



Baltasound Junior High School
Peerie School, Big Dreams

Standards & Quality Report
2023-24
and
School Improvement Plan
2024-25



Introduction

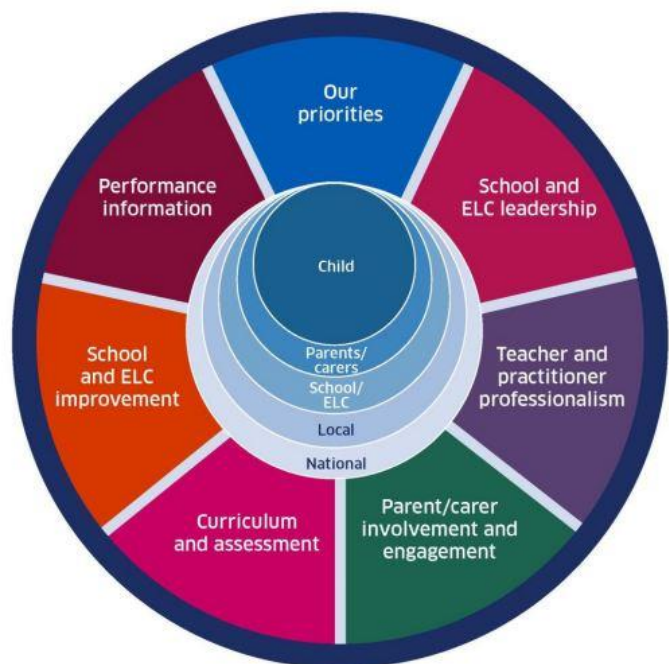
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, the National Improvement Framework, Getting it Right for Every Child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

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

The current National Improvement Priorities are:

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

The National Improvement Drivers are:



Collaboration and consultation with our stakeholders in session 2023/24

The results of the stakeholder consultations should feed into the SIP.

Who?	When?	How?	What did we find out? (bullet points on key themes)
Staff	4 weekly meeting cycle	Meetings: <ul style="list-style-type: none"> • Whole Staff • EY/Pri/Sec Staff • Working Groups • Tracking & Progress PRDs Collegiate Discussion	<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 Surveys & Questionnaires Assemblies	<ul style="list-style-type: none"> • Pupils are happy to be in school and are keen to do well for themselves, for their parents and for their teachers/school • Pupils are proud to be from Unst, the UK's most northerly island • Pupils feel supported by staff • Pupils feel their views are listened to and they are valued by the school. • Primary pupils would like opportunity to check in with a dedicated supporter. • Pupils feel the benefit of additional support in class.
Parent and Carers	Several sessions per term.	Parental Meetings / Phone Calls Bring Your Parent to School Days (BYPTSD) & Feedback Forms Parent Evenings Parent Council Parent Feedback Questionnaire Newsletters Reports & Report Feedback 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 feel the BYPTSD are the most beneficial in terms of understanding pupil progress, attainment, interaction, social development, attitude and application. • Parents know how to raise concerns. • Parents are keen to return to pre-COVID whereby parents were actively involved in school more often. This has steadily returned to pre-COVID levels but can still improve. • 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	<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 were able to support Skills For Work programme in school. • Outdoor Education keen to work with our pupils who are polite, enthusiastic and keen to explore their environment.

		Outdoor Education Service Unst Leisure Centre Unst Health Centre Swan Trust	<ul style="list-style-type: none">• Local business and organisations still a fantastic support to the school (helping to contribute heavily to both the Loch Insh and Glasgow trips).
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Standards & Quality Report 2023-24

