>	

	<p>continue making progress at home.</p> <ul style="list-style-type: none"> Youth Services delivered Skills For School course to S2. HT/DHT worked with North Isles Learning Partnership (NILP) to understand the wider needs of the community and local projects that could support recovery & resilience on Unst. 		
Early Years	Primary	Secondary	Whole School / Outside Agencies

Progress made with the Priorities from our 2021-22 School Improvement Plan

Pupil Equity Fund Reporting, 2021/22

Project/intervention: Pupils identified required further support in school to allow them to improve their attendance and make improvements in literacy, numeracy and health & wellbeing.					
What was your gap? Several pupils were identified as requiring additional support in class as well as soft starts, soft ends and life skills. The lack of support in this area was impacting on attendance – which was having a noticeable impact on literacy/numeracy skills as general wellbeing. Pupils identified also required further differentiated work in order to achieve their potential.					
Interventions for Equity Interventions for Equity Self-evaluation National Improvement Hub (education.gov.scot) <i>(highlight the interventions that apply)</i>					
Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact
Planned Outcome Identified pupils will receive additional LSW input to allow a more personalised education offer to pupils. This includes breakfast club access, soft starts/end as well in-class support.		Measures of impact on learners <i>Rationale: Support for Learning allocation did not provide enough LSW hours in order to provide for pupils identified as requiring support. This support included breakfast times support, soft starts/ends and in-class support – allowing identified pupils to remain with their year group although work at their own level and achieve their full potential.</i> <i>Intended Outcomes: Learners will be supported in school through breakfast clubs, soft starts/ends, dedicated access to a LSW and in-class support.</i>			
Teaching and Learning	X	<i>Impact: Identified pupils were seeing attendance improvements as the year progressed. In turn, this was having a positive impact on literacy (evidenced in phonics assessment). Pupils were having access to a dedicated LSW in class allowing for personalised support – this was allowing pupils the opportunity to achieve within their year group, in class with their peers. This was having a noticeable impact on their wellbeing – remaining part of their peer group.</i>			
Leadership					
Family and Community					

School self-evaluation, 2021-22, and priorities for further improvement

Leadership of Change (Q1 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 values and what makes our school unique. These values are fully embedded and understood by pupils and parents. Pupils took an active role in publicising these values in displays, presentations and competitions/activities. The values are understood and demonstrated by pupils and staff.

All staff have a clear understanding of our local context, knowing and working with pupils, families, stakeholders and members of the community. SMT in school ensure all staff understand the needs of the community as well as issues families have/face (many staff members do not stay on the island of Unst). All staff are involved in the improvement priorities of the school – all relevant data on pupils, attainment, attendance, vulnerability etc are shared with staff to allow the collective group to make an informed choice of priorities going forward.

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, trainers of First Aid, SHARE, Seasons For Growth, Zones Of Regulation and Child Protection – several which are offered Local Authority wide and delivered by BJHS staff.

The school promotes opportunities for staff to inform pedagogy through the Northern Alliance (Emerging Literacy in Early Years and Lower Primary) and to work in conjunction with outside agencies and partners. The SIC Workforce Development Team provide training and CPD opportunities for all staff; with staff encouraged to train/retrain/learn/improve/lead all aspects of their work.

How do you know? What **quantitative** and **qualitative** evidence do you have of a 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 –these have been affected by the disruption caused by COVID this session although are predicted to return in this next session.

The school has a 3 year plan for Writing – incorporating Talk 4 Writing across the whole school. We will begin year 3 in the session 2022/2023 – which requires the Talk 4 Writing model to be integrated into Secondary literacy lessons.

The school has a range of quantitative data, including attainment data (PIPS/SNSA), attendance, T&M, engagement, rural vulnerability, questionnaire feedback and minutes from GIRFEC reviews, IEPs, PRDs and collegiate meetings. Team teaching opportunities, focus groups, feedback and regular discussion with staff and parents are part of our qualitative data resource.

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

Continue embedding our values in everything we do. Further develop opportunities for staff to work with parents on School Improvement priorities.

