



Baltasound Junior High School

Peerie School, Big Dreams

Standards & Quality Report 2022-23

and

School Improvement Plan 2023-24



Introduction

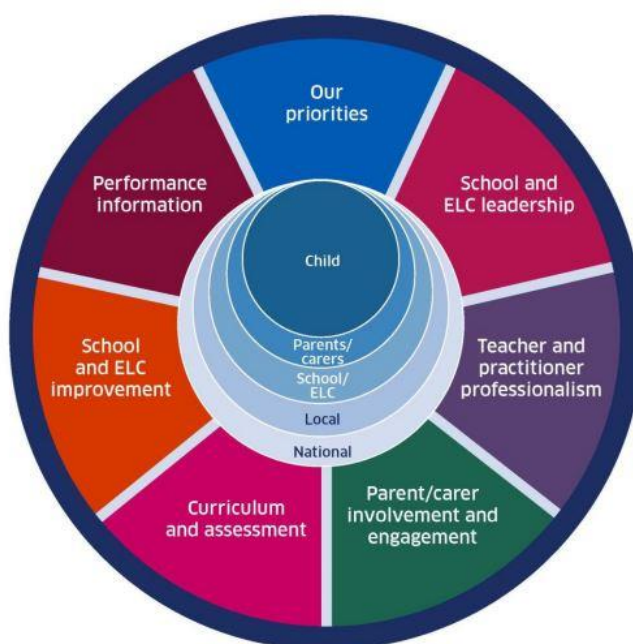
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, the National Improvement Framework, Getting it Right for Every Child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

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. We have been asking ourselves – staff, pupils, parents/carers, and other partners – the questions contained in this Standards and Quality Report. Our self-evaluation – involving staff, pupils, parents/carers, and other partners – is in the pages that follow, along with our main improvement priorities for session 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 Early Years through to Secondary 4 (on occasion supporting students in S5 or S6). Fetlar Primary School students have attend Baltasound JHS one day per week in the past, 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 a population of around 650 people, 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 2022-23 the school roll was 95 - 15 in Nursery, 26 in Lower Primary (P1-3), 23 in Upper Primary (P4-7) and 31 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 Early Years Teacher, 1 Early Years Senior Practitioner, 1 Early Years Practitioner, 3 Early Years Support Workers (job-share), 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, 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 Event Organising / Inter Generational Projects Lunchtime & After School Clubs / Local Clubs & Groups / DoE / Saltire / Flex YPI / Youth Club / Outdoor Ed / Swan Trust / Unst Show / Saxavord Spaceport Ability Shetland / STEM / Bridge Building / School Play / Princes Trust (Skills For School)													
Leadership	Classroom Roles / Helpers / Pupil Council / Ambassadors / Sports Leaders / Focus Groups / Leading Lunchtime Clubs / RRS													
SQA Accreditation												Enterprise & Employability		
												Religion Belief & Values		
												National 1 2 3 or 4 (internally assessed)		
												National 5 (exam diet)		
Shetland College													Higher / Adv. Higher / Bridges / Search	
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 2 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 2022/23

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"> • Pupils have been remarkably resilient and are happy to be in school. • Pupils feel supported by staff • Pupils are making progress despite interrupted learning • Pupils feel their views are listened to and they are valued by the school.
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. • Parents are keen to return to pre-COVID whereby parents were actively involved in school more often. • 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"> • Active Schools have been active in their support of school pupils and enjoy working with our young people – regularly commenting on their confidence and articulation skills. • Youth Services able to support Skills For Work programme in school. • Local business and organisations still a fantastic support to the school (helping to contribute heavily to both the Loch Insh and Glasgow trips).

