Shetland Islands Council

# Baltasound Junior High School

*Peerie School Big Dreams*

# Standards & Quality Report
# 2025 - 2026

# and

# School Improvement Plan
# 2026 - 2027

## Introduction

School improvement planning (SIP) and standards and quality reporting (SQR) are a statutory requirement. Developed and implemented effectively, the SIP and SQR supports continuous improvement and helps school leaders engage with staff, parents and pupils in the life of the school. School improvement plans take account of school community, Children's Services and national priorities.

**The three Directorate priorities for Children's Services (2026-2029) are:**

1. Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs;

2. Reduce the number of children and young people affected by poverty;

3. Keep the promise by ensuring that care-experienced children and young people receive support they can rely on.

**The five national priorities within the National Improvement Framework are:**

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

**The seven strategic outcomes to be achieved are:**

1. 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;
2. 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;
3. 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;
4. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap;
5. Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs;
6. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all;

7. 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**

**Results of stakeholder consultations should feed into the School Improvement Plan.**

| Who? | When? | How? | What did we find out?<br>*(bullet points on key themes)* |
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| Staff | 4 weekly meeting cycle | Meetings:<br>• Whole Staff<br>• EY/Pri/Sec Staff<br>• Working Groups<br>• Tracking & Progress<br>PRDs<br>Collegiate Discussion | • HGIOS priorities – areas of strength and areas to improve<br>• Pupils who require additional support<br>• SIP priority progress & next steps<br>• Tracking of pupils<br>• Considerable amount of pupil data acted on by the school. |
| Children and young people | Several sessions per term. | Pupil Council<br>Pupil Focus Groups<br>Individual Feedback<br>Sampling<br>Surveys & Questionnaires<br>Assemblies | • Pupils are happy to be in school and are keen to do well for themselves, for their parents and for their teachers/school<br>• Pupils are proud to be from Unst, the UK's most northerly island<br>• Pupils feel supported by staff<br>• Pupils feel their views are listened to and they are valued by the school.<br>• Pupils feel the benefit of additional support in class. |
| Parent and Carers | Several sessions per term. | Parental Meetings / Phone Calls<br>Bring Your Parent to School Days (BYPTSD) & Feedback Forms<br>Parent Evenings<br>Parent Council<br>Parent Feedback Questionnaire<br>Newsletters<br>Reports & Report Feedback<br>School Website<br>School / Early Years Facebook | • Parents feel supported by the school<br>• Parents feel that their children are safe.<br>• Parents feel the BYPTSD are the most beneficial in terms of understanding pupil progress, attainment, interaction, social development, attitude and application.<br>• Parents know how to raise concerns.<br>• Parents are happy with the progress of their children.<br>• Parents appreciate the school social media channel and regularly react, comment or share posts involving pupils or their children. |
| Community and other stakeholders | Several times per term. | HMIE<br>North Isles Learning Partnership<br>Active Schools<br>Youth Services<br>Shetland Library<br>Cooke Scotland<br>Sandisons Trust<br>Scottish Fire & Rescue Service<br>Police Scotland<br>HM Coastguard | • HMIE full school inspection in April 2026 resulted in action points and areas of focus.<br>• 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.<br>• Youth Services have been supporting learners through use of targeted intervention.<br>• Emergency Services link well with school with members of the school staff and parent forum represented in HM Coastguard, Ambulance |

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| | | NHS Shetland<br>Wood Group<br>Outdoor Education Service<br>Unst Leisure Centre<br>Unst Health Centre<br>Swan Trust<br>Saxavord Spaceport | Service, SFRS and Unst Health Centre. These services are in school throughout the year.<br>• Outdoor Education keen to work with our pupils who are polite, enthusiastic and keen to explore their environment – opportunities limited this session due to staffing of service.<br>• Local business and organisations still a fantastic support to the school.<br>• Saxavord Spaceport predicted to be major island employer in the future – already involved with school through projects such as Space Week and Weather topic. |

## 2025 - 2026

# Standards & Quality Report

## Progress made with the priorities from the current school improvement plan

| **Priority 1: Develop Play Pedagogy, Achieving Play Pedagogy Award** | | | |
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| **What were our outcomes?**<br><br>• Develop a shared vision and culture of play pedagogy across the school community.<br>• Embed play pedagogy principles into the curriculum, ensuring alignment with educational goals and children's developmental needs.<br>• Create nurturing indoor and outdoor spaces that inspire curiosity, exploration, and creativity.<br>• Foster partnerships with families and the wider community to enrich learning experiences and promote play | **What did we do?**<br><br>**Shared Understanding and Consistent Practice**<br>• All staff understand and value play-based learning.<br>• Play pedagogy is visible and consistent across the school.<br>**Play Embedded in the Curriculum**<br>• Play is part of everyday learning and linked to curriculum goals.<br>• Children show progress in key areas like communication, creativity, and independence.<br>**Inspiring Learning Environments**<br>• Indoor and outdoor spaces encourage curiosity, exploration, and problem-solving.<br>• Children use these spaces confidently and purposefully.<br>**.Engaged Families and Community**<br>• Families understand the role of play in learning.<br>• Increased involvement in school events and play-related activities.<br>**Confident and Reflective Staff**<br>• Staff feel confident planning and supporting play-based learning.<br>• Regular reflection and training lead to ongoing improvement.<br>• We had staff as guests on the Play Scotland Play Well Podcast<br><br>• Staff presented to Shetland Play Network | **What was the impact on learners?**<br><br>Working groups well attended including development of Snapshot observations, led by the WG team, adapting EY observations and snapshots. These are now part of a wall display in Primary which shows learning across the curriculum in play.<br><br>Continued to develop pupils awareness of play, metaskills and how they are learning, especially in Discovery and COOL Time.<br><br>Term 1 Meta Skills Data was shared as part of Whole Staff Meeting. Including an explanation on what the Meta Skills are. These are now more embedded with primary pupils.<br><br>We achieved the Play Pedagogy Award which involved the Play Phase Review on the 5 strands (Leadership, Pedagogy and Curriculum, Environment, Community and Professional Learning). Positive feedback was received from Play Scotland. | **What are the next steps and how do you plan to evidence the impact of further actions required?**<br><br>*Further embed and establish Play Ambassador Role.*<br><br>*Further Develop Outdoor learning spaces in Spring , including Polycrubs in Early Years and Primary.*<br><br>*Capitalize on the success of Global School Play Day and International Day of PLay 2026.*<br><br>*Play Ambassadors (supported by the Play Support Worker) to lead combined primary/secondary play sessions or outdoor games during lunch breaks.*<br><br>*Play Ambassadors to take ownership of Facebook/website updates.*<br><br>*Continue sharing our play journey with other schools.* |

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| | • <br>**Positive Impact on Learners**<br>• Children are more engaged, happy, and involved in their learning.<br>• Targeted support through play helps children who need it most | Early Years have had their new outdoor shelter built and are beginning to develop this as a space.<br><br>Darts (porch) have been very popular in Secondary and a risk assessment/benefits/ safety 'rules' are now displayed.<br><br>The secondary end have new craft and art resources to encourage learners to access these in flex/break times.<br><br>Staff across the school value play pedagogy more now, including in secondary where play/exploration is more apparent in some subjects and classes (where appropriate)<br><br>Outdoor Play Equipment Opening Ceremony held in October 2025 with LA reps. All pupils have had a chance to play on it EY up. Very positive reviews from learners and staff!<br><br>Play Data was collected and reflected on. This was shared with EY and Primary Teachers. We have seen positive progress in play over this year linked to Meta Skills.<br><br>We have Play Ambassadors who work with the Support Worker (Play). This has | |

