

Baltasound Junior High School

Peerie School Big Dreams



Standards & Quality Report 2024 - 2025 and School Improvement Plan 2025 – 2026



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. We want our children and young people to be well educated, skilled and able to contribute to society.

We want to know how well we are doing this and how we can improve. We do this by evaluating what we do and planning and implementing well considered priorities. All our activity should make a positive difference for our learners. This report is based on the quality indicators in How Good is Our School? 4th Edition (2015), How Good is our Early Learning and Childcare? (2016) and on the priorities and outcomes of the National Improvement Framework.

The National Improvement Framework 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 outcomes to be achieved are:

- A globally respected, empowered, and responsive education system with clear accountability at every level that supports children, young people, and adult learners to thrive. The system enables the development of their knowledge, skills, values, and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
- Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.
- Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
- High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
- Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
- Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
- An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally-skilled workforce and tackling digital inequality.

Collaboration and consultation with our stakeholders in session 2024/25

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 / Early Years Facebook	<ul style="list-style-type: none"> • Parents feel supported by the school • Parents feel that children's safety should be prioritised in this coming session – as per feedback questionnaire. • 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 Scotland Sandisons Trust Scottish Fire & Rescue Service	<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 have been without staffing in school this session although this has been resolved at the end of the year. • Emergency Services link well with school with members of the school staff and parent forum

		Police Scotland HM Coastguard NHS Shetland Wood Group Outdoor Education Service Unst Leisure Centre Unst Health Centre Swan Trust Saxavord Spaceport	<p>represented in Hm Coastguard, Ambulance Service, SFRS and Health Centre. These services are in school throughout the year.</p> <ul style="list-style-type: none"> • Outdoor Education keen to work with our pupils who are polite, enthusiastic and keen to explore their environment. • Local business and organisations still a fantastic support to the school (helping to contribute heavily to residential trips and school projects). • Saxavord Spaceport predicted to be major island employer in the future – already involved with school through projects such as Space Week.
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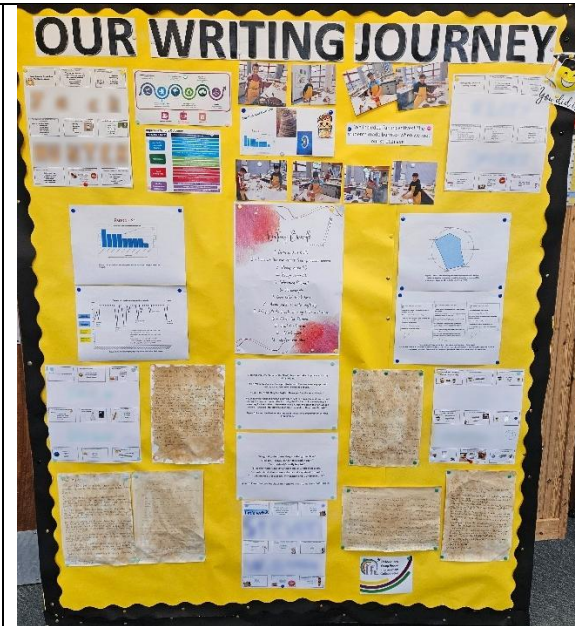
2024 -2025

Standards & Quality Report

Progress made with the Priorities from our 2024-25 School Improvement Plan

Priority 1: Improving Pace & Challenge			
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"> 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. Improve the confidence of staff (with regards pace and challenge) through the use of digital tools. Increase student engagement and develop pupils taking ownership of their own learning. 	<ul style="list-style-type: none"> Conducted surveys and collected feedback as to current pace and challenge. Discussed and evaluated strategies and resources used to improve pace and challenge. This included CPD linked to (or covering) research concerning: <ul style="list-style-type: none"> Differentiated Instruction Higher Order Thinking Skills / Blooms Taxonomy Use of Technology (especially A.I. tools to enhance the learning experience) Chilli Pepper Challenges / Pick & Mix / Guide Choice / Create Your Own / Be The Teacher CPD sessions delivered to staff in use of strategies/tools to improve pace and challenge. Evaluated strategies and shared good practice amongst staff. Conducted surveys and collect feedback as to strategies, approaches and impact on pupils. 	<ul style="list-style-type: none"> Engagement of pupils increased over the year. Pupils were stretched and their learning extended through the use of differentiated instruction, use of A.I. tools to extend learning and improved questioning. Staff felt more confident in how to extend learning, how to link complex tasks to the real world and how to produce additional tasks (linked to Blooms taxonomy). Pupils benefitted from more tailored learning experiences – A.I. tools were used to link class concepts and learning to pupil interests, which had a noticeable impact on engagement. Staff felt that lesson times were more productive using strategies demonstrated, shared and evaluated as part of the collegiate meeting cycle. Pupil work, assessment data and observations of staff showed pupils engagement increase and more effective use of lesson times. 75% of staff felt somewhat confident in managing pace & challenge in lessons. Pupils shared that 75% of time, they felt that lessons moved at the right pace. 	<p>Staff CPD sessions linked to pace and challenge will continue to be developed, shared and evaluated as part of meeting cycle.</p> <p>Tools (such as A.I.) will continue to be evaluated and used by staff to enhance the learner experience.</p>

Priority 2: National Improvement Writing Programme			
What were our outcomes? <ul style="list-style-type: none"> • Increase in number of pupils achieving P4, P7 and S3 writing CfE level. • Increase in the number of S3 pupils attaining the highest band in SNSA Writing. • Staff will have increased knowledge and confidence in quality improvement by June 2025 • 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. 	What did we do? <ul style="list-style-type: none"> • HT, UP, MP and SEC English Teacher joined Cohort 4 of the National Improving Writing Programme. • Used data to inform stretch aims and teaching aims. • Fully implemented the quality improvement writing bundle and associated quality improvement tools within the classroom. • Gathered pupil voice throughout (qualitative feedback). • Use run charts to gather data over time. • Shared practice. • Visited colleague's classrooms to observe how others implement the writing bundle. • Writing moderation activities. • Created quality improvement poster. • Created an environment where writing skills are developed in spontaneous, fun and challenging ways 	What was the impact on learners? <ul style="list-style-type: none"> • The percentage of learners achieving the appropriate Curriculum for Excellence levels in writing by the end of S1 has increased from 50% to 100%. • Learners report increased confidence in writing, particularly in using a wider range of sentence openers and developing paragraphs with control and purpose. • Pupils describe feeling clearer about what good writing looks like. • Teachers feel that the focus on discrete writing elements (openers, grammar, vocabulary, etc.) has supported more targeted and consistent feedback. • Staff note an improvement in the quality and quantity of writing, especially when success criteria are broken down. • Colleagues highlight greater confidence in teaching and marking writing. • Learners are engaged in structured writing tasks and show evidence of understanding the writing process through drafting and editing. • Positive classroom culture around writing, with learners taking pride in presentation and using technical vocabulary accurately, as well as talking about the pareto focus areas with confidence. 	What are the next steps and how do you plan to evidence the impact of further actions required? <ul style="list-style-type: none"> • Running the programme with new S1. • Continuing writing bundle with S2. • Continue to liaise with other schools locally and nationally. • Continue to explore way of tweaking/ adapting to meet the needs of all learners.