Standards & Quality Report 2022-23

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

<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			
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 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. 	<ul style="list-style-type: none"> Continued and further developed play based pedagogy. Developed understanding of Under 3 Moves. To develop literacy and numeracy mathematical thinking. 	<p>Pupils in Primary now benefit from the Task Boards – pupil engagement improving with independence skills developed further.</p> <p>Learning Intentions and Success Criteria evident in the majority of classes/lessons – evidenced through Observed Lessons and the Team Improvement Visit in Term 3.</p> <p>Show Me Boards (formative assessment) show the learning taking place and the understanding of each pupil in class.</p> <p>All teaching staff have a clear picture of what high quality learning looks and where to find further reading (or exemplification) with regard Learning Intentions and Success Criteria.</p> <p>Play based learning fully embedded in EY and Primary – with pupil engagement and pupil vocabulary demonstrating the impact this is having.</p>	<p>School based resource (with exemplification and further reading) to be further developed to include other areas of high quality learning and teaching.</p> <p>4 Tenets of Teaching regularly reviewed throughout the school session.</p>
	<ul style="list-style-type: none"> Shared benefits of play based learning with parents through Bring Your Parent To School Days. Task Boards designed and developed across Primary – in each class. Communicates with parents the role of Play Based learning. 		
	<ul style="list-style-type: none"> Further development and active use of Show Me boards in Secondary subjects – in line with professional learning activities linked to Hattie's Effect Sizes. 		
	<ul style="list-style-type: none"> Evaluation of and update of What Makes A Good Lesson – within the BJHS 4 Tenets Of Teaching. Sections updated as per discussion and self-evaluation. Evaluation of and update of Assessment – within the BJHS 4 Tenets Of Teaching. Assessment methods were re-examined; pupils and staff consulted as to the different methods of assessment and when/how they are used – resulting in further updates of this section. Use of Lesson Evaluation Toolkit in determining the quality of lessons. Hattie's Effect Sizes were evaluated and professional learning activities were the result of further research with regard pupil impact. Whole School resource exemplifying the individual aspects of High Quality Teaching was created, with sections including Learning Intentions and Success Criteria fully fleshed out with professional research and BJH examples – for staff to have a fully understanding of what is required for these key areas. All BJHS staff successfully took part in a Team Improvement Visit during Term 3. 		
Early Years	Primary	Secondary	Whole School / Outside Agencies

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education. Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy. <p><i>(highlight as appropriate)</i></p>	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	<p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning</p>
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Priority 2: Developing A Reading Culture Within School Continuation from 2021/22? NO Link to COVID-19 recovery YES			
What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required
<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"> Delivered Bookbug sessions to pupils/parents. Ensured dedicated reading time within EY sessions. Promoted literacy thinking (realising the ambition) Use of questioning, stories, songs and games in promoting reading skills. 	<p>Accreditation from the Scottish Book Trust – the first school in Shetland to achieve this.</p> <p>Pupils love reading – this is evidenced by the engagement of pupils in reading sessions, interest and engagement during the paired sessions (and community member sessions).</p> <p>Pupils who were previously reluctant readers are keen to explore new texts, in which they link to themselves or their own experiences.</p>	<p>Action Group required to evaluate the progression to Silver award – this may follow in future School Improvement Plans.</p>
	<ul style="list-style-type: none"> Developed reading spaces within Primary. Provided regular reading time for pupils. Promoted reading for pleasure on homework task walls. Wider community came in to take part in reading activities with pupils. Involved parents, wider community and learners in reading celebration events Time was protected to review books and promote peer discussion. 		
	<ul style="list-style-type: none"> Provided regular reading time for pupil in English. Inter Disciplinary Book Projects used across the school. Learners took part in paired reading events 		
	<ul style="list-style-type: none"> The school developed and implemented Paired Reading across the whole school (from age 2 to 19). Formally promoted reading – pupils and staff sharing what they are reading and opportunity to discuss. The school achieved Scottish Book Trust accreditation – Core award – the first school in Shetland to do so. Evidence Plan included: <ul style="list-style-type: none"> Forming Reading Leadership Group Learner Role Modelling Staff Role Modelling Use of Contemporary Children’s Literature Access To High Quality Texts School reading displays were included on classroom doors. 		