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| | | been shared with parents via Facebook too.<br><br>Family Engagement activities facilitated in school time.<br><br>We have been granted funding from the Local Authority for Matta in our outdoor area. We hope this will be fitted in the Holidays.<br><br>Participatory Budgeting has granted money for new resources such as Mud Kitchens (EY/Primary- to be installed), some new games and resources.<br><br>Global School Play Day/International Day of Play 2026 was another big success. Learners were engaged throughout and staff noted how well they mixed. Secondary classes joining in was well received by younger learners.<br><br>We achieved the Play Scotland Play Pedagogy Award – the first school in Scotland to do so. | |

| **Priority 2: Environment, Experiences & Interactions** | | | |
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| **What were our outcomes?**<br><br>• The ethos, culture and everyday practice across the setting will reflect a deep commitment to children's rights/views/interests and nurture.<br>• High expectations are consistently shared, modelled and understood by all staff and learners, promoting challenge and ambition.<br>• Interactions between learners and with adults are respectful, purposeful, and promote engagement and collaboration.<br>• The indoor and outdoor environments provide stimulating, challenging and inclusive spaces that support exploration and learning.<br>• Learning environments are well-organised, accessible and promote independence for all learners.<br>• Sensory and physical needs of learners are understood and planned for, creating environments where all can thrive. | **What did we do?**<br><br>Staff completed the Northern Alliance Toolkit form online<br><br>Working group and pupil council walked around social areas of school to identify areas of need. Working group completed achievable tasks with support from janitor (UHA photos, porch area, lighting in hall/stage/link corridor/update staff board in porch/removing old signs and posters/boot hangers/whale display patched)<br><br>We also submitted work to be competed by SIC (painting requirements, etc)<br><br>Rather than creating a pupil focus group, we submitted requests for discussion at pupil council meetings.<br><br>Staff completed CIRCLE training<br>Classroom environment audit completed with at least one item actioned by staff. | **What was the impact on learners?**<br><br>Pupils benefited from custom spaces matched to need – in some areas of the school.<br><br>Upgraded lighting in dark areas like the stage, hall, and link corridor eliminates dim, intimidating spaces, making students feel physically safer and more comfortable moving around the school.<br><br>Updating the staff board in the porch lets students (and visiting families) see a transparent, up-to-date representation of who is there to support them, fostering a stronger sense of community from the moment they walk in.<br><br>With all staff completing CIRCLE training, learners experience a more consistent environment. Pupils don't have to adjust to completely different environmental expectations or structures as they move from teacher to teacher, which provides emotional stability.<br><br>Learners feel more valued and secure, leading to improved confidence, engagement, and emotional wellbeing. | **What are the next steps and how do you plan to evidence the impact of further actions required?**<br><br>Establish a timeline and tracking system for the larger-scale maintenance and painting requests submitted to the Shetland Islands Council (SIC).<br><br>Re-engage the Working Group, Pupil Council, and Janitor to tackle the social spaces that weren't addressed this session.<br><br>Get the Pupil Council to lead a student-wide survey for improving the next space. |

| **Priority 3: Differentiated Support for All Learners** | | | |
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| **What were our outcomes?**<br><br>• Full understanding of need within Baltasound JHS – priority areas identified and real understanding of barriers to learning.<br>• Improved pupil engagement, wellbeing, and participation for learners with Additional Support Needs.<br>• 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.<br>• At least 90% of Additional Support Needs pupils will report feeling supported and included in their learning (via pupil voice activity).<br>• The school will implement a sustainable Additional Support Needs provision map and strategy toolkit to support staff and pupils moving forward. | **What did we do?**<br><br>Baseline audit completed.<br><br>Well attended Working Group Meetings with ELC, LSW, Pri and Secondary in attendance.<br><br>BJHS specific data shared with regard ASN.<br><br>Staff performed a deep dive into ASD/PDA and created a guide for school staff.<br><br>Well attended Working Group Meetings with ELC, LSW, Pri and Secondary in attendance.<br><br>Staff performed a deep dive into ASD, PDA, ADHD, Dyslexia & Dyscalculia and created a guide for school staff.<br><br>Staff using strategies identified through WG.<br><br>Reduced ASSURE incidents in Secondary. Positive case study. | **What was the impact on learners?**<br><br>Effective, targeted strategies implemented in classrooms. Staff report increased confidence and use of ASN Toolkit. Pupils report improved experiences.<br><br>Whole-school provision map completed, ASN strategies embedded in practice.<br><br>Pupil outcomes and engagement show measurable improvement. | **What are the next steps and how do you plan to evidence the impact of further actions required**?<br><br>Learning walks focused on how the ASN Toolkit is being utilised across different sectors (ELC, Primary and Secondary).<br><br>Use the deep-dive guides (ASD, PDA, ADHD, Dyslexia, Dyscalculia) as training resources for new staff. |

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| • Professional reading and learning activities centred on Additional Support Need and Neurodiversity.<br>• Strategies, resources and materials developed in order to support all learners. | | | |

**Project/intervention:** ***Breakfast Club, Participatory Budgeting & Enhanced Nurture Provision***

- 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 was 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 (Skibhoul Stores) is able to support us with reduced items (such as bread) which can be frozen and used as and when.

| **Planned Outcome** | **Measures of impact on learners** |
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| • Sustained attendance and punctuality amongst year groups.<br>• Increased readiness to learn through improved nutrition and morning routine stability.<br>• Reduced financial pressure on families.<br>• Increased pupil leadership and engagement in school improvement.<br>• Improved emotional regulation, engagement, and wellbeing for pupils accessing nurture spaces.<br>• Increased staff capacity to support pupils with social, emotional, and behavioural needs.<br>• Reduction in time out of class and school incident records based due to unmet need. | • *High uptake for Breakfast Club – with pupils from Primary 5 up S4 accessing the service every morning.*<br>• *Increased Pupil Engagement for Participatory Budgeting event – with 20% of PEF allocated to this. Pupils now understand the role of PEF, its impact on pupils and feel they have a real voice in how this funding is used.*<br>• *Pupils are now confidently using terminology linked to PEF which shows pupils voice in action.*<br>• *Adaptation of nurture spaces and breakfast club is still ongoing, with jobs applied for within the council (these have since been actioned and will be completed at the start of the next session).*<br>• Qualitative feedback from families, staff, and pupils on benefits – with all parties able to share the positive impact this has.<br>• Reduced incidents of distressed behaviour – improved safety statistics from end of year parental feedback form. |

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| • Increased pupil leadership and engagement in school improvement.<br>• Development of skills in decision-making, budgeting, collaboration, and communication. | | |
| **Teaching and Learning** | **X** | |
| **Leadership** | **X** | |
| **Family and Community** | **X** | |

Pupil Equity Fund Reporting

# Self-Evaluation Against Key Quality Indicators

## Quality Indicator 1.3 Leadership of Change

**Motto**: Peerie School, Big Dreams

**Values:** Safe | Ready | Respectful

**Vision:** For all stakeholders of our peerie school, to do all we can, to make our children's big dreams come true

In consultation with pupils and parents, our school values are ready, safe and respectful and these are 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.

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 by all staff in discussion, lessons, addressing concerns, restorative practice, newsletters, emails, wall displays, end of year videos, assemblies and our school ethos/environment.

Baltasound JHS offers a caring, nurturing environment whereby pupils are supported and able to achieve their full potential. All staff are heavily invested in our all pupils, and will regularly provide tailored support to individual learners – in a small, rural, island community the relationships staff have with pupils and parents is exceptionally strong. And this positive relationship (within and outwith the school), fosters a connection that allows our pupils to thrive in our environment.

The school is fully inclusive, with all pupils on the island of Unst educated in one setting; 2 year olds to 16 year olds, and beyond if individual needs require this. There are no home-schooled pupils on Unst. We are one school, with an Early Years Department, Primary Department and Secondary Department; staff and pupils work across the school together, older pupils regularly take on responsibility to share learning or organise clubs/opportunities for younger pupils.

All school staff understand the uniqueness of our school and our community – we are the most northerly school, on the most northerly island in the UK. Our nearest town is Lerwick – 2 ferries and 2/3 hours travel away. This brings recognised challenges (location, geography, transport, cost of living, weather) although is far outweighed by our opportunities (individualised learning, community connection, parental buy-in and support, safety, the outdoors and our unique environment, pupil/staff/parent relationships, the increased responsibility offered to pupils).