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 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. Our positive ethos and relationships between pupils, parents and staff are widely recognised and acknowledged – pupils keen to attend school and keen to achieve, with the staff in school.

Pupils play an active role in school through pupil council, focus groups 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. Pupils are in regular discussion with staff and SMT – outwith focus groups and pupil council.

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. The community has recently contributed over £13,000 towards our Polycrub – a fantastic outdoor learning environment for our school community.

Planning for Primary and Secondary takes into account what makes our school unique and has shared/similar templates with other schools 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.

The school staff have been formalising the process and procedures within BJHS and this is in draft form as 'The 4 Tenets Of Teaching', how BJHS staff can ensure our 'Peerie School' helps our students 'Big Dreams' comes true. This will be further evaluated in the next session, with the Pedagogy working group evaluating What Makes A Good Lesson and Assessment.

How do you know? What **quantitative** and **qualitative** 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 to 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. We record and display pupil achievements in classrooms, all around the school, in the main hall, on social media and on our website.

Pupil feedback through Pupil Council allows issues to be addressed. Pupil Focus Groups are also used to evaluate our 4 Tenets Of Teaching. Parent feedback at Parents Evenings, and BYPTSD (pre COVID) provide valuable input into L&T with parents able to be part of their child's learning; something hugely appreciated by parents.

The School Tracking & Monitoring system highlights the progress pupils are making from year to year, with tracking meetings at Pri/Sec collegiate activities examining this short termly. Developmental overviews are also used to monitor and support pupil development. SQA results are analysed at the start of each new term, with INSIGHT data providing input into the discussion.

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

To make effective use of focus groups and pupil council to improve learning and teaching (using wee HGIOS as a basis for improvement in this area as well as the 4 Tenets Of Teaching @ BJHS). To refresh assessment strategies across the whole school

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 (S6 for this coming session) 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.

Pre-Covid disruption, the school would 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 **quantitative** and **qualitative** 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.

Feedback from parents is sought regularly – in person, over email and anonymously through end of year feedback form. This gets an understanding of what our parents feel we are doing well and what we need to improve. It allows parents to share issues they feel need addressed and it also highlights areas (and good practice) that the school should be proud of.

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

The school needs to improve the communication with parents so they understand all the issues that have been addressed and what the school plan to action to change/modify practice.

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. Pre-COVID, students wider achievements are celebrated through SALTIRE and Shetland Volunteering Awards; at present achievements are recognised by class teachers and displayed around the school on wall displays. The school has a wide range of data on students and these inform practice and intervention. Pre-COVID participation of students was high as the school (in conjunction with Active Schools) track after school and lunchtime activity involvement – when the situation returns to normal we intend on ensuring this returns.

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.

Pre-COVID, 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. There are no barriers to achievement linked to poverty – all of our pupils are able to take part in all trips, activities, excursions and placements – the school will put in the necessary arrangements for our pupils, whether this is financial, staffing or alternative arrangements.

How do you know? What **quantitative** and **qualitative** 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.

<p>What are you going to do now? What are your improvement priorities in this area?</p> <p>Further explore opportunities for accreditation beyond what is offered through SQA. This will hopefully working with ASDAN through other partner schools. To look at what further accreditation can be offered through the Primary school year stages.</p>
<p>Self-evaluation grade on the HGIOS?4 six-point scale: Good</p>