Priority 3: Developing Play Pedagogy & Achieving Play Pedagogy Award

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"> Develop a shared vision and culture of play pedagogy across the school community. Embed play pedagogy principles into the curriculum, ensuring alignment with educational goals and children's developmental needs. Create nurturing indoor and outdoor spaces that inspire curiosity, exploration, and creativity. Foster partnerships with families and the wider community to enrich learning experiences and promote play. 	<ul style="list-style-type: none"> Section of Whole Staff meeting committed to play. Play Pedagogy featured in All BYPTSD's, allowing parents to see it, and be part of it. Positive feedback comments. Play Policy has been written and shared with all staff. Will be shared with Pupil/Parent council next session before being implemented. SWOT analysis completed at whole staff meeting Support Worker (Play) post established in school A comment on play will be included in each primary pupils end of year report. BJHS working group established for sharing best practice, sharing ideas. Play is seen as an entitlement for all across EY/Primary School accessed LA SEF to purchase resources for play, plus evaluations. Outdoor play area being set up with LA funding support. Parents have made donation of resources for roleplay and other play areas. Baselines completed for indoors, outdoors and autonomy spectrums Participatory Budgeting (Pupil and Parent councils) for PEF money- some spent on play resources. DHT and LP Class Teacher Presented at Scotland Wide PlayFest (June2025) and Shetland Play pedagogy Network (PPT's saved in TPOOL and shared in resources section of PPA Teams page for other schools to see/use as a case study) 	<ul style="list-style-type: none"> Attendance analysis shows P6/7 attendance has improved this year, embracing play pedagogy in UP. Pupils benefit from increased home-school understanding and support for play, as parents are more informed and engaged through BYPTSDs, resulting in greater continuity between home and school experiences. Pupils will have consistent access to high-quality play across the school, supported by a shared vision and approach through the Play Policy, which will soon reflect the voices of pupils and parents. Pupils' play experiences are better informed and planned Pupils receive targeted support in play through the new Support Worker (Play), enhancing inclusion, engagement, and the quality of play-based interactions. Pupils benefit from new ideas and improved practice as staff collaborate through the BJHS working group, enhancing the variety and richness of play across settings. Pupils across Early Years and Primary feel valued and included as play is positioned as a right and entitlement for every learner. Pupils enjoy enhanced play environments and opportunities due to new resources funded by the LA SEF and guided by evidence-based evaluations. Pupils now access an enriched outdoor play area, promoting physical development, social interaction, and creativity thanks to targeted LA support. 	<ul style="list-style-type: none"> Implementing Whole-School Play Policy (including secondary) Achieve PPA status and accreditation Explore using Meta Skills Develop structured play assessment methods/observations throughout primary and Early Years Improve indoor & outdoor play spaces across the whole school. Unst Fest fundraising to be implemented, some in Secondary. Continue engagement with all stakeholders and continue upskilling and embedding play with everyone, including being part of local/national professional learning networks

	<ul style="list-style-type: none"> • Facilitated Play Based Learning Evening for Parents & Pupils • DHT and LP Teacher attended Bi-Monthly meetings with other PPA schools. Exploring best practice, updating on progress and sharing resources. • Blog on Norik Up Helly Aa Play Afternoon published on Play Scotland Website • School Facebook page has been regularly updated showing pictures of children at play- also sharing the impact/what the pupils have learned. • UnstFest 2024 Barn Dance fundraiser raised money towards funding PPA and LP Kitchen. More fundraising for Unst Fest 2025. • Data collection in August, March and June to see changes. Target pupils identified and shared with Support Worker (Play). (Leuven scale of engagement, Social interactions (solitary, parallel, associative, cooperative play), Independence in play, Emotional regulation in play) • EY and Each primary class have dedicated areas to play set up. These change regularly based on pupil voice and input. • Local companies have donated real equipment for role play 	<ul style="list-style-type: none"> • Pupils engage in more imaginative and diverse roleplay experiences due to parent-donated resources, deepening their language, empathy, and problem-solving skills. • Pupils' play is now better understood and supported, thanks to baseline assessments that identify needs and track progress in indoor, outdoor, and autonomous play. • Pupils' voices are directly influencing their play experiences through Participatory Budgeting, empowering them to co-design their environment and resources. • Pupils' experiences and achievements in play are being recognised nationally, as staff share successful practice at events like PlayFest and the Shetland Play Pedagogy Network—bringing pride and visibility to their school. • Pupils' creativity and agency in events like Norik Up Helly Aa are celebrated beyond the school, raising the profile of their play and strengthening community links through national platforms. • Pupils' learning and development through play are regularly shared with families and the wider community via the school's Facebook page, helping to reinforce and extend learning at home. • Pupils will gain access to enhanced play and life-skills opportunities (e.g., in the LP kitchen) as a result of successful community fundraising, with future events building even greater capacity. • Parents developed understanding of learning through play. 	
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Pupil Equity Fund Reporting, 2024/25

Project/intervention: Breakfast Club was fully funded for all Secondary pupils and for pupils in Primary 5, 6 and 7. Participatory Budgeting was used to allocate 10% of PEF. A pupil mentor/supporter was also highlighted as a service requested by pupils. A more modernised reading scheme was also requested by pupils

What was your gap? 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. Pupils expressed a desire to open this up to younger pupils, so we extended this to Middle and Upper Primary also. Our 3rd planned intervention was to recruit a mentor/supporter for younger pupils although this recruitment was unsuccessful. This money was used, at the direction of pupils, to modernise and rejuvenate the school reading scheme with up to date, relevant and engaging resources/materials. School mentor/supporter will be performed through Youth Services input, scheduled for August 2025.