School staff are encouraged and supported to lead and take on responsibility. This offer includes being part of our Working Groups (linked to our School Improvement Priorities), professional learning opportunities; including Into Headship, Middle Level Leadership, Masters Level Learning, Grow Your Own Teacher & Play Pedagogy (with Baltasound Junior High School in line to be first school in Scotland to be awarded the Play Scotland Play Pedagogy Award).

Our School Improvement Priorities are identified each year, with input from staff, pupils and parents; school data including attainment, feedback, he corresponding Working Groups meet regularly to review best practice and engage with resources/literature in order to improve outcomes for our pupils.

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| Working Groups transcend each department within the school and include Learning Support, Early Years, Primary and Secondary staff. | |
| Developing a shared vision, values and aims relevant to the school and its community | The School Leadership Team have worked with all stakeholders to establish the school motto, "peerie school, big dreams," along with the core values of "ready, respectful and safe." These values are deeply embedded across all stages and undergo ongoing review.<br><br>The headteacher provides values-based leadership that focuses on leveraging the school's remote geographical setting to create positive outcomes for learners.<br><br>A shared culture has been established where staff view the nursery, primary, and secondary classes as one single school entity rather than separate stages, resulting in exceptionally strong learning transitions. |
| Strategic planning for continuous improvement | The School Leadership Team has embedded a robust, bespoke quality assurance approach mapped to How good is our school? (4th edition). This framework includes class visits, data analysis, pupil voice feedback, and professional learning targets.<br><br>Highly collaborative leadership, where almost all staff are highly knowledgeable about school strengths and share a cohesive, common focus on improvement priorities. Staff professional development is directly aligned with whole-school priorities. |
| Implementing improvement and change | Almost all staff feel highly valued, experience a high level of professional trust, and proactively lead distinct elements of the school improvement plan. Examples include staff-led writing initiatives, enhanced play pedagogy in primary, and upskilling for complex additional support needs.<br><br>The School Leadership Team and staff think exceptionally creatively to secure external funding and resources to enrich learner experiences. This includes maintaining vital local business and community partnerships (such as the Jarl Squads and 'the Teas' events) to mitigate the financial and logistical constraints of their remote location.<br><br>The school acts as a regional and national ambassador. Staff share their effective practices (digital learning, play pedagogy, and supporting learners' needs) across Scotland via in-person training, online sessions, and external podcasts. |

| **Quality Indicator 2.3 Learning, teaching and assessment** |
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| In Baltasound JHS, the ethos is one of care, nurture, support and of tailored learning. Staff have full knowledge of pupils as the relationships between staff, pupils and parents is very strong. This allows for excellent communication between home and school, and this allows for us to work together to achieve positive outcomes for all our learners.<br><br>Pupils demonstrate the 4 capacities throughout the school, as well as exhibiting our school values in everything they do. Our pupils are engaged and active in their learning – with learning |

experiences well paced to match the ability and potential of our pupils. Students are supported individually and all are actively encouraged to excel. Pupils are involved in topic selection, planning for the term and are also offered opportunity to demonstrate their learning in different ways; some of which may be unique to the learner.

Play-based learning has developed the delivery of our Early Years and Primary curriculum, providing a more responsive, engaging and developmentally appropriate approach. Practitioners use play to deliver a combination of child and adult led and directed learning across the curriculum, with a focus on progression and skills development, supported by the tracking of meta-skills such as creativity, collaboration and critical thinking being reflected on.

High-quality role play and open-ended experiences are embedded within daily practice, promoting language, imagination and problem-solving. Staff make effective use of the local context, engaging with families and the wider community to source authentic resources that enrich learning. Practitioners are also increasingly working with parents to share the benefits of play-based learning, supporting greater understanding and involvement. As a result, learners are more motivated, independent and actively engaged in their learning.

Digital technology is more developed in the upper stages of Baltasound JHS, with pupils having access to digital tools to enhance learning. Upper Primary and Secondary pupils are highly motivated to be creators of technology and are not restricted to being simply users of technology; this takes the form of creating digital solutions using the tools available and this is demonstrated in the digital progression seen through the school (Scratch, Microbit, Thunkable, Gdevelop, Python, A.I.). Secondary pupils have opportunity to demonstrate learning to Primary pupils and involve them in projects, such as the CVC App previously. Learners in school have access to and make effective use of Clicker, Dictate, Speech To Text and Digital Inclusion devices.

Learners in Baltasound JHS lead on learning and take on responsibility in school. This includes those who volunteer (in school and in the wider community), are ambassadors (play, reading, sports), Pupil Council, Focus Groups and leading multi-stage lunchtime clubs.

Our unique, safe (and often wild!) outdoor environment is a major part of our pupils' learning journey. Opportunities to learn outwith the classroom are encouraged and pupils will often have opportunity to take their learning out into the real world. We are also well supported by local partner companies to provide real-life outdoor resources as well as affording all pupils with all weather clothing. Local businesses are effective partners, with Cooke Scotland, Sandisons, DITT and Jamiesons in school supporting pupils of all ages with career advice and support.

The school has developed The 4 Tenets Of Teaching, which underpins how we plan, teach, assess and track in school. This describes the conditions (agreed as a school team) for effective term planning (linked to the E&Os and Benchmarks), forms of assessment (rich, formative and summative), What Makes a Good Lesson (Learning Intentions, Success Criteria, Differentiated Support, Questioning, Feedback, Pace & Challenge) and how we track our pupils; using a whole school, in-house developed tracking and monitoring system which supports staff in understanding achievement of a level as they evidence the pupil's individual learner journey.

ELC staff regularly observe learners during play and planned activities, capturing this through a combination of rich and snapshot observations. Practitioners gather evidence to support developmental overviews and track progress in literacy, numeracy and across the curriculum. Learning is mapped against Experiences and Outcomes, with coverage achieved through a

balance of purposeful planning—often based on children's interests—and responsive, spontaneous learning arising from individual or group engagement.

Pace and Challenge and The Curriculum were previous SIP priorities and this has fed into our pedagogy and our curriculum rationale. Pupils are encouraged to excel and demonstrate what they can do and what they have learned.

Observations in school offer opportunity to learn from each other, in how we best support learners. Peer and SLT observations are linked to personal CPD targets or the school improvement priority identified and agreed beforehand. This can be also be school specific and cluster specific.

Our Bring Your Parent To School Days are fully embedded in our school calendar (P1, P4, P7 and S4) – these are extremely effective in sharing learning with parents, understanding pupil level of work and next steps, learning side by side with their child, gaining an understanding of how concepts are taught and relationships that exist in school (teacher, pupil & peer). EY also have similar Stay and Play sessions and this year hosted their first Bring Your Parent to PE session followed by a sociable snack in the setting. The feedback for all these opportunities is overwhelmingly positive and the vast majority of parents relish this opportunity

Primary 4 to Primary 7 use Sign Along to support our learners – this is led by class teachers.

We celebrate our learner's achievements through various forms and we are very proud of our pupils. They are also proud to represent our school. Feedback from partners is that our pupils are respectful, articulate and confident – with partner feedback suggesting

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| Learning and engagement | Highly respectful and supportive relationships underpin a warm, inclusive, and purposeful learning environment. Learners take great pride in their school community.<br><br>Children and young people actively influence the topics, structure, and expression of their learning blocks (e.g., choosing the order of social subjects or modes of creative expression).<br><br>Learners engage in highly innovative, self-led digital projects. For instance, secondary students used sensors and processors to build a school door security alarm, developed face-recognition systems, and engineered mobile apps to support lower primary transitions. |
| Quality of teaching | Almost all lessons are well-structured. Most teachers carefully plan content, use starter activities effectively to check prior understanding, and clearly communicate success criteria.<br><br>In almost all lessons, instructions are clear and teachers utilise skilled questioning techniques to check for understanding and prompt higher-order thinking.<br><br>There is a highly effective, well-considered play strategy across primary classes that balances free play with playful learning to successfully build resilience, curiosity, and critical thinking.<br><br>While most learners experience an appropriate pace, a few require accelerated and greater challenge to ensure they achieve their full potential. |