	<ul style="list-style-type: none"> Scheduled and delivered author visits to promote and engage readers. Took an active part in World Book Day. Ensured 100% of pupils were able to access the school library. Continued to ensure that Community Library was promoted and available to all parents and the wider community. 		
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. <i>(highlight as appropriate)</i>	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 3: Recovery & Resilience Continuation from 2021/22? 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 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 	<ul style="list-style-type: none"> Pupils and parent questionnaires used to understand HWB for pupils and parents. Resources and space allocated for 2 year olds. Bring Your Parent To Early Years Day – play, learn and engage with you child in the setting. Parenting classes and support available communicated through newsletters and social media. Observation information shared with parents. Developed relationship building between parents, pupils and staff. 	Engagement opportunities (parents evenings, social evenings, open nights, graduation ceremonies and prizegiving) allow parents to discuss issues with parents and this has shown that parents feel well supported by the school.	Pupil, staff and parents to develop and less intrusive and more up to date method of collecting HWB data on pupils.
	<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) – back after COVID. Teethbrushing and topics linked to wellbeing.(Human Body). 	Almost all pupils (in their discussion with staff) are happy and feel well supported by school staff. They feel listened to and respected. Pupils have even asked that the school develop alternative methods of collecting HWB data as they feel the SHANARRI audits have run their course (been in use for over 5 years).	
	<ul style="list-style-type: none"> Regular check-ins for pupils. Lunchtime and afterschool clubs promoted HWB and activity. 	Staff Welfare Survey showed an increase	

school.	<ul style="list-style-type: none"> Communicated with parents as to the support available for pupils and parents. Communicated with all staff the support available in school and through the SIC – including Staff Welfare, iLearn and CareFirst Staff event calendar developed with opportunity for HWB to be promoted. 	in staff wellbeing scores: <ul style="list-style-type: none"> Staff Achievements are acknowledged – increase of 28%. Feeling Anxious or Stressed At Work – increase of 21%. Feel Happy At School – increase of 9%. Enjoy Working In BJHS – increase of 4%. 	
Early Years	Primary	Secondary	Whole School / Outside Agencies

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

Pupil Equity Fund Reporting, 2022/23

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. Baltasound JHS has a high proportion of pupils with Additional Support Needs and evaluation from staff and pupils indicated this needed further development – with additional staffing identified.					
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 received 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. Dialogue with pupils with Additional Support Needs resulted in pupils expressing anxiety about being in with their cohort when their peers were following a different curriculum (many pushing for N5s) – this was resulting in increased levels of absence/illness (linked to anxiety).</i> <i>Intended Outcomes: Learners were supported in school through breakfast clubs, soft starts/ends, dedicated access to a LSW and in-class support.</i> <i>Impact: Identified pupils attendance improvements were evident. 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 – while still feeling part of their peer group.</i>			
Teaching and Learning	X				
Leadership					
Family and Community					

School self-evaluation, 2022-23, 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, Middle Management Professional Learning, Seasons For Growth, Zones Of Regulation, Child Counselling 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 are hugely valued by parents as the most effective way to understand what/how your child learns and the relationships they have with other adults/pupils.

Talk For Writing is fully embedded in Early Years and Primary.

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, traditional end of year video and Facebook page. Our positive ethos and relationships between pupils, parents and staff are widely recognised and acknowledged – pupils are keen to attend school and keen to achieve, with the staff in school. The Team Improvement Visit (TIV) last session highlighted pupil desire to work hard and show the best they can for themselves, their teacher and their school; this was highlighted by the TIV members.

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 – although this past session, pupils asked that the school develop a different way to collect HWB data – so this will be actioned this year. Pupils are in regular discussion with staff and SMT – outwith focus groups and pupil council; they feel valued and listened to.

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.

The school has developed the 4 Tenets of Teaching – core areas that ensure all staff understand what is required with regards planning, assessment, high quality learning & teaching and tracking and monitoring. This has been further refined over the 2022/2023 session.

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 **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 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.