Planned Outcome		Measures of impact on learners	
<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 – we anticipate addressing this issue when the new Youth Worker takes up post in August 2025. 		<ul style="list-style-type: none"> High number of pupils accessing Breakfast Club – more than ever before (1948 breakfasts served since October 2024). Pupils report the dynamic of breakfast club is a nice, open environment for starting the school day; a positive routine for pupils. Pupils share that there is less chance of going hungry during the school day. Extra support for families, reducing the pressures in a household, in the morning. Several school projects benefitted from Participatory Budgeting and pupils appreciated having a say in where school money was allocated; enhanced pupil voice. Pupil engagement in reading has increased as a result of a more modern and suitable reading scheme. Range of texts has increased, with pupil interests reflected more in the reading materials used. 	
Teaching and Learning	X		<p>I think breakfast club is great and it is good for people that did not have breakfast.</p> <p>It is very convenient.</p> <p>It's good as kids are like really hungry and didn't have breakfast before school.</p> <p>I think it's good that pupils get to give their opinion</p> <p>It is good that bairns get to pick what money is spent on</p> <p>I love the new books</p> <p>The reading scheme is good, and the books are interesting</p> <p>Comprehension is easy because the books are interesting enough to remember</p>
Leadership	X		
Family and Community	X		

Self-Evaluation Against Key Quality Indicators

School: Baltasound JHS	School Self Evaluation Grading: Good
Quality Indicator 1.3 Leadership of Change	
Developing a shared vision, values and aims relevant to the school and its community	
<p>Motto: <i>Peerie School, Big Dreams</i></p> <p>Values: <i>Safe Ready Respectful</i></p> <p>Vision: <i>For all stakeholders of our peerie school, to do all we can, to make our children's big dreams come true</i></p> <p>Our school motto is "Peerie School, Big Dreams". This reflects that we are a small rural school on the most northerly island in the UK; although we are able to progress through our school and become anyone we dare or dream to be. It also needs all stakeholders in Baltasound JHS (pupils, parents, staff, partner agencies and community) to do all we can to ensure our pupils have all the skills and qualities required for life beyond school. And this will allow those big dreams to come true. The Shetland word "peerie" (which means small) also shows that our dialect, our location on Planet Earth and our history are also a vital part of who we are.</p> <p>In consultation with pupils and parents, our refreshed school values (ready, safe and respectful) are now fully embedded in our school community. We believe that these encompass what we need to be an active member of our community and to make sure we are equipped with all the skills required in life. If we are ready, safe and respectful then we can be in the best position to learn and grow. We are conscious of the fact that we live in a part of the world that is unique and as a result of this we need to make sure our pupils are ready for their next steps – into further education or employment. Our vision is for all stakeholders of our peerie school, to do all we can, to make our children's big dreams come true – many of our former pupils work in wide and varied careers across the world and some have stayed in the community, working for local employers such as in aquaculture or for the Local Authority – several of our staff members are former pupils of the school.</p> <p>The community at Baltasound Junior High School (BJHS) demonstrates strong ownership of the school's vision, aims, and values – these are reinforced throughout the school in newsletters, emails, wall displays, end of year videos, assemblies and our school ethos/environment. Our Pupil Council have run competitions where pupils earn a values based keyring, pencil or pen for demonstration of the school values. Pupils are confident in sharing the school's values and show pride in their use in school – the pupils will refer others to the values when they feel this is appropriate. The values replaced the many school rules in place prior to their introduction.</p> <p>We fully understand that the whole community plays an important role in developing and nurturing our young people. Many of our staff also volunteer in other capacities across the island (and in the North Isles of Shetland) and support pupils in different ways. The school values are supported through this collaborative working and we have a shared vision as to how we want our young people to contribute positively to our island home. The school involves all stakeholders—including pupils, parents, and community members—in shaping its direction and this is evident through regular consultations, surveys, and community engagement initiatives such as Bring Your Parents to School Days and Unst Week.</p>	

Strategic planning for continuous improvement

Continuous improvement at Baltasound JHS is driven by a commitment to enhance student outcomes. The school regularly reviews practices and outcomes to ensure that they remain aligned with the core values and vision, while also addressing the unique challenges of being located on a remote island. We regularly liaise with and work alongside our Pupil and Parent Council.

Community involvement is extremely important to the school and many staff members have other roles within the community, so understand the issues, challenges and opportunities staying in Unst. This includes staff members who are on the Parent Council, Unst Community Council, are committee members for the 3 main public halls, UnstFest, sports clubs (Netball, Football, Badminton, Squash, Swimming) and firefighters with the Scottish Fire & Rescue Service.

The school community are actively involved and feel part of decision making in Baltasound JH. Staff are provided with opportunity to lead on school improvements, curriculum enhancements and interventions. Pupils are also a major part of the process, with their input facilitated through Pupil Council, Focus Groups, whole school assemblies, weekly Secondary assemblies and through regular discussion and dialogue with school staff. The meeting cycle (Whole Staff, EY/Pri/Sec, Working Groups and Tracking & Progress) allow for staff to contribute, lead, share and manage change within school.

Implementing improvement and change

All staff members have the opportunity to improve their pedagogical practice through the school meeting cycle – with Whole Staff meetings focussed on HGIOS Quality Indicators and School Improvement Priorities, allowing all staff members to feel take ownership of improvement. Staff observations are linked to the aspects of School Improvement Plan priorities. Senior Leadership Team encourage staff to think and work creatively – using technology to assist with assessment, differentiation, pace and challenge.

During term 4, all staff attend and contribute to a meeting where the priorities for the next school year are discussed. Information is shared with all staff with regard attainment data, attendance statistics/trends, financial information, vulnerability criteria, parental feedback and parental engagement. The staff group then discuss, evaluate and decide the priority areas for the coming year. Within this, staff are able to choose which School Improvement Priority working group they wish to be part of – contributing to the development and progress of this over the school year. This fosters a sense of collective responsibility for all of the pupils in our care.

School: Baltasound JHS	School Self Evaluation Grading: Good
Quality Indicator 2.3 Learning, teaching and assessment	
Learning and engagement	
<p>Baltasound JHS is a fully inclusive school, supporting, nurturing and developing all young people on the island of Unst; there are currently no pupils home-schooled or attending a school out with their catchment area. The school prides itself in including all of the pupils, all of the time. The ethos and environment in Baltasound JHS are one that is based on supporting and developing pupils, from age 2 all the way to 16 (sometimes beyond). Feedback from visitors, parents and outside agencies always highlights the positive learning environment in school, the constructive relationship between pupils and staff, as well as the confident, well behaved and responsible students.</p> <p>The school aim to provide learning opportunities and activities that may not be provided elsewhere – although the school is rural and remote, pride is taken in the wide and varied range of opportunities for pupils. As pupils and staff have a unique relationship, based in the school and fostered in the wider community, the school aim to provide for individual pupils in a bespoke way.</p> <p>Understanding of learners in a wider context, including personal circumstances and barriers to learning, allows school staff to adapt materials, lessons, activities and choices based on the needs of pupils. Staff members know parents well and many staff members are Baltasound JHS parents themselves, so are uniquely positioned to understand the needs, challenges and interests of pupils.</p> <p>The school makes effective use of outdoor learning opportunities, which takes full advantage of the local landscape and historical sites. Events like <i>Unst Week</i> allow learners to experience hands-on education outside the classroom, engaging with local history, culture, and nature. These methods have been effective in motivating students, with consistent feedback highlighting high levels of engagement from both learners and parents. Initiatives like <i>Bring Your Parents to School Days</i> foster a deeper connection between school and home, helping to engage learners by involving their families in the educational process. The school's participatory budgeting approach in the coming year will further empower students to take ownership of their school environment and resources, enhancing motivation and engagement across all stages.</p>	
Quality of teaching	
<p>Learners at BJHS are well-supported in their access to high-quality resources and digital technologies. This includes access to appropriate hardware and software (including apps) to match the needs and interests of pupils.</p> <p>School staff employ a range of teaching methods, including interdisciplinary learning and play pedagogy, to create dynamic and inclusive learning environments. Lessons are carefully planned with clear learning intentions and success criteria, ensuring that students understand the purpose of their activities. Teachers use a variety of questioning strategies that stimulate critical thinking and promote higher-order thinking skills, using Blooms taxonomy. Pace and challenge are activity promoted in BJHS, with staff developing their practice (using digital tools and A.I.) to enhance and improve the individual learning experience for pupils.</p>	