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| | The school's "four tenets of teaching" policy is used consistently by most staff to maintain quality. |
| Effective use of assessment | Almost all teachers provide high-quality feedback using a variety of formative methods. Most children and young people agree that this feedback directly improves their learning progress.<br><br>Staff use a robust combination of formative and summative assessments to map progress against national standards. To overcome geographical isolation, the leadership team is relentless in ensuring that almost all teachers engage in external and internal moderation and verification activities. |
| Planning, tracking and monitoring | The leadership team and teachers comprehensively track and monitor the progress of each individual learner through the Broad General Education (BGE) stages.<br><br>Teachers maintain detailed digital tracking and progress folders containing extensive evidence of student work. These folders are reviewed regularly to customize individual support. |

| **Quality Indicator 3.1 Ensuring wellbeing, equality and inclusion** |
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| In Baltasound JHS, pupil wellbeing underpins everything we do. Our close relationship with pupils and parents, allows school staff to individually support learners through all stages of school. Families work well with school to ensure outcomes are improving for children in our care. SIMD data shows all pupils in Decile 5, Quintile 3. School data and vulnerability criteria tracker shows FSM eligibility, parents out of work, lone parent families, large families, ACE, GIRFEC, ASN, LAC, attendance and participation data – this helps SLT identify patterns or trends and support individuals/families through school support, check-ins or intervention.<br><br>Our pupils are respectful of each other and staff, demonstrating our school values throughout the school day and beyond school. The SHANARRI wellbeing indicators are well understood by staff and pupils – with surveys, questionnaires and wall displays sharing the wellbeing indicators throughout the school.<br><br>School staff have strong relationships with the wider school community as many staff members have additional roles in the community – school staff are members of local voluntary organisations (Unst Netball Club, Unst Football Club, Local Hall Organisations, Unst Community Council, UnstFest) as well as HM Coastguard and the Scottish Fire & Rescue Service; everyone on our island understands the importance of volunteering and supporting all aspects of our community. This fosters positive relationships with parents and carers, as the relationships with staff are multi-faceted. This also provides for learning opportunities in school with regard the importance of these roles/organisations in maintaining the viability of our island, and our pupils role in continuing this further into the future.<br><br>Unst Youth Centre is within the school estate, with school staff supporting pupils in this other capacity also. The Unst Leisure Centre is very close by, with school staff, SRT staff and local clubs providing lunchtime and/or after school clubs. All after school clubs are free – these are paid for by local clubs such as Unst Netball Club or Unst Football Club. This also applies to BJHS pupils who represent the school or the North Isles in local leagues (funding is provided through these clubs). |

Pupils in Baltasound JHS are supported through GIRFEC, Child's Plans, IEPs, Education Outreach and Staged Intervention procedures. These are collaborative approaches to supporting young people with input from many stakeholders. Baltasound JHS ensures that staff guidance and policies are 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. As a fully inclusive school, 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. Child's Plan Meetings and LAC Core Group Meetings support pupils as necessary.

The school prides itself in making sure there are no additional costs attributed to the school day. We fully understand the cost of living our community experience and we mitigate that as much as possible. We have no uniform costs and the school facilitate the UnstFest Swap Shop which provides an annual opportunity to source clothes at no cost to parents. The school do not charge pupils for trips; most recently this has allowed all of our pupils in P6, P7 to go on a residential trip to Loch Insh. This trip cost in excess of £20,000 but required no direct parental contribution; fund raising and excellent support from local businesses and trusts allow this - a tremendous, whole community achievement. This past year we also facilitated a Space Camp Week, with our S2 class learning out of school with the UK National Space Academy.

The school fosters a supportive environment where students and staff work collaboratively to create a culture of respect and kindness. Participation is encouraged through initiatives like Pupil Councils, Participatory Budgeting and community engagement activities.

These efforts ensure that every student feels included and valued within the school community.

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| Wellbeing | Universal and individual support is a major strength. Staff routinely track, evaluate, and analyze individual student wellbeing data to execute swift, targeted interventions (e.g., resolving social fallouts, addressing healthy sleep patterns, and discussing gender equality).<br><br>The embedded "bring your parent to school day" has successfully deepened parental relationships, allowing staff to tailor highly individualised care for families.<br><br>Personal and Social Education (PSE) and health lessons are robustly linked to the school's core values. Since young people must leave the island to reside in halls for S5 and S6, the school actively runs focused programs to develop their independent life skills, resilience, and transition readiness |
| Fulfillment of statutory duties | Staff fulfill all statutory duties regarding wellbeing, inclusion, and equality exceptionally well. There is a relentless, collective focus on "getting it right for every child".<br><br>The leadership team monitors student circumstances systematically through a vulnerability tracker. |
| Inclusion and Equality | Staff identify additional support needs effectively, designing highly customised profiles with measurable targets. Consequently, almost all students requiring additional support make good progress. This inclusive classroom success is |

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| | highly impactful given the remote setting and lack of local specialised educational provision.<br><br>Almost all children state that the school fosters deep respect for others. Highly impactful, personal learning experiences regarding neurodivergence and disability have been integrated, with students sharing their own lived experiences to build widespread empathy. |

| **Quality Indicator 3.2 Attainment and achievement** |
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| Pupils in Baltasound make very good progress, through all Curriculum for Excellence levels. Our school tracking data shows consistent progress through school – those identified as not meeting a level are supported through intervention, classroom support, IEP or Child's Plan. Accreditation is tailored to match pupil ability, potential and level of need.<br><br>As a fully inclusive school, we support individual learners on their own unique path into further education, training or employment; 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.<br><br>Initiatives like the National Improvement Writing Programme and Toe By Toe raised standards and attainment in Literacy, both of these demonstrating a marked improvement in literacy skills in our pupils. 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. Head Teacher teaching commitment also provides for expanding our Learning Support Team – this allows us to deliver interventions in school that would not otherwise be possible.<br><br>For our pupils, attainment could be ASDAN module completion, meeting individual social/emotional milestones, Qualifications Scotland Group Award and Unit Passes, to National 2,3, 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.<br><br>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, we pride ourselves in ensuring all our pupils achieve more than just a positive destination, but fulfil their potential academically, socially, and emotionally (strongly linked to our school value of being ready).<br><br>This is demonstrated by our senior phase pupils, who are all responsible citizens, effective learners, successful contributors and confident individuals; ready for their next chapter at the Anderson High School, Shetland College or into the workplace.<br><br>Baltasound JHS effectively uses evidence from tracking meetings, professional dialogue, and assessments to measure student progress over time.<br><br>This is particularly effective at key transition points, such as from Early Years to Primary and Primary to Secondary and Secondary to AHS/College/Workplace. The school's tracking and progress system ensures that teachers monitor each student's progress referencing the CfE benchmarks and ongoing assessments, which guide decisions on necessary interventions and |

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| support. The school also samples pupil work each year which shows progression over time and informs decisions/interventions when progress does not continue as planned.<br><br>Primary and Secondary staff meet regularly 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 – interventions or further support or requests for involvement (from the Education Outreach Team) are planned from this point.<br><br>In our Early Learning and Childcare (ELC) setting, raising attainment and achievement is supported through a focus on play-based learning being carefully observed and enhanced by practitioners.<br><br>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). | |
| Attainment in literacy and numeracy | Due to the very small, remote cohorts, data is analysed through overall progress statements rather than specific CfE levels to protect student identities.<br><br>Primary Stages: Overall attainment in literacy and numeracy is good. Most children are on track to achieve national expectations, and a few are achieving beyond them. Children listen respectfully, read fluently, use ambitious vocabulary, and successfully manage fractions, decimals, percentages, and data handling.<br><br>Secondary Broad General Education (BGE): Between 2021/22 and 2024/25, most young people achieved CfE Third Level or better in literacy and numeracy by the end of S3, while the majority achieved CfE Fourth Level.S4<br><br>Senior Phase: In 2024/25, all S4 young people achieved SCQF Level 5 or better in literacy. All achieved SCQF Level 4 or better in numeracy, with a minority achieving Level 5 or better. This performance is consistently in line with the school's virtual comparator (VC). |
| Attainment over time | Attendance across both primary and secondary classes is consistently above the national average.<br><br>Senior Phase Tariff Trends: In S4, performance for the lowest attaining 20% and middle attaining 60% fluctuates over time due to small numbers, but remains in line with the VC. Attainment for the highest attaining 20% of young people showed clear improvement between 2021/22 and 2024/25<br><br>Breadth of Qualifications: The majority of young people generally achieved five or more awards at SCQF Level 5C or better between 2020/21 and 2024/25. No young people were dual-presented for National 4 and National 5 courses in 2024/25. |
| Overall quality of learners' achievement | All children and young people benefit from a deeply embedded culture of achievement. Students take part in and succeed in local and national cultural |