**School Improvement Plan
2022-23**

Factors Influencing the 2022/23 School Improvement Plan

<p>Local authority factors</p> <ul style="list-style-type: none"> • Shetland Islands Council National Improvement Framework Plan • Children’s Services, Recovery and Renewal Plan • Children’s Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting • SIC Strategy for Parental Involvement 2018 	<p>National factors and drivers</p> <ul style="list-style-type: none"> • Curriculum for Excellence • Realising the Ambition • National Improvement Framework • The Scottish Attainment Challenge • Education Reform and Empowerment • Getting It Right for Every Child • Developing Young Workforce • Digital Learning and Teaching Strategy • The Equity Audit • “Learning Together”: Scotland’s national action plan for parental involvement etc. 2018-2021
<p>School factors</p> <ul style="list-style-type: none"> • 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 2021/2022 highlighted several areas for improvement. • Team Improvement Visit from the Shetland Islands Council highlighted 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. • Feedback from Pupil Council and Parents. 	<p>Local factors</p> <ul style="list-style-type: none"> • Self evaluation activities undertaken at Head Teacher Development Days. • North Isles cluster moderation activities
<p>UNCRC</p> <ul style="list-style-type: none"> • Rights Respecting School and UNCRC are part of our School Improvement Plan priorities for this session. This will be led by pupils in S1 and S2 and expanded on throughout the school. 	<p>Tacking Inequalities, Poverty Proofing and Cost of the School Day</p> <ul style="list-style-type: none"> • BJHS makes no charge for school trips (within Shetland) or materials throughout the school year. Trips outwith Shetland are heavily subsidised through fundraising and grants from local companies (Cooke Aquaculture - £10,000) and organisations. Our most recent Edinburgh Trip cost all pupils £50 - families in receipt of FSM did not contribute. • Pupil Council to investigate Cost Of School Day as part of their annual programme this session.

Improvement Priorities for 2022-23

<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. <i>(highlight as appropriate)</i> 	<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: Raising Attainment – Pedagogy; improving the quality of learning and teaching				
Continuation from 2021/22? NO Link to COVID-19 recovery NO				
Data/evidence that informs this priority: <ul style="list-style-type: none">Pupil Feedback GroupsStaff MeetingsObservationsEducational Research & Literature	Planned Outcome <ul style="list-style-type: none">To evaluate current teaching practice with regard assessment (formative and summative), what makes a good lesson and evidencing of learning.To educate our school educators as to best practice (from research, practice and pupil feedback) with regard high quality pedagogy.To ensure consistency in approaches to lessons and assessments.To improve the quality of learning and teaching across BJHS.	How exactly are we going to do it?	Resources and Lead Person HT & Working Group – which comprises ELC Staff, Support Staff, Primary Staff and Secondary Staff. Hatties’s Effect Sizes – research and materials. Lesson Evaluation Toolkit – B. Roberston	Monitoring the impact of the priority on learners Monitored and evaluated at each Pri/Sec/EY meeting cycle. Baseline information from Assessment approaches, What Makes A Good Lesson and the Lesson Evaluation Toolkit. Pupils focus groups and Pupil Council feedback – comparison between feedback opportunities.
		<ul style="list-style-type: none">To continue to develop play based pedagogy including the assessment of play based approaches.To share benefits of play based learning with parents.EY staff to expand knowledge through professional learning and research activities.To develop and establish What Makes A Good EY Session.To attend Under 3 Mover Classes.To develop literacy and numeracy mathematical thinking.		
		<ul style="list-style-type: none">To establish roles and responsibilities with regard Play Based Pedagogy.To develop and establish Task Boards.To effectively communicate with parents the role of Play Based learning.		
		<ul style="list-style-type: none">To understand and actively employ effective differentiation in class.To understand and effectively use Show Me Boards.		
		<ul style="list-style-type: none">To evaluate and re-design What Makes A Good Lesson.To evaluate Assessment within the BJHS 4 Tenets of Teaching.To baseline using the Lesson Evaluation Toolkit.To discuss and evaluate Hattie’s Effect Sizes and revisit Bloom’s Taxonomy.		
Early Years		Primary	Secondary	Whole School / Outside Agencies

Improvement Priorities for 2022-23

NIF PRIORITIES <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. (highlight as appropriate) 	NIF DRIVERS <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 	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	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	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: Developing A Reading Culture Within School