Observations of staff allow for self-evaluation of learning and the Team Improvement Visit over the past session – education officers and SMT from various Shetland school's in BJHS for 3 days, observing lessons, having regular dialogue with all stakeholders and evaluating our tracking & monitoring system in school – which allowed for greater understanding of our collective strengths and areas for improvement.

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. To continue to embed the 4 Tenets of Teaching – across the whole school and to refresh each section regularly. To continue to develop our whole school documentation and exemplification – beyond Learning Intentions and Success Criteria.

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 the past 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.

Baltasound JHS received Right Respecting Schools Bronze award – children's rights are highlighted and acted upon, including Children's Right To Play which features heavily in our curriculum.

Lunchtime clubs are offered to all students and participation is recorded; with students not participating supported and encouraged to take part.

The school prides itself in how we include everyone, all of the time. This includes within school, lunchtime clubs and school trips; this past session we had all of our P6 and P7 pupils on a weeklong residential trip to Loch Insh. All of the S1 and S2 pupils went to Glasgow for a week as part of a school trip also. These trips were part of our North Isles cluster and involved Mid Yell, Cullivoe and Burravoe schools respectively. Both trips combined, cost in the region of £40,000 and the parents did not have to contribute personally – we received funding from various local sources and organised fund raising activities (such as car washing, social nights and farmers' markets). This enabled every student to attend – with cost no barrier and we put in place the necessary support for learners who required this; this involved careful planning and working closely with parents to ensure they were happy with the arrangements. And this ensured no one was left behind – 100% attendance on these (off-Shetland) trips; many pupils were leaving Shetland for the first time and this was facilitated and managed through the school.

None of our school trips – within Unst, within Shetland and beyond – require payment from parents. Everything is funded through school budget, fund raising or funding applications. We have no school uniform, therefore no uniform costs. The school facilitates a Swap Shop in the summer holidays (as part of UnstFest) where the main hall is used for "rebooting wardrobes". The past session (due to building works in school) the Swap Shop was held in the Uyeasound Hall although it still allows parents to get clothes the next size up for their children, at minimal cost (donations only). The Swap Shop is run by volunteers, many of which are parents of pupils at BJHS, staff members or former pupils. The Swap Shop is extremely popular and appreciated by families across the island.

Our pupils are unaware as to who receives free school meals therefore there is no stigma attached to this.

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?

Regular dialogue with parents and pupils ensures we fully understand the needs of our pupils and families. Pupil Council and focus groups take an active role in school improvement and provide valuable data to staff as to areas in school that require development.

GIRFEC review meetings and IEP feedback detail progress being made by students. The ethos and values of school, combined with the dedication of staff are regularly complimented by outside agencies throughout the GIRFEC process. Visitors to school (education officers, teachers, parents and outside groups) regularly feedback that their experience working with pupils from BJHS is extremely positive – this past session this was highlighted by the SIC Outdoor Education Team, the Swan Trust and Loch Insh Residential Team; particular emphasis on how well behaved, well mannered, confident and articulate our pupils are.

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.

Team Improvement Visit provided valuable feedback as to how we include all of our pupils – with some officers having worked with some of our pupils in previous establishments, commenting on the substantial progress made and their development.

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

The school needs to improve its environment – the look and feel of the school. This was highlighted by pupils, parents and officers as part of the Team Improvement Visit. This will form one of our main priorities for this session. All stakeholders should be involved in this process.

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 recognised and celebrated 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. Participation of students in lunchtime and after school clubs 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 sometimes affected by:

- Remoteness – we are 2 hours away (a 4 hour round trip) from hospital and dental care. This impacts on attendance as sometimes families have no option but to take siblings out of school to attend necessary appointments. There is no childcare available in the North Isles of Shetland.
- Sporting Events – many of our pupils represent Shetland at various sports and some also represent Scotland. This has a large impact on pupils as they may have to leave school early in order to make training sessions in Lerwick (4 hour round trip) or miss school as they have to attend training/matches on the Scottish mainland.
- Family Links – many of our families are interconnected or related meaning illnesses and bugs (when present) can soon sweep through year groups and classes.