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| | or sporting events, such as the Shetland Schools Music Festival, Up Helly Aa, netball, and football leagues.<br><br>A large number of students hold formal leadership roles (e.g., reading and sports ambassadors). Most successfully develop core meta-skills like teamwork, communication, and resilience. Primary children are highly adept at describing these meta-skills.<br><br>Young people obtain external, formal certifications including Bikeability, Skills for Work courses, Saltire Awards, and the Sports Leaders Award in S2 |
| Equity for all learners | Staff maintain an intimate, in-depth understanding of the socio-economic profiles of their families and the unique economic disadvantages of remote island life.<br><br>To remove barriers to equity, the leadership team utilizes Pupil Equity Funding (PEF) to deliver universal support. This includes a heavily attended, fully funded breakfast club to offset the high cost of living on Unst, alongside subsidised school trips.<br><br>PEF allocations have successfully extended support staff hours, enabling them to plan collaboratively with teachers beyond the school day. This ensures that children receive seamless, high-quality, and targeted assistance.<br><br>Between 2020/21 and 2024/25, almost all young people successfully transitioned to continue their S5/S6 education at another regional secondary school, with a few entering positive post-school employment or training destinations. |

# Self-Evaluation against ELC Headings

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| Leadership | **Senior leaders and staff are fully aware of the challenges and opportunities that island life can bring.**<br><br>**Senior leaders and staff understand and implement very successfully, the legislative requirements needed to provide high-quality early learning and childcare. Staff undertake a wide range of relevant professional learning and engage with support agencies very well to ensure their knowledge is current.**<br><br>**Staff have developed an effective curriculum built upon the school values of ready, respectful and safe and the unique context of Shetland. Staff have used national guidance, professional learning and research meaningfully to deepen their knowledge and improve further their pedagogy. As a result, staff have a clearer understanding of different pedagogical approaches that influence their curriculum. Staff have a good understanding of early years pedagogy and child development. They adapt skilfully when they interact with children, to ensure all children are included fully in a developmentally appropriate way. Staff are mindful of the different ways children communicate. They observe closely for cues and listen carefully to children and respond appropriately.**<br><br>**Within the team, staff have varying levels of skills and expertise. They support each other very well, including using peer evaluations, which helps the team to continually improve their practice.** |
| Children thrive and develop in quality spaces | **Staff have improved the nursery environment to give children greater access to a wider range of open-ended and natural resources. As a result, children's interests and creativity are supported well. Children choose to play outdoors for extended periods of time. Staff are currently developing the outdoor area and are increasing the range and type of resources and experiences for children. This includes the installation of 'Da Hut' to provide shelter and space where children continue to play during inclement weather.** |

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| | **As planned, staff should continue to ensure children access a wide range of experiences outdoors. This will help to support children to explore, investigate and be imaginative in their play. Staff use floorbooks as a way of recording children's learning experiences across the curriculum. Building on this, they should review their approach to make sure they demonstrate clearly how children learn in depth and progressively across the curriculum.** |
| Children play and learn | **Staff have a good understanding of early years pedagogy and child development. They adapt skilfully when they interact with children, to ensure all children are included fully in a developmentally appropriate way. Staff are mindful of the different ways children communicate. They observe closely for cues and listen carefully to children and respond appropriately. Within the team, staff have varying levels of skills and expertise. They support each other very well, including using peer evaluations, which helps the team to continually improve their practice.**<br><br>**When planning for children's learning, staff take good account of children's interests, ideas, community, and cultural events. Their approach to planning is mainly responsive. Moving forward, staff should consider how to improve the balance between responsive and intentional planning.** |
| Children are supported to achieve | **Staff promote and uphold the rights of children through the nurturing, respectful and inclusive ethos which they have created.**<br><br>**Staff ensure exceptionally strong, positive, trusting relationships with the wellbeing of children and families as central to the work of the nursery. They continually strive to do their very best to make a difference for children and are highly effective in doing so.** |

**Please self-evaluate each core quality indicator according to:**

| How Good is Our School 4th Edition | Quality Improvement Framework for ELC |
|---|---|
| **1: unsatisfactory**<br>**2: weak**<br>**3: satisfactory**<br>**4: good**<br>**5: very good**<br>**6: excellent** | **Level 1: unsatisfactory**<br>**Level 2: weak**<br>**Level 3: satisfactory/adequate**<br>**Level 4: good**<br>**Level 5: very good**<br>**Level 6: excellent** |

| HGIOS 4 | School Self-Evaluation | ELC Quality Improvement Framework | ELC Self-Evaluation |
|---|---|---|---|
| 1.3 Leadership of change | **5 - Very good** | Leadership | **5 - Very good** |
| 2.3 Learning, teaching and assessment | **4 - Good** | Children thrive and develop in quality spaces | **4 - Good** |
| 3.1 Ensuring wellbeing, equality and inclusion | **5 - Very good** | Children play and learn | **4 - Good** |
| 3.2 Raising attainment and achievement | **4 - Good** | Children are supported to achieve | **4 - Good** |

# School Improvement Plan

# 2026 - 2027

## Factors Influencing the School Improvement Plan

<table>
<tr>
<td>Local authority factors<br><br>• The Ambition - Excellence and Equity for Shetlands' learners 2022-2026<br>• Children's Services, Recovery and Renewal Plan<br>• Children's Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting<br>• SIC Strategy for Parental Involvement 2022</td>
<td>National factors and drivers<br><br>• Curriculum for Excellence<br>• Realising the Ambition<br>• National Improvement Framework<br>• The Scottish Attainment Challenge<br>• Education Reform and Empowerment<br>• Getting It Right for Every Child<br>• Developing Young Workforce<br>• Digital Learning and Teaching Strategy<br>• The Equity Audit<br>• "Learning Together": Scotland's national action plan for parental involvement etc. 2018-2021</td>
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<tr>
<td>School factors<br><br>• To ensure learning and teaching in our school meet the needs of our students and adhere to our curriculum rationale.<br>• Self-evaluation activities with staff over 2025/2026 highlighted several areas for improvement.<br>• Feedback, discussion and evaluation from Parent Council.<br>• Feedback, discussion and evaluation from Pupil Council.<br>• Self-evaluation and quality assurance activities undertaken with QIO.<br>• Feedback from Parent Forum (Bring Your School Days, Open Night, Prizegiving, Report Feedback, End Of Year Questionnaire)<br>• PEF feedback from pupils, staff and Parent Council</td>
<td>Local factors<br><br>• Self-evaluation activities undertaken at Head Teacher Development Days.<br>• North Isles Learning Partnership<br>• New employment and opportunities that may emerge through Saxavord Spaceport<br>• Cost of living challenges – On Da Level:<br>○ Basket of groceries is 60% more expensive in Unst, compared to Lerwick. Lerwick is considerably more expensive than mainland Scotland.<br>○ Household median income in Unst is considerably less than other areas in Shetland.<br>○ 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.</td>
</tr>
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<td>UNCRC<br>• 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.</td>
<td>Tacking Inequalities, Poverty Proofing and Cost of the School Day<br><br>• BJHS makes no charge for school trips or materials.<br>• 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.<br>• All of our pupils are included in everything we do – cost is no barrier to attending events or accessing excursions.</td>
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| | • Funding opportunities explored throughout the year to ensure we do not pass costs on to families.<br>• Our Free Fruit Snack and Breakfast Club have no charge.<br>• 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. |