Progress made with the Priorities from our 2023-24 School Improvement Plan

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

<p>What were our outcomes?</p> <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. 	<p>What did we do?</p> <ul style="list-style-type: none"> Numeracy newsletter focus in EY. EY numeracy hints, cheeky challenges, bookbug activities, use of scales, shapes and clocks, numicon Tetris and age specific vocabulary used. Attended Education Scotland twilight sessions on “ Supporting Learners Facing Difficulties with Numeracy and Mathematics”. Numeracy Newsletters used with Upper Primary and Lower Secondary as homework to ensure parental involvement. Wall displays used to demonstrate how numeracy is used across subjects and across the school. Numeracy focus in Primary topic units and discovery time. N5 Maths course plans and homework further developed. Pi Day and Numeracy Day developed by staff. Outdoor Maths incorporating sprint timing, data analysis and calculations – areas identified in SNSA data. Entered UKMT Junior Mathematical Challenge. Entered Shetland Maths Team Challenge. Numeracy policy update and refresh. 	<p>What was the impact on learners?</p> <ul style="list-style-type: none"> EY pupil engagement and dialogue highlights what they have understood and promoted excellent questions from our youngest learners. Verbal feedback from parents highlighted numeracy newsletter engagement. Pupil engagement with National Numeracy Day and Pi Day. UKMT Junior Mathematical Challenge entered with pupils achieving Bronze (2), Silver (2) and Gold (1). Pupils able to see how numeracy is used in other subjects across the school. BYTPSD maths lessons appreciated by parents, based on verbal feedback each day. Pupil engagement with ASN tools, including Numberblocks and OSMO has been noticeable. Transition activities for pupils ensures consistency between P7 and S1 Numeracy. 	<p>What are the next steps and how do you plan to evidence the impact of further actions required?</p> <p>Continue to develop approaches to numeracy, linked to areas assessments (including SNSA) are highlighting as needing further work.</p> <p>This will be monitored through SNSA and numeracy assessments over next session.</p>
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Priority 2: Redeveloping The School Curriculum To Meet Learner’s Needs

<p>What were our outcomes?</p> <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. 	<p>What did we do?</p> <ul style="list-style-type: none"> Consulted pupils, parents, staff and wider community as to what is important to them – to ensure it drives what we learn in school. Refreshed the BJHS Journey and our Curriculum Rationale. Involved local companies and find out views on what they believe should be part of our curriculum. Ensured progression is in place for each of the curricular areas by developing progression booklets for pupils. Promoted STEM activities and experiences across the curriculum, linking into Saxavord Space Port and University Of Highlands and Islands. Began the formal route to developing Play Pedagogy and achieving a Play Pedagogy Award. Evaluated various aspects of our curriculum with regard curiosity, open-mindedness, creativity, problem solving and imagination. This was shared with staff through meeting cycles. Held an Unst Week during Term 4. 	<p>What was the impact on learners?</p> <p>Pupils fed back the areas that were most important to them. This included Play, Being Outdoors and Active, and making the most of our fantastic, unique, island environment.</p> <p>Therefore BJHS committed to:</p> <ul style="list-style-type: none"> Develop our Play Based approach and receive accreditation for this (see next year’s priority), Unst Week – a week off timetable for EY to S4 in which we find out as much as possible about our local community. We involved parents, partners, members of the community, local groups, the Church of Scotland and Unst Heritage Trust to develop a week of activities. A successful £1000 funding application allowed us to transport/arrange this whole week. Feedback and what we learned was shared with the community during Prizegiving Week. We had all of our P1 to S4 pupils learn about Unst’s history, through accessing the Unst Boat Haven and Unst Heritage Centre. Pupils also learned bannock making, learned about the Herring Industry, went to Muness Castle, visited local farms, walked to Hermaness National Nature Reserve and learned about the history of RAF Saxavord. Many of our pupils were experiencing this for the first time. Pupil engagement and feedback surveys highlighted how much pupils appreciated this week; providing suggestions for how we can develop this further. 	<p>What are the next steps and how do you plan to evidence the impact of further actions required?</p> <p>Unst Week Feedback & Presentation at the end of term.</p> <p>Further develop this into a pupil led annual activity.</p>
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Priority 3: Improving Our School Environment			
<p>What were our outcomes?</p> <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. 	<p>What did we do?</p> <ul style="list-style-type: none"> Found out the views from all of our stakeholders with regard our school environment. Action planned the areas that were identified as requiring improvement. Explored funding opportunities for larger scale, more long term changes. Strategic Equity Funding was highlighted as a possible source of finance, so pupils designed an area at the front of the school in which they could use as a safe space, Secondary nurture zone and soft start/end area. This was successful, so the pupils' sourced furniture, shelving and a dart board for their own area in school. Established zones within school used for learning, quiet time, recreation and fun – and developed these areas under the direction of pupils – this included the continued development of the Nurture Room in Primary. Met with National Lottery funders to explore opportunities, although full community use could not be established and sum available did not allow for what the pupils had requested. Promoted cleanliness and sustainability through recycling opportunities and facilities. Planted wild flowers where HORSAs used to stand. Petitioned Local Authority which has included requesting paint (so a school working group can improve the corridors/spaces) and requested the Local Authority prioritise BJHS with regards provision of items outwith the scope of the school budget – indoor and outdoor furniture/equipment. Much of our indoor furniture is from 1967, when the Secondary department opened and we have no outdoor play equipment in our Primary or Secondary playgrounds that has been funded by the Local Authority. 	<p>What was the impact on learners?</p> <p>Pupil feedback shows the Porch area redevelopment was very successful – previously this space was unused, now it used by a majority of pupils every day.</p> <p>Primary nurture area is well used at various times in the day.</p> <p>Pupils who require soft starts/ends or need support into school have access to a comfortable, dedicated space.</p>	<p>What are the next steps and how do you plan to evidence the impact of further actions required?</p> <p>Continue to petition Local Authority on school improvements requested by pupils – especially indoor furniture and outdoor play equipment.</p> <p>Continue to explore external funding opportunities.</p>