Baltasound JHS promotes collaboration among teachers through regular meetings and CPD sessions, where staff share best practices and explore new approaches to enhance learning experiences. Interventions are tailored to individual needs and are evaluated as their impact; with views sought from pupils, parents and staff as to their effectiveness. Observations of staff are linked either to individual improvement priorities or whole school priorities. Opportunities to observe other staff members is promoted and encouraged; with staff able to feedback to each other and learn good practice from others.

Regular feedback opportunities, such as peer assessment and constructive feedback, reinforce understanding and allow teachers to adjust their approaches to meet individual learner needs. Progression frameworks and booklets are being further developed in order to promote pupils taking responsibility for their learning and their targets.

Initiatives like participatory budgeting and Parent Council meetings ensure that feedback from both students and parents is integrated into school decisions. Events such as *Bring Your Parents to School Days* provide further opportunities for parents to engage directly with their child's learning experience. These and other feedback opportunities throughout the year, the anonymous end of year feedback survey and Senior Management promoting an open-door environment for parents allows for discussion and evaluation of teaching all year round.

Effective use of assessment

Assessment at BJHS is a well-integrated feature of learning and teaching, using both formative and summative approaches to track and support student progress. The school employs a variety of valid and reliable assessment tools, including SNSA data, ACEL data, and rich assessment opportunities; these promote learning out of context, are based in the real world and promote creativity and collaboration.

Assessments are designed to be inclusive, taking into account individual needs and providing opportunities for students to demonstrate their understanding in different ways. The school staff have developed the 4 Tenets Of Teaching – which aims to set out what school staff should aim to include in lessons – this provides clarification on expectations with regards formative, summative and high quality rich assessments.

Planning, tracking and monitoring

Teachers engage in both short-term and long-term planning, with lessons designed to be manageable and flexible, allowing for differentiation and personalisation. Termly plans incorporate interdisciplinary learning, community resources, and outdoor learning opportunities, ensuring that teaching remains relevant and engaging. Pupils interests and experiences help shape term plans, with planning also taking into account of the unique local environment, our fantastic community, our multi-composite structure as well as ensuring activities and learning are kept new and fresh for pupils who could be at this school for their entire school experience.

The school uses a custom made tracking and monitoring system, where each student has a dedicated spreadsheet for recording progress. Each pupil also has a personal repository of evidence at the various CfE levels – showing progress through the school. This system allows school staff to make informed professional judgments on each student's development and ensures that interventions are timely and appropriate. The school's emphasis on self and peer assessment further enhances students' learning by encouraging them to reflect on their own progress and that of their peers.

School: Baltasound JHS	School Self Evaluation Grading: Good
Quality Indicator 3.1 Ensuring wellbeing, equality and inclusion	
Wellbeing	
<p>All staff at Baltasound Junior High School (BJHS) understand GIRFEC (Getting It Right for Every Child) and the United Nations Convention on the Rights of the Child (UNCRC) with the school achieving the Bronze Rights Respecting Schools Award previously. The National Wellbeing Indicators (SHANARRI) underpin what we do in school with wellbeing audits and action plans taking place during the year. These principles are embedded within the school's ethos and day-to-day operations.</p> <p>The School Improvement Plan (SIP) highlights the commitment to ensuring that every child feels safe, supported, and respected – these are also reflected in our values which are ready, respectful and safe. Staff members' opinions and beliefs are supported and valued, and there is an ethos whereby staff are confident in raising issues affecting their own wellbeing.</p> <p>The school improvement plan outlines clear strategies for addressing wellbeing, such as through nurture rooms, breakfast club, and individualised support for students with additional support needs. Regular staff meetings and CPD opportunities ensure that staff are kept informed about their responsibilities and the importance of a nurturing environment, as highlighted in the school's ethos of providing a safe and inclusive space for all learners.</p> <p>The participatory nature of the school's activities, like <i>Unst Week</i>, promotes a sense of belonging and community, helping students feel respected and valued. Children and young people at Baltasound JHS demonstrate positive behaviours and relationships are built on our school values. Our older pupils have responsibility and leadership opportunities – regularly designing, organising and running various school lunchtime and after school clubs. Older pupils will also deliver sessions and lead lessons for younger pupils, based on what they have learned themselves.</p> <p>Baltasound JHS involves students in decisions about their wellbeing, lives, and future plans at regular points throughout the school year. Through pupil councils, participatory budgeting exercises, and regular feedback mechanisms (SHANARRI questionnaires, focus groups), the school ensures that students' voices are heard and considered in school decision-making processes. Events like <i>Bring Your Parents to School Days</i> and <i>Unst Week</i> further enhance the opportunities for students to influence their learning environment and future planning.</p>	
Fulfilment of statutory duties	
<p>Baltasound JHS ensures that staff guidance is relevant and up-to-date. The school actively aligns its policies and procedures with local and national education frameworks, regularly reviewing and updating its practices. Professional development opportunities help ensure that staff are informed about the latest guidance and statutory requirements, particularly regarding child protection, safeguarding, and inclusive education.</p>	
Inclusion and equality	

Baltasound JHS is a fully inclusive school, where every pupil of school age (3 to 16) on the island of Unst, attend. The school also provides for entitled 2 year olds and pupils beyond 16 where unique circumstances exist. All of our learners are included in everything we do. Our pupils develop skills beyond just academic accreditation, including skills in understanding and empathy, as we support each other through each phase and stage of the school. We celebrate diversity, ensuring that we recognise the achievements of all our pupils. The school also ensures lessons and assemblies' value and highlight diversity and beliefs, with pupils often sharing their learning with younger pupils. Events such as *Unst Week* highlight the local culture and history, while the school's inclusive policies ensure that every student, regardless of background, is supported and valued.