## PEF Planning

**Project/intervention:** ***Breakfast Club, Participatory Budgeting & Enhanced Nurture Provision***

- 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 (Skibhoul Stores) is able to support us with reduced items (such as bread) which can be frozen and used as and when.

| **Planned Outcomes** | **Details of project/intervention:** | **Resources and Lead Person** | **Measures of impact on learners** |
|---|---|---|---|
| • Sustained attendance and punctuality amongst year groups.<br>• Increased readiness to learn through improved nutrition and morning routine stability.<br>• Reduced financial pressure on families.<br>• Increased pupil leadership and engagement in school improvement.<br>• Development of skills in decision-making, budgeting, collaboration, and communication.<br>• Improved emotional regulation, engagement, and wellbeing for pupils accessing nurture spaces. | • Daily, free breakfast club offered to all pupils in Middle Primary, Upper Primary and Secondary.<br>• Further developed Breakfast Club area and resources – jobs in the Tfweb system to allow this to happen this session.<br>• Funded through Pupil Equity Funding to ensure sustainability and equity of access (supported by Local Business). | • Head Teacher<br>• DHT<br>• ASN Teacher / LSW Staff<br>• Available PEF funding (this is impacted by resource availability and our location; many firms will not distribute to Shetland). | • Comparative take up of breakfast club and number of breakfasts served.<br>• Qualitative feedback from families, staff, and pupils on perceived benefits.<br>• Number and quality of pupil-led and staff-led project proposals and votes cast. |

| | | | | |
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| • Increased staff capacity to support pupils with social, emotional, and behavioural needs.<br>• Reduction in time out of class and school incident records based due to unmet need. | | • Allocation of 20% of PEF budget (up from previous years) to be directed through Participatory Budgeting (PB).<br>• Support for Pupil Council to gather ideas, shortlist proposals, and facilitate voting.<br>• To evaluate the success of PB.<br>• Adaptation of nurture spaces equipped with appropriate sensory, emotional, and learning resources.<br>• Staff training and guidance on nurturing approaches and use of space (linked to SIP Priority).<br>• Close collaboration with ASN/LSW staff, pupils and parents as to best use of space.<br>• Play space development in Secondary. | | • Reflections/evaluation from staff on the outcomes of funded projects.<br>• Tracking of individual pupil progress using SHANARRI, Child Plan Feedback and Pupil Support Interviews.<br>• 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** | | | |

## School Improvement Plan Priorities (maximum of four)

### Priority 1: 4 Tenets Of Teaching Update - What Makes A Good Lesson / EY Session

### Continuation from previous year? Y/N

| Directorate Priorities | NIF Priorities | Leadership and Management | Learning Provision | Successes and Achievements | ELC |
|---|---|---|---|---|---|
| Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs;<br><br>Reduce the number of children and young people affected by poverty;<br><br>Keep the promise by ensuring that care-experienced children and young people receive support they can rely on. *(highlight as appropriate)* | • Placing the human rights and needs of every child and young person at the centre of education.<br>• Improvement in children and young people's health and wellbeing<br>• Closing the attainment gap between the most and least disadvantaged children and young people<br>• Improvement in skills and sustained, positive school-leaver destinations for all young people<br>• Improvement in attainment, particularly in literacy and numeracy. | 1.1 Self-evaluation for self-improvement<br>1.2 Leadership for learning<br>1.3 Leadership of change<br>1.4 Leadership and management of staff<br>1.5 Management of resources to promote equity | 2.1 Safeguarding and child protection<br>2.2 Curriculum<br>2.3 Learning, teaching and assessment<br>2.4 Personalised support<br>2.5 Family Learning<br>2.6 Transitions<br>2.7 Partnerships | 3.1 Ensuring wellbeing, equality and inclusion<br>3.2 Raising attainment and achievement/Securing children's progress<br>3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning | Leadership<br><br>Children thrive and develop in quality spaces<br><br>Children play and learn<br><br>Children are supported to achieve |

| Data/evidence that informs this priority: | Planned Outcome | Measures | Resources and Lead Person |
|---|---|---|---|
| • Learners experience appropriately challenging tasks that promote higher-order thinking, independence and sustained engagement.<br>• Our current "Tenets of Teaching" document does not fully reflect the school's recent achievements, including the Play Scotland Play Pedagogy Award, nor current national and local priorities.<br>• HMIE inspection feedback highlighted the need to strengthen references to Play Pedagogy and continue improving pace and challenge.<br>• Learning visits and classroom observations identified variability in levels of challenge and pace across lessons.<br>• Attainment and achievement data suggests that some learners, particularly higher-attaining pupils, require greater challenge to maximise progress. | • A % increase in pupils reporting that learning is engaging, appropriately challenging and helps them think deeply.<br>• Learning visits will show that 90% of lessons demonstrate clear evidence of pace, challenge, active engagement and opportunities for learner agency.<br>• Staff will confidently use play-based and active learning approaches to develop creativity, problem-solving, collaboration and independence. | Percentage of observed lessons demonstrating agreed indicators of:<br><br>• pace<br>• challenge<br>• learner agency<br>• active/playful learning<br><br>Pupil survey and focus group responses indicating:<br><br>• learning is engaging<br>• tasks are challenging<br>• opportunities exist to think, create, explore and solve problems | *Working Group*<br><br>PEF (if required) |

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| • Successful achievement of the Play Scotland Play Pedagogy Award provides an opportunity to build on existing strengths and embed practice more consistently across the school. | • The revised BJHS Tenets of Teaching will be understood and consistently applied by all staff.<br>• Parents and carers will have a greater understanding of the role of play, challenge and active learning in supporting children's progress. | Staff confidence ratings regarding:<br>• Play Pedagogy<br>• planning for challenge<br>• differentiation<br>• active learning approaches<br>• implementation of revised Tenets of Teaching | |

**Monitoring priority progress over time: impact on learners**:

- Learning visits / observations focused on pace, challenge and play pedagogy
- Professional dialogue and planning scrutiny
- Pupil focus groups
- Learner surveys
- Staff self-evaluation against revised Tenets
- Attainment tracking meetings
- Moderation and sharing practice sessions
- Parent feedback opportunities

**What will success look like?**

| 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 |
|---|---|---|
| • Revised Tenets of Teaching developed and agreed.<br>• Staff understanding of Play Pedagogy, pace and challenge strengthened.<br>• Shared expectations established across the school.<br>• Increased use of active and playful learning approaches. | • Consistent implementation of revised Tenets evident in most classes.<br>• Learners demonstrate increased engagement, independence and resilience. | • Consistently high-quality learning and teaching across the school.<br>• Learners demonstrate improved attainment, achievement and wellbeing.<br>• Increased learner agency and ownership of learning. |

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| | • Learning experiences show greater challenge and depth.<br>• Staff confidently adapt learning to meet individual needs. | |
| **What happened? What did we see?** *Provide updates on progress in the short term based on data and evidence.* | **What happened? What did we see?** *Provide updates on progress made in the medium term based on data and evidence.* | **What happened? What did we see?** *Provide updates on progress made in the long term based on data and evidence.* |
| **What are our next steps?** *Insert next steps which reflect progress made during this period of time. These next steps may change what you would expect to see in the medium term and long term.* | **What are our next steps?** *Insert next steps which reflect progress made during this period of time. These next steps may change what you would expect to see in the long term.* | **What are our next steps?** *Insert next steps which reflect progress made during this period of time. These next steps can inform your next period of improvement activity.* |
| **End of Session Summary of Progress and Impact** | | |
| | | |