Pupil Equity Fund Reporting, 2023/24

Project/intervention: Identified pupils offered further in class support, soft starts/ends and life skills sessions from LSWs and teaching staff. Identified pupils designed and shaped areas within school to support their literacy, numeracy and health & wellbeing. Breakfast Club was fully funded for all Secondary pupils.

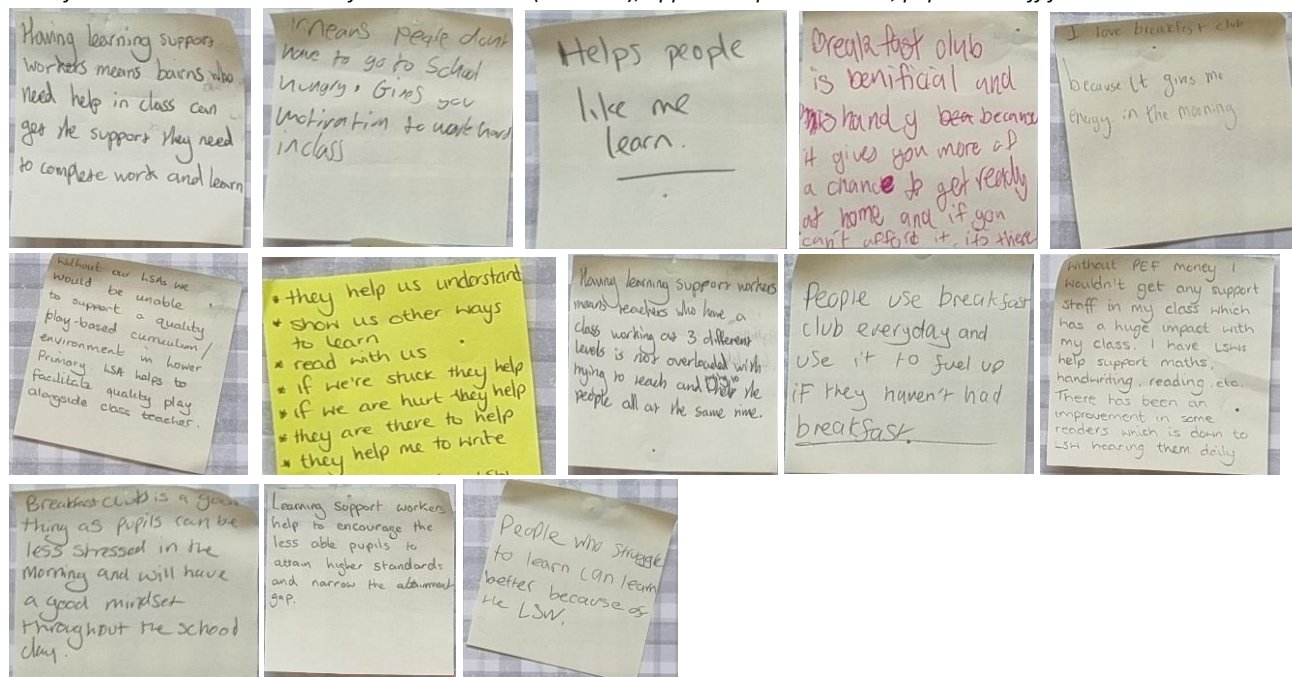
What data/evidence informs this? (what is your gap?) Pupils identified through attendance statistics, pupil discussion and feedback and staff feedback. Many pupils would not be in mainstream education in larger schools although with additional support, can achieve their full potential whilst remaining 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 by 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 enabled this to happen.