The school prides itself in making sure there are no additional costs attributed to the school day. We have no uniform costs and the school (including the school building, school staff and parents) facilitate the UnstFest Swap Shop which provides an annual opportunity to source clothes at no cost to parents – donations are entirely optional. We also facilitate the Active Schools Sport For All programme, which allows our pupils to access clothing and footwear at no cost. The school will always strive to ensure there are no parental costs associated with school trips; most recently this has allowed all of our pupils in P6, P7, S1 and S2 to go on residential trips to Glasgow and Loch Insh. These trips cost in excess of £40,000 but required no parental contribution as we applied for (and were successful with) funding and organised our own fundraising events to cover all the costs – a tremendous, whole community achievement. We pride ourselves in ensuring everybody attends; with cost and support needs removed as barriers to attendance.

The school fosters a supportive environment where students and staff work collaboratively to create a culture of respect and kindness. We are all encouraged to demonstrate the school values, throughout school and in the wider community. Participation is encouraged through initiatives like pupil councils, participatory budgeting exercises (and Dragons Den events), and community engagement activities. These efforts ensure that every student feels included and valued within the school community.

School: Baltasound JHS	School Self Evaluation Grading: Good
Quality Indicator 3.2 Raising attainment and achievement	
Attainment in literacy and numeracy	
<p>Baltasound JHS implements strategies to raise attainment, which are aimed at improving specific outcomes for children and young people. Current initiatives like the National Improvement Writing Programme aims to raise standards and attainment in Literacy and numeracy challenges such as Pi Day help contribute to increased engagement in areas like numeracy.</p> <p>Pupils in Baltasound JHS achieve appropriate levels in literacy and numeracy – with targeted interventions and Pupil Equity Funding used to support pupils to achieve their full potential. With small numbers of pupils in year groups, the school focuses on individual pupil progress, milestones and attainment. This is tailored towards the individual and involves staff, parents, the wider community and outside agencies working together to ensure pupils achieve and attain, moving beyond Baltasound JHS.</p> <p>For our pupils, attainment could be ASDAN module completion, meeting individual social/emotional milestones, SQA Group Award and Unit Passes, to National 4 and National 5 accreditation – this is tailored to individual pupils and matches the targets that pupils, their parents and school staff develop working together. The relationship between home and school is incredibly important to ensure all our pupils achieve their potential; overcoming and addressing challenges and barriers to learning that are unique to each child; as we understand our pupils so well (and have a hugely positive relationship with home), we pride ourselves in ensuring all our pupils achieve more than just a positive destination, but fulfil their potential academically, socially, and emotionally.</p>	
Attainment over time	
<p>Baltasound JHS effectively uses evidence from tracking meetings, professional dialogue, and assessments to measure student progress over time. This is particularly effective at key transition points, such as from Early Years to Primary and Primary to Secondary. The school's tracking system ensures that teachers monitor each student's progress referencing the CfE benchmarks and ongoing assessments, which guide decisions on necessary interventions and support. The school also samples pupil work each year with shows progression over time and informs decisions/interventions when progress does not continue as planned. Secondary staff meet termly to sample pupil work and discuss the level pupils are working within and share information around barriers to learning and strategies to support individual learners.</p> <p>Formative and summative assessments provide an overview of each student's abilities, which teachers use to make informed decisions about next steps in learning. These assessments include both quantitative data (SNSA, attendance, participation in extra-curricular, FSM, vulnerability criteria) and qualitative data (pupil and parent feedback, Pupil Council, Parent Council, focus groups, surveys, questionnaires, discussion and personal interview).</p>	
Overall quality of learners' achievement	
<p>Achievements are tracked and recognised at BJHS. Individual tracking folders are maintained for each student, documenting progress through all CfE levels – this stays with a pupil from Early Years right through</p>	

the BGE. This system ensures we have an accurate and up to date record of pupils' achievement and attainment. Individual achievements are also displayed in the main hall – with pupils asked to add to these every term. Parents (and family members) are often drawn to their child's achievements on the wall.

Although rural and remote, the school take pride in the activities, experiences and learning opportunities we are able to offer our pupils. Our achievement wall takes up the entire display wall in our main hall. This is where P1 to S6 pupils have their lunch, where we run our breakfast club, have whole school events and where parents and visitors learn more about the achievements of our pupils when they come into school. Every year we have a different theme to the wall display – this current year the pupils have chosen Among Us / Space as the theme – this links in well to the Saxavord Spaceport being completed in Unst at the moment, with the first vertical launch from UK soil scheduled during 2025.



The school also make an end of year video each year, highlighting pupil achievements and major milestones; we have been doing this since 2016 and they are on our school website (<https://unst.org/web/bjhs/end-of-year-videos/>) to highlight what learning in the UK's most northerly school is like. Our most recent video is shown here: <https://youtu.be/GNjRLjboGVM>. This is appreciated by pupils and parents alike – providing an opportunity to look back over the year and see the progress and achievements our pupils have made. Some enrolments have shared with us reviewing our Facebook page, school website and end of year videos is one of the reasons they have enrolled/moved to Unst.

We also share achievements on our school Facebook page which in the past year had over 4000 interactions – these are comments, likes or shares within our wider school community.

Outdoor learning at Baltasound JHS provides students with significant opportunities for progress and achievement. Experiences like *Unst Week* allow students to engage with their environment, develop problem-solving skills, and enhance their knowledge of local history and culture. Outdoor education has proven to be a valuable tool for reinforcing classroom learning and promoting physical activity.

Pupils at Baltasound JHS receive accreditation through SQA and ASDAN, with courses selected to match the needs/interests of the pupil. This will lead to creative timetabling for S3 and S4 pupils in order to accommodate interest, preference or support need. We understand and appreciate that our curriculum is limited based on our staffing complement and our geography/location, so this means we have to run flexible timetables (especially for S3 and S4) and we always look to provide opportunities that would not be afforded in other schools – involving local companies, emergency services and partners.

Further accreditation is provided through Signalong Awards, Swimming Certificates, Saltire Awards (volunteering), Health & Safety, Road Safety, Duke Of Edinburgh and Kings Trust (DoE and Skills for School are delivered by Youth Services – although during the previous academic session, recruitment delays have prevented this from being offered) and Active Schools (Sports Leaders, delivered by Active Schools). Pupils in S3 and S4 also have the opportunity to work on Skills For Work courses through Shetland College – this is a fortnightly day in Lerwick/Scalloway which for many involves a 6am start and 4.30pm finish – this reflects a strong commitment, demonstrating that pupils at Baltasound JHS are both willing and accustomed to making sacrifices in pursuit of their learning and progress.