## Priority 2: 4 Tenets Of Teaching Update - Assessment

## Continuation from previous year? Y/N

| Directorate Priorities | NIF Priorities | Leadership and Management | Learning Provision | Successes and Achievements | ELC |
|---|---|---|---|---|---|
| Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs;<br><br>Reduce the number of children and young people affected by poverty;<br><br>Keep the promise by ensuring that care-experienced children and young people receive support they can rely on. *(highlight as appropriate)* | • Placing the human rights and needs of every child and young person at the centre of education.<br>• Improvement in children and young people's health and wellbeing<br>• Closing the attainment gap between the most and least disadvantaged children and young people<br>• Improvement in skills and sustained, positive school-leaver destinations for all young people<br>• Improvement in attainment, particularly in literacy and numeracy. | 1.1 Self-evaluation for self-improvement<br>1.2 Leadership for learning<br>1.3 Leadership of change<br>1.4 Leadership and management of staff<br>1.5 Management of resources to promote equity | 2.1 Safeguarding and child protection<br>2.2 Curriculum<br>2.3 Learning, teaching and assessment<br>2.4 Personalised support<br>2.5 Family Learning<br>2.6 Transitions<br>2.7 Partnerships | 3.1 Ensuring wellbeing, equality and inclusion<br>3.2 Raising attainment and achievement/Securing children's progress<br>3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning | Leadership<br><br>Children thrive and develop in quality spaces<br><br>Children play and learn<br><br>Children are supported to achieve |

| Data/evidence that informs this priority: | Planned Outcome | Measures | Resources and Lead Person |
|---|---|---|---|
| • The school's achievement of the Play Scotland Play Pedagogy Award.<br>• The role of play-based and enquiry-based assessment in demonstrating progress.<br>• The need to ensure assessment activities consistently provide appropriate pace and challenge.<br>• The importance of learner agency, creativity and authentic demonstration of learning.<br>• The need for greater consistency in formative assessment practices across the school.<br>• HMIE feedback highlighted the need to better reflect Play Pedagogy within learning and teaching documentation.<br>• Learning visits identified variability in the quality and consistency of formative assessment approaches.<br>• Moderation activities identified opportunities to broaden assessment evidence beyond traditional written tasks.<br>• Pupil discussions indicated that some learners would welcome more choice in how they demonstrate learning and greater levels of challenge.<br>• Staff self-evaluation identified a need to further develop assessment approaches that promote higher-order thinking, problem-solving and learner ownership.<br>• Review of assessment evidence suggests opportunities to strengthen the use of rich, real-life and play-based assessment experiences. | • Pupils reporting that they understand how they are progressing and can demonstrate learning in a variety of ways.<br>• Learning visits and moderation activities will show that 90% of classes regularly use rich assessment approaches that include challenge, creativity, collaboration and learner choice.<br>• Variety of assessment modes and methodologies researched, tried out and shared with staff.<br>• All staff will confidently use a wider range of formative and summative assessment approaches, including play-based and enquiry-based methods where appropriate.<br>• Learners will increasingly take ownership of assessing and reflecting on their learning.<br>• Parents and carers will have a clearer understanding of how progress is assessed through a variety of evidence sources beyond written work.<br>• Updated Assessment Calendar for the whole school. | Percentage of learning visits and moderation activities demonstrating:<br><br>• rich assessment tasks<br>• learner choice<br>• opportunities for challenge<br>• play-based and active assessment approaches<br>• effective formative assessment strategies<br><br>Pupil survey and focus group responses showing:<br><br>• understanding of learning intentions and success criteria<br>• confidence in explaining progress<br>• opportunities to demonstrate learning in different ways<br>• appropriate levels of challenge<br><br>Staff self-evaluation data demonstrating increased confidence in:<br><br>• formative assessment strategies<br>• play-based assessment<br>• planning rich assessment tasks<br>• assessing higher-order thinking and skills development | *Working Group*<br><br>PEF (if required) |

**Monitoring priority progress over time: impact on learners**

- Learning visits focusing on assessment, challenge and learner engagement
- Sampling of pupil work and assessment evidence
- Moderation activities (school and cluster, where possible)
- Pupil focus groups
- Learner surveys
- Staff self-evaluation against revised Assessment Tenet
- Attainment and progress tracking meetings
- Parent feedback opportunities

**What will success look like?**

| 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 |
|---|---|---|
| • Revised Assessment Tenet developed and shared.<br>• Staff engage in professional learning around Play Pedagogy and rich assessment.<br>• Increased awareness of assessment approaches that promote pace and challenge.<br>• Baseline evidence gathered from learning visits, surveys and moderation. | • Rich assessment approaches evident in most classes.<br>• Learners increasingly able to explain what they are learning and how they know they are successful.<br>• Greater use of play-based, enquiry-based and real-world assessment opportunities.<br>• Increased consistency in formative assessment practices across the school. | • Assessment is embedded as an integral part of learning.<br>• Learners confidently take ownership of assessing and improving their work.<br>• Assessment evidence demonstrates depth of understanding, creativity and application of learning.<br>• Improved attainment, engagement and learner confidence across all stages.<br>• Assessment practices fully reflect the school's Play Pedagogy Award principles and aspirations for pace and challenge. |

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| **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** | | |
| | | |

## Priority 3: Raising Attainment and Achievement in Numeracy

## Continuation from previous year? Y/N

| Directorate Priorities | NIF Priorities | Leadership and Management | Learning Provision | Successes and Achievements | ELC |
|---|---|---|---|---|---|
| Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs;<br><br>Reduce the number of children and young people affected by poverty;<br><br>Keep the promise by ensuring that care-experienced children and young people receive support they can rely on. *(highlight as appropriate)* | • Placing the human rights and needs of every child and young person at the centre of education.<br>• Improvement in children and young people's health and wellbeing<br>• Closing the attainment gap between the most and least disadvantaged children and young people<br>• Improvement in skills and sustained, positive school-leaver destinations for all young people<br>• Improvement in attainment, particularly in literacy and numeracy. | 1.1 Self-evaluation for self-improvement<br>1.2 Leadership for learning<br>1.3 Leadership of change<br>1.4 Leadership and management of staff<br>1.5 Management of resources to promote equity | 2.1 Safeguarding and child protection<br>2.2 Curriculum<br>2.3 Learning, teaching and assessment<br>2.4 Personalised support<br>2.5 Family Learning<br>2.6 Transitions<br>2.7 Partnerships | 3.1 Ensuring wellbeing, equality and inclusion<br>3.2 Raising attainment and achievement/Securing children's progress<br>3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning | Leadership<br><br>Children thrive and develop in quality spaces<br><br>Children play and learn<br><br>Children are supported to achieve |

| Data/evidence that informs this priority: | Planned Outcome | Measures | Resources and Lead Person |
|---|---|---|---|
| • Improve consistency in numeracy experiences from Early Years through to the Senior Phase.<br>• Strengthen learners' confidence and fluency in core numeracy skills.<br>• Increase opportunities for numeracy across learning.<br>• Improve learners' ability to apply numeracy skills in real-life and unfamiliar contexts.<br>• Reduce gaps in attainment between individual learners and groups of learners.<br>• Develop a shared understanding of high-quality numeracy learning, teaching and assessment across the school.<br>• Analysis of SNSA data, assessments and teacher professional judgement.<br>• School attainment tracking data showing variation in achievement across numeracy organisers and stages.<br>• Learner discussions highlighting varying levels of confidence and enjoyment in numeracy.<br>• Classroom observations identifying differences in challenge, pace and opportunities to apply numeracy skills.<br>• National and local improvement priorities emphasising the importance of numeracy attainment and closing attainment gaps.<br>• Feedback from parents indicating a desire for greater awareness of how numeracy is taught. | • The percentage of learners achieving expected Curriculum for Excellence levels in numeracy will increase from baseline data.<br>• Learners will report that they feel confident when working with numeracy and mathematics.<br>• All classes will provide regular opportunities for learners to apply numeracy skills in meaningful, real-life contexts.<br>• Staff will have increased confidence in planning, teaching and assessing numeracy.<br>• Parents and carers will have a greater understanding of how numeracy skills can be developed and reinforced at home.<br>• Information leaflets and "how to guides" updated/created in order to support learning at home.<br>• Staff will redevelop resources to upskill pupils and parents, that can be put in newsletters and on the school website.<br>• Develop numeracy based games and escape rooms to promote skills and increase pupil engagement.<br>• Link to workplaces and careers with a numeracy focus.<br>• Whole school participation in Maths Week Scotland.<br>• Provide opportunity for budgeting & cooking events in collaboration with Community Development. | • Teacher professional judgement against Curriculum for Excellence levels.<br>• SNSA and standardised assessment data where appropriate.<br>• Tracking of identified target learners and cohorts.<br><br>Learner surveys and focus groups measuring:<br><br>• confidence in numeracy<br>• enjoyment of learning<br>• ability to apply numeracy in different contexts<br><br>Learning visits demonstrating:<br><br>• high-quality numeracy learning experiences<br>• appropriate pace and challenge<br>• effective use of concrete, pictorial and abstract approaches<br>• opportunities for problem-solving and real-life application | *Working Group*<br><br>PEF (if required) |