Planned Outcome

- 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.

Measures of impact on learners

Breakfast Club numbers: 406 breakfasts over 8 weeks (in term 4); approx. 50 per week. PEF, pupil and staff feedback comments below:



Teaching and Learning

X

Leadership

Family and Community

X

PEF Feedback wall display during Term 3. Pupils, staff, parents and visitors able to feedback.

Pupil Equity Funding (PEF)

Pupil Equity Funding is part of the Scottish Attainment Challenge which seeks to address educational disparities by providing additional resources to schools and Local Authorities. Pupil Equity Funding seeks to enhance educational outcomes and opportunities for students.

Pupil Equity Funding - BJHS - 2023/2024

PEF Spend - 2023/2024

Category	Amount	Percentage
Salaries	£9,840.57	78%
Salaries	£90.00	1%
Equipment Purchase	£1,488.63	12%
Consumables	£656.20	5%
Learning Materials	£398.39	3%
Books/Publications	£91.34	1%

PEF Allocation (2023/2024) £13,533

QUESTIONS

- How can we show the impact of our LSW team?
- How can we show the impact of breakfast club?
- Can we use Participatory Budgeting for a % of our PEF?

- For this academic session, (from P1 to S4) we were allocated 120 LSW hours.
- This equates to 4 LSWs each day.
- We currently have 3 Primary classes and S1 to S4 classes.
- We use 90% of our PEF allocation to provide additional LSW hours although £9000 provides about 14.5hpw. We add to this through the vacant Bus/Comp post. This takes us to 143hpw / 167hpw*.
- PEF also pays for Secondary breakfast club and some ASN materials, resources and publications.

POST-IT NOTES

Take a post-it note if you've any of the questions for your answers up.

Please self-evaluate each core quality indicator according to the [Education Scotland six point scale](#).

1: unsatisfactory 2: weak 3: satisfactory 4: good 5: very good 6: excellent

HGIOS 4	School Self-Evaluation	HGIOELCC	School Self-Evaluation
1.3 Leadership of change	4	1.3 Leadership of change	4
2.3 Learning, teaching and assessment	4	2.3 Learning, teaching and assessment	4
3.1 Ensuring wellbeing, equality and inclusion	4	3.1 Ensuring well-being, equality and inclusion	4
3.2 Raising attainment and achievement	4	3.2 Securing children's progress	4