Pupils' achievements are also recognised at the annual Prizegiving ceremony where all curricular areas provide recognition to high achievers.

Equity for all learners

Baltasound JHS is dedicated to removing barriers to learning and ensuring equity for all students. Initiatives like breakfast club, no parental contribution to school trips, and additional support for Additional Support Needs learners (financially provided by the Headteacher's teaching commitment) ensure that no student is excluded due to socioeconomic factors. The school's commitment to inclusivity is demonstrated by the fact that all pupils who stay in Unst attend the school. And every school pupil has the ability to support others through their learning journey and play an active role in their own learning, shaping the direction of their school, in their community, on their island.

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	HGIOELC	ELC 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

2025-2026

Factors Influencing the 2025/26 School Improvement Plan

<p>Local authority factors</p> <ul style="list-style-type: none"> • The Ambition - Excellence and Equity for Shetlands' learners 2022-2026 • 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 	<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 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 source clothing at little/no cost. If building works are not planned, the school is used to host this. • All of our pupils are included in everything we do – cost is no barrier to attending events or accessing excursions.

	<ul style="list-style-type: none"> • Funding opportunities explored throughout the year to ensure we do not pass costs on to families. This past session saw Cooke Aquaculture donate £10,000 towards our residential trip to Loch Insh. Combined Community Council donations, Viking Community Benefit support and local fundraising, we reached our target of £30,000. This allowed all our P6, P7 pupils attend at no direct cost to families; with 100% of our pupils going on this trip – 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 Free Fruit Snack and Breakfast Club have no charge. • 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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PEF Allocation 2025/26 – Breakfast Club, Participatory Budgeting & Enhanced Nurture Provision

Project/intervention:

- Minimising financial pressure, supporting families and encouraging positive routines through a PEF funded breakfast club.
- Participatory Budgeting; pupil voice in supporting school projects and directing funding within school. This year, this will increase to 20% of the available PEF funds.
- Enhancing nurture provision in school with adapted and adequately resources spaces for pupils who benefit from additional spaces during the school day.

What data/evidence informs this? (what is your gap?)

- School data indicates that 27% of pupils are eligible and registered for free school meals.
- Local data (On Da Level) also indicates that the cost of living in Unst is 60% greater when compared to Lerwick.
- 48% of our pupils stay in a household with 3 or more children.
- School data also highlights 41% of our pupils have an Additional Support Need, with 24% of our pupils with an active Child's Plan.
- Feedback from Anonymous Parent Survey has the lowest score for pupil safety, since feedback survey was initiated.
- Pupil and parent viewpoint are sought during Bring Your Parent to School Days, surveys and Parental Engagement opportunities. Pupils also feedback on previous PEF spend (see images below) and these indicate that pupils want breakfast club to provide more options and be properly resourced (especially as number have vastly increased). Local shop (Skihoul Stores) is able to support us with reduced items (such as bread) which can be frozen and used as and when.

Planned Outcomes

- Sustained attendance and punctuality amongst year groups.
- Increased readiness to learn through improved nutrition and morning routine stability.
- Reduced financial pressure on families.
- Increased pupil leadership and engagement in school improvement.
- Development of skills in decision-making, budgeting, collaboration, and communication.
- Improved emotional regulation, engagement, and wellbeing for pupils accessing nurture spaces.

Details of project/intervention:

- Daily, free breakfast club offered to all pupils in Middle Primary, Upper Primary and Secondary.
- Further developed Breakfast Club area and resources.
- Funded through Pupil Equity Funding to ensure sustainability and equity of access (supported by Local Business).
- Allocation of 20% of PEF budget (up from previous years) to be directed through Participatory Budgeting (PB).

Resources and Lead Person

- Head Teacher
- DHT
- ASN Teacher / LSW Staff
- Available PEF funding (this is impacted by resource availability and our location; many firms will not distribute to Shetland).

Measures of impact on learners

- Comparative take up of breakfast club and number of breakfasts served.
- Qualitative feedback from families, staff, and pupils on perceived benefits.
- Number and quality of pupil-led and staff-led project proposals and votes cast.

<ul style="list-style-type: none"> Increased staff capacity to support pupils with social, emotional, and behavioural needs. Reduction in time out of class and school incident records based due to unmet need. 		<ul style="list-style-type: none"> Support for Pupil Council to gather ideas, shortlist proposals, and facilitate voting. To evaluate the success of PB. Adaptation of nurture spaces equipped with appropriate sensory, emotional, and learning resources. Staff training and guidance on nurturing approaches and use of space (linked to SIP Priority). Close collaboration with ASN/LSW staff, pupils and parents as to best use of space. Play space development in Secondary. 		<ul style="list-style-type: none"> Reflections/evaluation from staff on the outcomes of funded projects. Tracking of individual pupil progress using SHANARRI, Child Plan Feedback and Pupil Support Interviews. Reduced incidents of distressed behaviour – improved safety statistics from end of year parental feedback form.
Teaching and Learning	X			
Leadership	X			
Family and Community	X			

Improvement Priorities for 2025-26

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>	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 1: Develop Play Pedagogy, Achieving Play Pedagogy Award

Continuation from 2024/25? Yes

Data/evidence that informs this priority:	Planned Outcome	Measures	Resources and Lead Person
<ul style="list-style-type: none"> Pupil Feedback Staff Expertise / Experience Unique Opportunity to pilot Play Based Learning Award Progress Made Over Year 1 	<ul style="list-style-type: none"> Develop a shared vision and culture of play pedagogy across the school community. Embed play pedagogy principles into the curriculum, ensuring alignment with educational goals and children's developmental needs. Create nurturing indoor and outdoor spaces that inspire curiosity, exploration, and creativity. Foster partnerships with families and the wider community to enrich learning experiences and promote play 	Play Pedagogy Award Framework Pupil Feedback Staff Feedback Parental Feedback	LP Teacher DHT Class Teachers EY Staff

Monitoring priority progress over time: impact on learners:

Implement Ongoing Observations and Learning Walks

- Regularly schedule structured learning walks with a focus on play-based learning in EY, Primary, Secondary, these could be carried out by SLT or Members of Play Working Group throughout the year, and feedback to departments/individual staff or teachers.
- Use a consistent observation framework to assess learner engagement, creativity, collaboration, and emotional wellbeing.
- Include pupil voice as part of observations (e.g., "Tell me about your play today").
- Encourage sharing of good practice in staff meetings or professional learning communities.
- Integration of play in planning and reporting

Use Baseline and Follow-Up Assessments

- Track learner progress using baseline and follow-up assessments (formal or informal) in key developmental areas impacted by play (e.g., communication, problem-solving, social interaction, resilience).