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 across 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.

Pupil achievements are also shared on our social media (Facebook) page, school website and school newsletters. The S1 and S2 Flex classes take on the responsibility of sharing news with local media. We also share achievements with the local press (the Shetland Times and the Shetland News) – cuttings from newspaper entries are often included in our main wall display.

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 HWB 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.

The school records personal achievements over the course of a school year on the main hall wall display – each pupil has their own square which is added to throughout the year. This is photographed at the end of each year, before being replaced. We have a record of several years achievements stored within school.

At the end of S4, the school is able to produce a video diary of each pupil's time in Baltasound JHS. This shows the progress and development of pupils from Early Years until they leave school. At the end of S4, pupils may leave with a selection of National Qualifications from the SQA, accreditation from Duke Of Edinburgh awards, Sports Leaders, Princes Trust and several others.

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

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.

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

**School Improvement Plan
2023-24**

Factors Influencing the 2023/24 School Improvement Plan

<p>Local authority factors</p> <ul style="list-style-type: none"> • 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 • Team Improvement Visit Feedback 	<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 2022/2023 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 activities
<p>UNCRC</p> <ul style="list-style-type: none"> • Children’s Rights – especially Children’s Right To Play. 	<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 or materials. • There is no additional school uniform cost (see earlier section). • All of our pupils are included in everything we do – cost is no barrier to attending events or accessing excursions.

Improvement Priorities for 2023-24

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education. Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy. <p><i>(highlight as appropriate)</i></p>	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	<p>1.1 Self-evaluation for self-improvement</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: Improving Numeracy Attainment & Engagement					
Continuation from 2022/23? NO Link to COVID-19 recovery NO					
Data/evidence that informs this priority: <ul style="list-style-type: none">SNSA DataSQA DataCollegiate Meeting DialogueParental Feedback	Planned Outcome <ul style="list-style-type: none">To improve attainment in Numeracy – evidenced by SNSA and ACEL data.To improve numeracy engagement with pupils.To improve visibility and relevance of numeracy on our everyday lives.To promote numeracy activities with families and upskill parents.	How exactly are we going to do it?		Resources and Lead Person	Monitoring the impact of the priority on learners Monitored and evaluated at each Pri/Sec/EY meeting cycle. SNSA Data SQA Data Parental Feedback Pupil Feedback
		<ul style="list-style-type: none">Develop rich numeracy activities for EY pupils and parents.Use newsletters and stay and play sessions to promote numeracy and numeracy linked activities.Senior Practitioner to attend ‘Supporting Early Mathematical Development’ WebinarsDevelop a Numeracy rich EY EnvironmentDevelop Numeracy and Maths OutdoorsDevelop and support Mathematical curiosity and creativity with EY learners.		Numeracy WG Lead	
		<ul style="list-style-type: none">Examine Numeracy based interventions and professional literature as to how best to support pupils who struggle with numeracy.Develop Early, First and Second Level Numeracy Newsletters – to share “how to tutorials” and problem solving activities with families.Develop a Numeracy rich classroom EnvironmentsDevelop Numeracy and Maths Outdoors in PrimaryDevelop and support Mathematical curiosity and creativity with Primary learners.		Class Teachers & Maths Teacher	
		<ul style="list-style-type: none">To review SQA exam data and make an action plan as to how to address key areas.Link numeracy to all subjects and promote within specialist subjects.Develop Second, Third and Fourth Level Numeracy Newsletters – to share “how to tutorials” and problem solving activities with families.Develop a Numeracy rich classroom EnvironmentsDevelop Numeracy and Maths Outdoors in SecondaryDevelop and support Mathematical curiosity and creativity with Secondary learners.		All School Staff	
		<ul style="list-style-type: none">To baseline numeracy and understand key areas of strength and areas for development.Share good practice with regard numeracy.Involve parents in highlighting the importance of numeracy.Identify pupils who require additional numeracy support.Develop rich assessments that promote numeracy, out of context to show level of understanding & transfer of knowledge.Provide workshops or sessions for parents (BYPTSD) with a dedicated numeracy focus.Collaborate on strategies and challenges with regard teaching numeracy.Review the use of technology and apps with regard the teaching of numeracy.Update the whole school numeracy policy – including strategies for teachers and parents.To celebrate numeracy achievements of pupils and take part in numeracy events/celebrations.To evaluate school approaches to dyscalculia and interventions/resources to support pupils identified.		Education Scotland	
Early Years		Primary	Secondary	Whole School / Outside Agencies	