School Improvement Plan

2024-25

Factors Influencing the 2024/25 School Improvement Plan

<p>Local authority factors</p> <ul style="list-style-type: none"> • Excellence and Equity for Shetlands’ learners • Children’s Services, Recovery and Renewal Plan • Children’s Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting • SIC Strategy for Parental Involvement 2022 • National Improving Writing Programme 	<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 • National Improving Writing Programme
<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 2023/2024 highlighted several areas for improvement. • Feedback, discussion and evaluation from Parent Council. • Feedback, discussion and evaluation from Pupil Council. • Self-evaluation and quality assurance activities undertaken with QIO. • Feedback from Parent Forum (Bring Your School Days, Open Night, Prizegiving, Report Feedback, End Of Year Questionnaire) • PEF feedback from pupils, staff and Parent Council 	<p>Local factors</p> <ul style="list-style-type: none"> • Self-evaluation activities undertaken at Head Teacher Development Days. • North Isles Learning Partnership • New employment and opportunities that may emerge through Saxavord Spaceport • Cost of living challenges – On Da Level: <ul style="list-style-type: none"> ○ Basket of groceries is 60% more expensive in Unst, compared to Lerwick. Lerwick is considerably more expensive than mainland Scotland. ○ Household median income in Unst is considerably less than other areas in Shetland. ○ Example provided in report indicated a cinema trip for an Unst family of 4 would cost up to £150. Outwith reach for most families. Opportunities and experiences for pupils need to be school led and at no/minimal cost.
<p>UNCRC</p> <ul style="list-style-type: none"> • Children’s Rights – especially Children’s Right to Play. Global Play Day feedback and feedback from Curriculum Working Group last session highlighted the importance of 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. Staff members are on the UnstFest committee which organise the SwapShop every summer; providing families with opportunity to

	<p>source clothing at little/no cost. If building works are not planned, the school is used to host this.</p> <ul style="list-style-type: none">• All of our pupils are included in everything we do – cost is no barrier to attending events or accessing excursions.• Funding opportunities explored throughout the year to ensure we do not pass costs on to families. This included £1000 from Sandisons Trust for our Unst Week this session (linked to our Curriculum priority) and £3000 from Strategic Equity Funding (lined to our Environment priority). Previous session saw Cooke Aquaculture & Sandisons Trust donate over £24,000 towards our residential trips. This allowed all of our P6, P7, S1 and S2 pupils to attend Loch Insh or be based in Glasgow, for up to 5 days, at no cost to families; with 100% of our pupils going on these trips – some supported by dedicated school staff in order to attend. This will be explored again in the next session as our residential cycle is every 2 years.• Our Tuck Shop charges the nominal price of 20p for fruit/item. This is less than half the price of fruit bought in local shops. Tesco do not deliver to Unst and is a 4 hour round trip away. Pupils explored a “no cost tuck shop” but felt a charge helped reduce waste, promoted numeracy skills and leadership/responsibility (for those running the tuck shop that day/week).• School fundraising events held throughout the year, contribute towards school funds and supplements what the school is able offer. Our community is very generous and supportive of the school. This is reflected in any fundraising we do.
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Pupil Equity Fund – Planning and Reporting