<ul style="list-style-type: none"> Play data is recorded on the Data Collection spreadsheet three times per year for each pupil in EY and Primary. This is followed by the development of an action plan identifying pupils who may require additional support in play. The plan is shared with the Class Teacher and Support Worker for Play, enabling them to target and enhance play opportunities and learning experiences for these pupils throughout the year <p>Collect Parent and Community Feedback</p> <ul style="list-style-type: none"> Use surveys or feedback forms to gauge parent perception of play-based learning and its impact on their child's development. Host termly "Stay and Play" or learning showcase events to observe and discuss progress. 	
<p>What will success look like?</p> <p>Shared Understanding and Consistent Practice</p> <ul style="list-style-type: none"> All staff understand and value play-based learning. Play pedagogy is visible and consistent across the school. <p>2. Play Embedded in the Curriculum</p> <ul style="list-style-type: none"> Play is part of everyday learning and linked to curriculum goals. Children show progress in key areas like communication, creativity, and independence. <p>3. Inspiring Learning Environments</p> <ul style="list-style-type: none"> Indoor and outdoor spaces encourage curiosity, exploration, and problem-solving. Children use these spaces confidently and purposefully. 	<p>4. Engaged Families and Community</p> <ul style="list-style-type: none"> Families understand the role of play in learning. Increased involvement in school events and play-related activities. <p>5. Confident and Reflective Staff</p> <ul style="list-style-type: none"> Staff feel confident planning and supporting play-based learning. Regular reflection and training lead to ongoing improvement. <p>6. Positive Impact on Learners</p> <ul style="list-style-type: none"> Children are more engaged, happy, and involved in their learning. Targeted support through play helps children who need it most

By the end of November, we expect to see	By the end of February, we expect to see	By the end of May we expect to see
<ul style="list-style-type: none"> The school should have achieved the Play Pedagogy Award Whole Staff have engaged in initial training and discussions around play pedagogy; a shared vision is emerging. Indoor and outdoor spaces are being reviewed and adapted to better support play-based learning Play data collection has started; early observations are identifying children who may need targeted support. 	<ul style="list-style-type: none"> Staff are confidently planning and delivering play-based learning experiences linked to curriculum goals. Targeted support plans are in place for identified pupils, based on ongoing play observations and data. Family engagement activities (e.g. stay-and-play, workshops) have taken place with positive feedback. 	<ul style="list-style-type: none"> <i>Children show clear progress in engagement, communication, creativity, and social interaction.</i> <i>Play pedagogy is embedded in classroom practice, environments are well-developed, and staff reflect regularly on impact.</i> <i>A review of the year shows improved outcomes for learners and clear next steps for sustaining and expanding practice.</i>
What happened? What did we see?	What happened? What did we see?	What happened? What did we see?

What are our next steps?	What are our next steps?	What are our next steps?
End of Session Summary of Progress and Impact		

Improvement Priorities for 2025-26

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>	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: Environment, Experiences & Interactions

Continuation from 2024/25? No

Data/evidence that informs this priority:	Planned Outcome	Measures	Resources and Lead Person
<ul style="list-style-type: none"> Staff self-evaluations and collegiate discussion highlight inconsistent quality of learning environments across settings. Pupil voice activities indicate varied experiences of engagement and inclusion. Observations and attainment data show a need to increase active participation, particularly among pupils requiring additional support. Alignment with national and cluster-wide priorities through the Northern Alliance LTA Toolkit reinforces the need for improvement in these areas – many of our staff are shared between settings. 	<ul style="list-style-type: none"> The ethos, culture and everyday practice across the setting will reflect a deep commitment to children's rights/views/interests and nurture. High expectations are consistently shared, modelled and understood by all staff and learners, promoting challenge and ambition. Interactions between learners and with adults are respectful, purposeful, and promote engagement and collaboration. The indoor and outdoor environments provide stimulating, challenging and inclusive spaces that support exploration and learning. Learning environments are well-organised, accessible and promote independence for all learners. Sensory and physical needs of learners are understood and planned for, creating environments where all can thrive. Learners take ownership of and pride in their learning spaces. A range of pedagogical approaches are used effectively to meet the developmental and learning needs of all learners. Learning experiences are well-planned and engaging, enabling learners to demonstrate their knowledge, skills, understanding and attributes. Learners are active participants in the learning process; their interests and contributions shape the curriculum, driving motivation and engagement. 	<ul style="list-style-type: none"> Staff self-evaluation ratings (baseline, mid-year, and final review). Pupil focus group feedback and engagement surveys. Attainment and wellbeing data review in targeted curricular and social areas. 	<ul style="list-style-type: none"> Head Teachers (Cluster) / Principal Teachers – Strategic oversight and evaluation. Coordinate CPD and peer observation cycles. Professional Reading Library (JHS sites) – No major expenditure (existing space used). Education Scotland platforms and free Northern Alliance Hub resources.

	<ul style="list-style-type: none"> Practitioner interactions create a safe, inclusive and stimulating climate where learners feel comfortable to take risks, show curiosity, and actively engage in learning. Practitioners demonstrate active, respectful listening that gives learners space to think, express, and refine their ideas. Practitioners use skilful questioning and meaningful discussion to spark interest, extend thinking and promote independence. 		
Monitoring priority progress over time: impact on learners: <ul style="list-style-type: none"> Progress will be monitored through self evaluation activities with pupils and staff. Progress will also be monitored through Pupil Council activities, staff collegiate meetings and working group activities (and progress sharing at Whole Staff Meetings). 			
What will success look like? <ul style="list-style-type: none"> learners will feel more valued and secure, leading to improved confidence, engagement, and emotional wellbeing. learners will demonstrate increased curiosity, creativity and independence learners will build confidence and ownership over their learning learners will take more initiative in their learning, show increased resilience 			

By the end of November, we expect to see	By the end of February, we expect to see	By the end of May we expect to see
<ul style="list-style-type: none"> Pupils will have completed the Northern Alliance LTA Toolkit self evaluation activity. Pupils will have completed the Northern Alliance LTA Toolkit self evaluation activity. CPD sessions 1–3 delivered. Environment audits and “before” photos taken across all schools. Professional reading areas established in school. Pupil Focus Group established, and initial discussions held. 	<ul style="list-style-type: none"> Staff engaged in peer observations with feedback recorded. Changes beginning to emerge in classroom layouts and display use. Pupils report increased engagement through learner voice activities. Ongoing professional reading and reflective CPD sessions completed. Mid-year self-evaluation and progress reviews documented. 	<ul style="list-style-type: none"> Staff and pupils jointly evaluate changes to environment and practice. Increased positive pupil feedback on engagement and relationships. Focus Group presents final review and recommendations. Cluster-wide good practice guide finalised and shared. SLT conduct final data analysis and prepare summary for future planning.