Monitoring the impact of the priority on learners

Monitored and evaluated at each Pri/Sec/EY meeting cycle.

SNSA Data

SQA Data

Parental Feedback

Pupil Feedback

Improvement Priorities for 2023-24

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. <i>(highlight as appropriate)</i>	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: Redeveloping The School Curriculum To Meet Learner's Needs Continuation from 2022/23? NO Link to COVID-19 recovery NO				
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"> Staff feedback and dialogue at collegiate activities. Length of time since Curriculum has been a main focus. Parental comments and feedback. 	<ul style="list-style-type: none"> To refresh our curriculum and better reflect the needs of learners in our community. To develop opportunities for Inter Disciplinary Learning across the whole school. To refresh "What Makes Our School Unique", with all stakeholders. 	<ul style="list-style-type: none"> Baseline from all stakeholders – what we currently teach and why. Find out from all stakeholders as to what they would expect to see in a BJHS curriculum and what learners should be learning and activities they should be benefitting from. Explore how the refreshed 4 Capacities link to our curriculum and remap accordingly. Re-explore Building the Curriculum 3 and Curriculum for Excellence documentation and link to our curriculum. To refresh the BJHS Journey and our Curriculum Rationale. To ensure Children's Rights continue to underpin our curriculum. Map the existing curriculum against what our stakeholders have shared and identify gaps. Involve local companies and find out views on what they believe should be part of our curriculum. Ensure progression is in place for each of the curricular areas. Ensure our curriculum is underpinned by DYW, myWOW and employability skills. Ensure pedagogy matches the needs of learners. To promote STEM activities and experiences across the curriculum. To evaluate the role of Play Based Learning across the whole school – EY, Primary and Secondary. To evaluate various aspects of our curriculum with regard curiosity, open-mindedness, creativity, problem solving and imagination. Gaps identified and actions plans developed to take forward over the year. 	Curriculum WG Lead All BJHS Staff Education Scotland – CPD	Monitored and evaluated at each Pri/Sec/EY meeting cycle. Parental Feedback Pupil Feedback
Early Years	Primary	Secondary	Whole School / Outside Agencies	

Improvement Priorities for 2023-24

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. <i>(highlight as appropriate)</i>	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 3: Improving Our School Environment Continuation from 2022/23? NO Link to COVID-19 recovery NO				
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"> Parental Feedback Pupil Feedback Team Improvement Visit Feedback Staff Discussion 	<ul style="list-style-type: none"> Improve the quality of our learning spaces. Improve the look and feel of the school building – including corridors and main seating areas. To improve our outdoor learning areas. To improve our school entrance. 	<ul style="list-style-type: none"> Baseline – find out the views from all of our stakeholders with regard our school environment. Action plan the areas that are identified as requiring improvement. Form a small working group of stakeholders who can make short term, large impact on our environment. Explore funding opportunities for larger scale, more long term changes that are required – including outdoor play equipment. Establish zones within school used for learning, quiet time, recreation and fun – and develop these areas under the direction of pupils. Examine options for natural lighting and ventilation that promotes learning. Promote cleanliness and sustainability through recycling opportunities and facilities. Develop outdoor spaces to include wild flower gardens, seated areas and explore opportunities for developing the front door access to the school – possibly involving local artists or outside agencies. Develop outdoor space where HORSAs block used to stand Develop use of the grassy pitch Make necessary repairs to equipment, seating or furniture as well as painting up areas that are within the scope of school staff. Ensure jobs are actioned for the Local Authority – with regards areas that are their responsibility (fabric of building and exterior fences). Organise whole school community days to involve all stakeholders and interested parties in developing areas of the school. 	Environment WG Lead All BJHS Staff Other schools Funding partners	Monitored and evaluated at each Pri/Sec/EY meeting cycle. Parental Feedback Pupil Feedback Staff Feedback
Early Years	Primary	Secondary	Whole School / Outside Agencies	