Continuation from 2021/22? NO Link to COVID-19 recovery 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
<ul style="list-style-type: none"> SNSA - Reading Staff observation Of Pupils 	<ul style="list-style-type: none"> To develop a reading culture within school. To develop a passion for reading with pupils, parents and staff. To improve our SNSA Reading points (compared to the 4 year average) by 5%. 	<ul style="list-style-type: none"> To develop and implement Paired Reading. To make effective use of Bookbug and the resources available. To ensure reading time is integral to the EY sessions. To promote literacy thinking (realising the ambition) To effectively use questioning, stories, songs and games in promoting reading skills. 	DHT & Working Group – which comprises ELC Staff, Support Staff, Primary Staff and Secondary Staff. Scottish Book Trust. School Librarian. Visiting Authors. Online Author Experiences.	Monitored and evaluated at each Pri/Sec/EY meeting cycle. Baseline on reading for pupils and staff. Evaluated throughout. Pupils focus groups and Pupil Council feedback.
		<ul style="list-style-type: none"> To develop and implement Paired Reading. To develop reading spaces within Primary. To provide regular reading time. To promote reading for pleasure on homework task walls. Regular reading opportunities to include members of the wider community.. Time allocated to review books and promote peer discussion. 		

		<ul style="list-style-type: none"> • To develop and implement Paired Reading. • To develop reading spaces in Secondary. • To provide regular reading time. • To develop book projects – across the curriculum and within IDL projects. 		
		<ul style="list-style-type: none"> • To develop leadership of reading – with families and school librarian. • To formally promote reading – pupils and staff sharing what they are reading and opportunity to discuss. • Achieve Scottish Book Trust accreditation. • Deliver staff sessions on pedagogy of reading. • School reading displays on classroom doors. • Author visits to promote and engage readers. • Take an active part in nationally recognised days such as World Book Day. • Ensure 100% of pupils are able to access the school library. • To take part in Authors Live events. • To ensure Community Library is promoted and available to all parents and the wider community. • To explore the role of pen pals with pupils. 		
Early Years		Primary	Secondary	Whole School / Outside Agencies

Improvement Priorities for 2021-22

<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. <i>(highlight as appropriate)</i> 	<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 3: Improving Health & Wellbeing Amongst Pupils, Parents and Staff Continuation from 2021/22? NO Link to COVID-19 recovery 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
<ul style="list-style-type: none"> Pupil Discussion Groups Pupils Feedback Staff Feedback Questionnaire Local knowledge / SMT SWOT Analysis 	<ul style="list-style-type: none"> To fully understand the issues pupils face and where our priorities in HWB should lie. To ensure pupils, staff and parents understand options available to help with anxiety, stress and wellbeing. To improve our staff wellbeing survey data by 10%. To promote staff cohesion and wellbeing – promoting opportunities for staff to live and stay in the North Isles on a permanent basis. To promote wellbeing amongst our school community. To implement SCERTS / CIRCLE with school. 	<ul style="list-style-type: none"> Pupils and parent questionnaire issued and actions assigned. Resources and space to be allocated for 2 year olds. Bring Your Parent To Early Years Day – play, learn and engage with you child in the setting. Available parenting classes or support communicated through newsletters and social media. Observation information shared with parents. To develop relationship building between parents, pupils and staff. 	<p>Pupil Support Teacher & Working Group – which comprises ELC Staff, Support Staff, Primary Staff and Secondary Staff.</p> <p>Pupil Questionnaire Data</p> <p>Staff Wellbeing Questionnaire Data</p>	<p>Monitored and evaluated at each Pri/Sec/EY meeting cycle.</p> <p>Baseline on HWB for pupils and staff. Evaluated throughout.</p> <p>Pupils focus groups and Pupil Council feedback.</p> <p>SHANARRI data capture.</p> <p>Staff Wellbeing data and staff feedback.</p>
		<ul style="list-style-type: none"> Weekly evaluations in Upper Primary. Fists of 5 used at the end of the day. Regular check-ins for pupils. Bring Your Parent To School Days (P1, P4 and P7). Pupils HWB questionnaires. SHANARRI data collection and associated action plans. Teethbrushing and linked topics (Human Body). 		
		<ul style="list-style-type: none"> Bring Your Parent To School Day (S3). Pupils HWB questionnaires. SHANARRI data collection and associated action plans. Lunchtime and afterschool clubs to promote HWB and activity. 		