<p>PEF Allocation 2024/25: £10,000</p>									
<p>Project/intervention: Breakfast Club / Participatory Budgeting / Pupil Mentoring & Support</p>									
<p>What data/evidence informs this? (what is your gap?)</p> <ul style="list-style-type: none"> • Cost of living in Unst; 60% greater than in Lerwick. Cost of the school day and understanding the local community. • Pupil & staff feedback indicates the pupils would like to be instrumental in directing a proportion of PEF. • Primary pupils and parental feedback states the need for pupils to share concerns with a staff member who has dedicated time to listen and act, supporting the pupil. 									
<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid blue; background-color: #4a7ebb; color: white; padding: 5px; border-radius: 10px; width: 20%;"> We could communicate and share our feelings </div> <div style="border: 1px solid blue; background-color: #4a7ebb; color: white; padding: 5px; border-radius: 10px; width: 20%;"> It feels really good to let emotions out so it would be really good to have someone do it with you </div> <div style="border: 1px solid blue; background-color: #4a7ebb; color: white; padding: 5px; border-radius: 10px; width: 20%;"> other members of staff are very busy and have classes to go to so it would be nice to have someone to actually talk to' </div> <div style="border: 1px solid blue; background-color: #4a7ebb; color: white; padding: 5px; border-radius: 10px; width: 20%;"> it's easier to communicate with one person because you get to know them after a while." </div> </div>									
<div style="border: 1px solid blue; background-color: #4a7ebb; color: white; padding: 5px; border-radius: 10px; width: 40%;"> If you are worried about something and knew you had someone you could trust to speak to then it would help be able to share your worries </div>									
<div style="border: 1px solid blue; background-color: #4a7ebb; color: white; padding: 5px; border-radius: 10px; width: 40%;"> Sometimes it is hard to share how you are feeling but having someone you know you can trust just to check in with you would be really good." </div>									
<div style="border: 1px solid blue; background-color: #4a7ebb; color: white; padding: 5px; border-radius: 10px; width: 40%;"> I think it would be useful because it would be the same person so they would understand the problem better' </div>									
<p>Planned Outcome</p> <ul style="list-style-type: none"> • Free breakfast club to be offered to all P6, P7, S1, S2, S3, S4 and S5. • Participatory Budgeting Opportunity for Pupil Council • Pupil mentor/supporter in place to support all Primary pupils who would benefit from this and who have shared this is something they would need access to. 	<p>Details of project/intervention:</p> <ul style="list-style-type: none"> • Work with pupils as to what they would like to have access to at breakfast club • Develop a schedule and plan to operate the breakfast club. • Communicate the availability and benefits of the breakfast club to pupils and parents. • Identify and allocate a portion of the school budget for participatory budgeting projects. • Facilitate sessions with the Pupil Council to generate project ideas. • Develop criteria for project selection and approval. • Organise a voting process for the Pupil Council to choose which project(s) to fund. • Recruit and work with pupil mentor/supporter – share expectations, roles and responsibilities • Match mentor with primary pupils based on their needs and preferences. • Develop a schedule and plan for regular meetings and activities. • Monitor the progress and impact of the mentorship program through feedback from pupils. 	<p>Resources and Lead Person</p> <ul style="list-style-type: none"> • Breakfast Club (approx. £1500) • Participatory Budgeting Exercise (£1000) • Primary Mentor/Supporter (approx. £7500) 	<p>Measures of impact on learners</p> <ul style="list-style-type: none"> • Number of breakfast club users & feedback. • Pupil engagement. • Surveys and feedback from pupils to gain understanding of impact of mentor/supporter. • Baseline and impact survey/feedback. • Staff discussion around wellbeing & behaviour of pupils. 						
<table border="1" style="width: 100%;"> <tr> <td style="width: 80%;">Teaching and Learning</td> <td style="text-align: center;">X</td> </tr> <tr> <td>Leadership</td> <td style="text-align: center;">X</td> </tr> <tr> <td>Family and Community</td> <td style="text-align: center;">X</td> </tr> </table>	Teaching and Learning	X	Leadership	X	Family and Community	X			
Teaching and Learning	X								
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Family and Community	X								



Improvement Priorities for 2024-25

<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>NIF DRIVERS</p> <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	<ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 	<ul style="list-style-type: none"> 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships 	<ul style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 1: Improving Pace & Challenge Continuation from 2023/24? 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
Parental Feedback Classroom Observations Self-Evaluation Activities	<ul style="list-style-type: none"> Establish baseline data on current pace and challenge. Set specific, realistic goals for improving pace and challenge. Equip staff with strategies, resources and CPD in order to improve pace and challenge. Increase student engagement and develop pupils taking ownership of their own learning. 	<ul style="list-style-type: none"> Conduct surveys and collect feedback as to current pace and challenge. Review feedback and action plan next steps. Analyse strategies and resources that could be used to improve pace and challenge. Including research concerning: <ul style="list-style-type: none"> Differentiated Instruction Higher Order Thinking Skills Use of Technology Chilli Pepper Challenges / Pick & Mix / Guide Choice Create Your Own / Be The Teacher Deliver CPD to staff at the Whole Staff Meeting (November). Continue to implement strategies across the school. Share strategies with pupils and parents through Pupil/Parent Council meeting cycle. Evaluate strategies and discuss. Conduct surveys and collect feedback as to strategies, approaches and impact on pupils. 	Head Teacher Class Teachers / Subject Specialist Teachers EY Staff Learning Support Workers	<ul style="list-style-type: none"> Surveys and feedback – at the beginning and at the end of the session. Classroom Observations Engagement Observations Pupil and Parent Council Feedback Assessments