Pupil Equity Fund – Planning and Reporting

PEF Allocation 2023/24: £10590			Carry forward from 2022/2023: £2943			
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. Breakfast Club will also be fully funded for all Secondary pupils.						
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, can achieve their full potential whilst remaining within their peer group. Our additional LSW staff allows this to happen – evidence provided through feedback, observation (Team Improvement Visit) and discussion. The PEF money is combined with the Business/Comp post (with subjects delivered buy the Head Teacher) funding in order to facilitate this. Breakfast Club was trialled and successful although funded externally – this funding has ceased although pupils expressed a desire that this service continue – PEF will enable this to happen.						
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">Breakfast club resources and materials.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.		Resources and Lead Person	Measures of impact on learners	
Teaching and Learning				X	Breakfast Materials	Breakfast Club statistics
Leadership					LSW hours	Attendance Improvement
Family and Community				X	ASN Teacher hours	Wellbeing improvement – measured through discussion and pupil feedback.
			DHT	Remaining part of peer group.		
			HT	Literacy and numeracy improvement – consistent with projected improvement based on maximum attendance		
			HT FTE + PEF funding	Increased life skills opportunities – outwith school and in the wider		

				Shetland community.
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Shetland Islands Council

Department of Education and Social Care

Schools Service

School Agreement on 35 Hour Working Week

BALTASOUND JUNIOR HIGH SCHOOL

Session: 2023/24

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

BJHS Early Years Additional Hours and Meetings Cycle 2023-24

Role	Contracted hours	Additional Hours per Year	Suggested Additional Hours (can be flexible)
Senior Practitioner	35	52.5	Follow below BJHS Meeting cycle (+2 hours Christmas Concert Attendance) (+10.5 hrs flexibility/training out with working hours)
Practitioner	35	52.5	Follow below BJHS Meeting cycle (+2 hours Christmas Concert Attendance) (+10.5 hrs flexibility/training out with working hours)
EY Support Worker	35	52.5	Follow below BJHS Meeting cycle (+2 hours Christmas Concert Attendance) (+10.5 hrs flexibility/training out with working hours)

BJHS Meeting Cycle 2023-24

Meeting	Type of Meeting (focus)	Day	Duration (hrs)	Frequency	Total hours (per year)
Whole Staff Meeting	Operational (Whole school)	Thursdays	1	11	11
Early Years	Operational (EY Specific)	Tuesdays (EY)	1	10	10
Working Groups	School Improvement (Whole School)	Thursdays	1	10	10
Tracking/Monitoring	Tracking/Progress (EY Specific)	Thursdays	1	9	9
				40	40

From ELC Managers Handbook-Term Time ELC staff work 40.5 weeks per annum ie. 39 weeks per annum with an additional 1.5 weeks per annum. The 1.5 weeks is equivalent to 52.5 hours per year (35 hours per week plus 17.5 hours per week) above the 35 hour working week. If the staff member works less than 35 hours per week, this will be pro-rata.

Additional hours are extremely valuable and should primarily be used to support staff meetings and collegiate activities that cannot be achieved through non-floor time. Each staff team should agree how these activities should operate within their setting and each individual staff member should record their own use of these hours on their individual sheet as it may vary across the team. The registered manager should sign off each staff member's sheet and both the manager and staff member should retain a copy for their records.

Additional hours should be spent in the setting and not at home other than in exceptional circumstances

These hours will be monitored as part of the Quality Assurance Calendar.