		<ul style="list-style-type: none"> • Effective communication with parents as the support available for pupils and parents. • Effective communication with all staff the support available in school and through the SIC – including Staff Welfare, iLearn and CareFirst • Termly check-in for staff (with SMT). • Staff event calendar developed with opportunity for HWB to be promoted. 		
Early Years	Primary	Secondary	Whole School / Outside Agencies	

Pupil Equity Fund – Planning and Reporting

PEF Allocation 2022/23: £10590		Carry forward from 2022: £5391			
Project/intervention: Identified pupils will be offered further in class support, soft starts/ends and life skills sessions from LSWs and teaching staff. Identified pupils will also design and shape areas within school to support their literacy, numeracy and health & wellbeing.					
What data/evidence informs this? (what is your gap?) Pupils identified through attendance statistics, pupil discussion and feedback and staff feedback. Many pupils would not be in mainstream education in larger schools although with additional support, could achieve their full potential whilst remaining within their peer group.					
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 <ul style="list-style-type: none">Additional teacher and LSW time will be used to support pupils in class and through breakfast clubs, soft starts/ends and life skills sessions.Pupils will design and furnish areas within school to support literacy, numeracy and wellbeing improvements.		Details of project/intervention: <ul style="list-style-type: none">LSW time to facilitate breakfast club.LSW time to facilitate in-class, personalised support.LSW time to facilitate life skills sessions – including opportunities outwith school.Areas in school identified to be re-designed to support pupils also identified.For identified pupils, PEF used to:<ul style="list-style-type: none">Enable access to Youth Club.Enable access to swimming sessions.Enable access to support/adult services in Lerwick.		Resources and Lead Person	Measures of impact on learners
Teaching and Learning	X			LSW hours	Attendance Improvement
Leadership				ASN Teacher hours	Wellbeing improvement – measured through discussion and pupil feedback. Remaining part of peer group.
Family and Community	X			DHT	Literacy and numeracy improvement – consistent with projected improvement based on maximum attendance
		HT	Increased life skills opportunities – outwith school and in the wider Shetland community.		
		HT FTE + PEF funding			

Shetland Islands Council
Department of Education and Social Care
Schools Service
School Agreement on 35 Hour Working Week

BALTASOUND JUNIOR HIGH SCHOOL

Session: 2022/23

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 (20/21)</i>
Parents Evenings / Engaging with Parents	14
Daily Morning Meetings	16
Whole Staff Meetings	10
Nursery/Primary/Secondary Staff Meetings/ASN & Pupil Support Liaison	10
Working Groups	10
Tracking & Progress, Formal Assessment	40
Professional Review and Development & Self Evaluation	5
Report Writing	10
Forward Planning	10
Staff Led CPD / IDL	10
Moderation / Internal Verification	10
Preparing Resources For Online Learning	15
Flexibility (including COVID-19 awareness, preparation and CPD)	35
Total	195

The total per annum must be a maximum of 195 hours (5 hours x 39).

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 out with the 35 hour, 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
Class Contact (No. of 50 minute periods)	27	21.6	17.55	16.2	10.8	5.94	5.4	2.7
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 Evenings / Engaging with Parents	14	11.2	9.1	8.4	5.6	3.08	2.8	1.4
Daily Morning Meetings	16	12.8	10.4	9.6	6.4	3.52	3.2	1.6
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	40	32	26	24	16	8.8	8	4
Professional Review and Development & Self Evaluation	5	4	3.25	3	2	1.1	1	0.5
Report Writing	10	8	6.5	6	4	2.2	2	1
Forward Planning	10	8	6.5	6	4	2.2	2	1
Staff Led CPD / IDL	10	8	6.5	6	4	2.2	2	1
Moderation / Internal Verification	10	8	6.5	6	4	2.2	2	1
Preparing Resources For Online Learning	15	12	9.75	9	6	3.3	3	1.5
Flexibility (including COVID-19 awareness, preparation and CPD)	35	28	22.75	21	14	7.7	7	3.5