Improvement Priorities for 2024-25

<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>NIF DRIVERS</p> <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	<ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 	<ul style="list-style-type: none"> 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships 	<ul style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children’s progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 2: National Improvement Writing Programme
Early Years Specific - The Importance of Mark Making
Continuation from 2023/24? Y/N

Data/evidence that informs this priority:	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
<p>Local Authority Priority</p> <p>SNSA Data (no pupils in the highest S3 band for writing)</p> <p>ACEL Data</p>	<p>Increase in number of pupils achieving P4, P7 and S3 writing CfE level.</p> <p>Increase in the number of S3 pupils attaining the highest band in SNSA Writing.</p> <p>Staff will have increased knowledge and confidence in quality improvement by June 2025</p> <p>Develop mark making and early writing in the Early Years Setting, increasing opportunities for this in spontaneous play and during short activities throughout the setting.</p>	<p>How exactly are we going to do it?</p> <ul style="list-style-type: none"> HT, UP, MP and SEC English Teacher will join Cohort 4 of the National Improving Writing Programme. Use data to inform stretch aims and teaching aims. Trained teachers will fully implement the quality improvement writing bundle and associated quality improvement tools within the classroom. Gather pupil voice throughout (qualitative feedback). Use a run chart to gather data over time. Share practice. Visit colleague's classrooms to observe how others implement the writing bundle. Regular tracking and monitoring meetings between the senior leadership team and class teachers. Writing moderation. Create quality improvement poster. To develop opportunities for spontaneous mark making, drawing and writing in both the indoor and outdoor environment in Early Years. Develop and Assess progress in self register sign in activity for Pre School children. Create an environment where writing skills can be developed in spontaneous, fun and challenging ways, inc Baseline audit. 	<p>HT</p> <p>2 Primary Class Teachers</p> <p>Secondary English Teacher</p> <p>Local Leads of the National Improving Writing Programme</p> <p>Early Years Team</p>	<p>ACEL/progress and achievement tracking and monitoring data.</p> <p>Pupil voice (qualitative feedback)</p> <p>Staff voice (qualitative feedback)</p> <p>Classroom observation feedback</p>

Improvement Priorities for 2024-25

<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>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: Develop Play Pedagogy, Achieving Play Pedagogy Award Continuation from 2023/24? Y/N

Data/evidence that informs this priority:	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
<p>Pupil Feedback</p> <p>Staff Expertise / Experience</p> <p>Unique Opportunity to pilot Play Based Learning Award</p>	<p>Develop a shared vision and culture of play pedagogy across the school community.</p> <p>Embed play pedagogy principles into the curriculum, ensuring alignment with educational goals and children's developmental needs.</p> <p>Create nurturing indoor and outdoor spaces that inspire curiosity, exploration, and creativity.</p> <p>Foster partnerships with families and the wider community to enrich learning experiences and promote play.</p>	<ul style="list-style-type: none"> Champion a child-centred approach: valuing each child's unique needs, interests, and abilities. Promote play and play pedagogy: underpinned by theory and research. Acknowledge play pioneers: recognising the work of play pedagogy pioneers prioritising play. Ensure equitable access: regardless of backgrounds, abilities, or experiences. Enhance staff knowledge: building skills and confidence. Raise awareness about the importance of play within the wider community. Collect baseline data to understand the current status of play pedagogy in the school. Follow the structured process to achieve the Play Pedagogy Award. 	<p>LP Teacher</p> <p>DHT</p> <p>Class Teachers</p> <p>EY Staff</p>	<p>Play Pedagogy Award Framework</p> <p>Pupil Feedback</p> <p>Staff Feedback</p> <p>Parental Feedback</p>

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.

Breakdown of Collegiate Time Allocations (1.0FTE)	Agreed Hours (24/25)
Parents Evenings / Engaging with Parents	14
Daily Morning Meetings	16
Whole Staff Meetings	10
EY/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
Flexibility (including preparation and CPD)	50
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
Flexibility (preparation and CPD)	50	40	32.5	30	20	11	10	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 2024-25

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.