What happened? What did we see?	What happened? What did we see?	What happened? What did we see?
What are our next steps?	What are our next steps?	What are our next steps?
End of Session Summary of Progress and Impact		

Improvement Priorities for 2025-26

<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>(highlight as appropriate)</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 3: Differentiated Support for All Learners

Continuation from 2024/25? No

Data/evidence that informs this priority:	Planned Outcome	Measures	Resources and Lead Person
<ul style="list-style-type: none"> A high proportion of BJHS learners have identified an Additional Support Need, as indicated by SEEMiS and staged intervention data. Classroom observations and professional dialogue show inconsistency in the use of differentiated teaching strategies and support planning. Learner voice suggests some pupils feel tasks are not accessible or do not reflect their learning needs. Parental feedback highlights mixed experiences in supporting/challenging pupils. Staff feedback indicates varying levels of confidence and knowledge in supporting ASN, particularly in secondary subject-specific contexts. 	<ul style="list-style-type: none"> Full understanding of need within Baltasound JHS – priority areas identified and real understanding of barriers to learning. Improved pupil engagement, wellbeing, and participation for learners with Additional Support Needs. All teaching staff will increase their confidence and skill in supporting pupils Additional Support Needs (as measured by CPD evaluations and self-assessments), with at least 80% of staff reporting improved capacity/knowledge/confidence. At least 90% of Additional Support Needs pupils will report feeling supported and included in their learning (via pupil voice activity). The school will implement a sustainable Additional Support Needs provision map and strategy toolkit to support staff and pupils moving forward. Professional reading and learning activities centred on Additional Support Need and Neurodiversity. Strategies, resources and materials developed in order to support all learners. 	<ul style="list-style-type: none"> Pupil engagement and inclusion data (focus group feedback, targeted surveys, wellbeing indicators). Additional Support Needs learner profiles, Child's Plans and planning documentation. Staff self-evaluation and learning visit evidence of differentiated practice and support implementation. 	<ul style="list-style-type: none"> Additional Support for Learning Teacher Principal Teacher(s) – development sessions. Senior Leadership Team Educational Psychologist when available) – to support staff training and case discussion. Small budget (£300–£500) for key resources (e.g., sensory tools, visual aids, professional texts). PEF to supplement this (see PEF plan).

<ul style="list-style-type: none"> Incident forms have increased in frequency, compared to previous years. 			
Monitoring priority progress over time: impact on learners: <ul style="list-style-type: none"> Short Term: CPD attendance logs, baseline audits (staff and pupils), collection of case study learners. Medium Term: Learning walks, staff feedback on trialled strategies, focus groups with pupils. Long Term: Data analysis on engagement, incident referrals (ASSURE), Pupil Support conversations, attainment of ASN pupils; summative pupil and staff evaluations. Monitoring Leads: Senior Leadership Team (SLT), ASN Teacher, PT Pupil Support Teacher. 			
What will success look like? <ul style="list-style-type: none"> Short Term (by November): Staff develop awareness of ASN needs and complete baseline audits. Priority ASN groups/pupils are identified. Medium Term (by February): Effective, targeted strategies implemented in classrooms. Staff report increased confidence and use of ASN Toolkit. Pupils report improved experiences. Long Term (by May): Whole-school provision map completed, ASN strategies embedded in practice. Pupil outcomes and engagement show measurable improvement. 			

By the end of November, we expect to see	By the end of February, we expect to see	By the end of May we expect to see
<ul style="list-style-type: none"> Baseline staff confidence audit and ASN data analysis complete. CPD sessions 1–3 delivered with good staff engagement. Initial pupil voice activities completed (e.g., surveys or interviews). Priority ASN groups identified for targeted support. Staff begin using and contributing to a shared ASN Toolkit. 	<ul style="list-style-type: none"> CPD sessions 4–6 delivered, with staff piloting strategies in classrooms. Midpoint evaluations gathered from staff and pupils. At least two ASN case studies showing positive changes in engagement or support. Draft provision map developed and reviewed by SLT. Reduction in Incident Reports (ASSURE) linked to Additional Support Needs - 10% from previous session levels. 	<ul style="list-style-type: none"> Final CPD sessions completed, including impact evaluation. ASN Toolkit finalised and embedded in planning/support systems. Final pupil voice data shows >90% of ASN pupils feel supported and included. Staff confidence audit shows 80% of staff report improved ASN knowledge and skills. Evidence of improved outcomes for target ASN pupils (engagement, attainment, wellbeing).
What happened? What did we see?	What happened? What did we see?	What happened? What did we see?

What are our next steps?	What are our next steps?	What are our next steps?
End of Session Summary of Progress and Impact		

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 (25/26)
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 2025-26

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 2025-26

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)	Wednesdays (EY)	1	10	10
Working Groups	School Improvement (Whole School)	Thursdays	1	10	10
Tracking/Monitoring	Tracking/Progress (EY Specific)	Thursdays Wednesdays (EY)	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.

Term 1		
Week Number	Outline	
1		Term Plans / Term Overviews (Pri) Staff Observations (SLT) Sec Staff - Departmental/SQA Plan S1 Sampling
2		
3		
4	S4 BYPTSD	
5	EY Stay and Play	
6	P1 BYPTSD	
7	S1 Overview, P1/EY Settling in	
8		
Term 2		
Week Number	Outline	
1		Term Plans / Term Overviews (Pri) Shared Staff Observations (SLT) Staff Observations (Peer) S2 Sampling T&P / Evidencing
2		
3		
4	Open Night/Games Night	
5	P4 BYPTSD	
6	S1 - S4 Reports / Primary Parents Evening	
7		
8		
Term 3		
Week Number	Outline	
1		Term Plans / Term Overviews (Pri) Staff Observations (SLT) S3 Sampling T&P / Evidencing
2		
3	EY Parent Meetings	
4		
5	P7 BYPTSD	
6	S4 Reports(Post Prelims)	
7		
8	S3/4 Parents Night	
9		
10	S1/2 Parents Night	
11		
12		
Term 4		
Week Number	Outline	
1		Term Plans / Term Overviews (Pri) Shared Staff Observations (Peer)
2		
3		
4		

Meeting Cycle
Whole Staff
EY/Pri/Sec
W.G.
T&P

5		Staff Observations (Peer) T&P / Evidencing
6	Parent Feedback Survey	
7	Pupil Feedback Survey (SIP/PEF)	
8		
9		
10		
11	Primary/EY End of Year Reports	
12	Prizegiving / Graduation	