**Monitoring priority progress over time: impact on learners**

- Analysis of attainment and tracking data
- Learning visits focused on numeracy
- Planning and assessment sampling
- Moderation activities (school and cluster, where possible)
- Learner surveys and focus groups
- Tracking meetings focusing on targeted learners
- Parent feedback opportunities
- Numeracy working group review

**What will success look like?**

| 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 |
|---|---|---|
| • Clear numeracy improvement strategy agreed and understood by staff.<br>• Baseline attainment and confidence data established.<br>• Shared expectations for numeracy progression and teaching approaches developed.<br>• Increased focus on numeracy within classrooms and across learning. | • Improved learner confidence and engagement in numeracy.<br>• Increased consistency in learning, teaching and assessment approaches.<br>• More opportunities for problem-solving, reasoning and application of numeracy.<br>• Improved progress for identified target learners. | • Improved attainment in numeracy across all stages.<br>• Learners confidently apply numeracy skills across different curricular areas and real-life situations.<br>• Reduced attainment gaps.<br>• Numeracy is embedded as a responsibility of all staff across the school.<br>• Learners leave BJHS with strong numeracy skills that support lifelong learning, work and life. |

| 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** | | |
| | | |

## Priority 4 – Early Years Specific Action Points from HMIE Inspection

Further improve the quality of learning, teaching and assessment within the ELC through enhanced planning, tracking of learning and increased opportunities for children to explore diversity.

**Continuation from previous year? Y/N**

| Directorate Priorities | NIF Priorities | Leadership and Management | Learning Provision | Successes and Achievements | ELC |
|---|---|---|---|---|---|
| Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs;<br><br>Reduce the number of children and young people affected by poverty;<br><br>Keep the promise by ensuring that care-experienced children and young people receive support they can rely on. *(highlight as appropriate)* | • Placing the human rights and needs of every child and young person at the centre of education.<br>• Improvement in children and young people's health and wellbeing<br>• Closing the attainment gap between the most and least disadvantaged children and young people<br>• Improvement in skills and sustained, positive school-leaver destinations for all young people<br>• Improvement in attainment, particularly in literacy and numeracy. | 1.1 Self-evaluation for self-improvement<br>1.2 Leadership for learning<br>1.3 Leadership of change<br>1.4 Leadership and management of staff<br>1.5 Management of resources to promote equity | 2.1 Safeguarding and child protection<br>2.2 Curriculum<br>2.3 Learning, teaching and assessment<br>2.4 Personalised support<br>2.5 Family Learning<br>2.6 Transitions<br>2.7 Partnerships | 3.1 Ensuring wellbeing, equality and inclusion<br>3.2 Raising attainment and achievement/Securing children's progress<br>3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning | Leadership<br><br>Children thrive and develop in quality spaces<br><br>Children play and learn<br><br>Children are supported to achieve |

| Data/evidence that informs this priority: | Planned Outcome | Measures | Resources and Lead Person |
|---|---|---|---|
| Findings from the recent HMIE inspection highlighted the need to:<br><br>• Improve the balance between responsive and intentional planning, making more effective use of assessment information and learning data.<br>• Review the use of floorbooks to demonstrate children's learning in depth and progression across the curriculum.<br>• Increase the range of resources and use of digital technology to support children's understanding of diversity and the wider world.<br>• Ongoing self-evaluation and professional dialogue within the ELC.<br>• Analysis of floorbooks, observations and learner journeys. | • Staff make effective use of observations and assessment information to inform both responsive and intentional planning.<br>• Planning clearly identifies children's next steps in learning and demonstrates progression across curricular areas.<br>• Floorbooks provide a robust record of children's learning, showing depth, challenge and progression over time.<br>• Children develop an increased awareness and understanding of diversity through a wider range of resources, experiences and digital learning opportunities.<br>• Staff confidence in planning, assessment and tracking children's progress is enhanced. | • Evidence of intentional planning alongside responsive planning within planning documentation.<br>• Regular review of floorbooks demonstrating progression, depth and coverage of learning.<br>• Increased use of diversity-focused resources, stories, digital technologies and learning experiences.<br>• Professional dialogue and moderation activities within the ELC team.<br>• Positive feedback from children, parents and staff.<br>• Improvement identified through self-evaluation activities and quality assurance visits. | *BJHS EY Manager*<br><br>*BJHS EY Staff Team* |

**Monitoring priority progress over time: impact on learners**

- Termly review of planning documentation.
- Sampling of floorbooks and learner evidence.
- Learning visits and observations by SLT/ELC ESO.
- Professional discussions with ELC staff.
- Tracking of children's progress and achievement.
- Feedback from children and families regarding learning experiences and diversity opportunities. These experiences could be shared in setting, Learning Stories, Facebook or Newsletters

**What will success look like?**

- **Planning reflects a clear balance between responsive and intentional approaches, informed by observations and assessment evidence.**
- **Staff can confidently articulate how planning supports children's progression and next steps.**
- **Floorbooks clearly demonstrate children's learning journeys, including progression, depth and achievement across the curriculum.**
- **Children engage with a broader range of resources and experiences that promote understanding of diversity and inclusion.**
- **Children can talk about similarities and differences between themselves and others and show curiosity about the wider world.**
- **HMIE recommendations are fully addressed and evidenced through practice, documentation and improved outcomes for children.**

| 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 |
|---|---|---|
| • Staff have reviewed current planning approaches and identified opportunities to strengthen the balance between responsive and intentional planning. Intentional Planning is documented in an accessible way, including pupil voice.<br>• Planning documentation demonstrates increased use of observations, assessment information and children's interests to inform next steps. | • Staff are consistently using assessment information and observations to support intentional planning and extend children's learning.<br>• Floorbooks demonstrate greater depth of learning, including children's thinking, creativity, skills development and progression across the curriculum. | • A sustained balance between responsive and intentional planning embedded across the ELC setting.<br>• Floorbooks clearly demonstrate progression in children's learning, showing depth, challenge and achievement over time.<br>• Children are able to talk confidently about their learning, explain their thinking and recognise their own progress. |

| | | |
|---|---|---|
| • Staff have begun to review and develop floorbook approaches to ensure children's learning experiences and progression are clearly captured.<br>• A review of current resources and digital technologies has been completed, identifying areas for development to further promote diversity and inclusion. | • Children are increasingly involved in reflecting on and contributing to their learning journeys.<br>• A variety of resources, texts and digital technologies are being used to broaden children's understanding of diversity and the wider world.<br>• Staff are engaging in professional dialogue around the impact of these changes on children's experiences. | • Children experience a wider range of inclusive resources and learning opportunities that promote respect, curiosity and understanding of diversity.<br>• Evidence from monitoring, self-evaluation and feedback demonstrates improved learning experiences and outcomes for children. |
| **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 2026-27**

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

**BJHS Meeting Cycle 2026-27**

| Meeting | Type of Meeting<br><br>(focus) | Day | Duration (hrs) | Frequency | Total hours (per year) |
|---|---|---|---|---|---|
| Whole Staff Meeting | Operational<br><br>(Whole school) | Thursdays | 1 | 11 | 11 |
| Early Years | Operational<br><br>(EY Specific) | Wednesdays (EY) | 1 | 10 | 10 |
| Working Groups | School Improvement<br><br>(Whole School) | Thursdays | 1 | 10 | 10 |
| Tracking/Monitoring | Tracking/Progress<br><br>(EY Specific) | Thursdays<br><br>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)<br>Staff Observations (SLT)<br>Sec Staff - Departmental/SQA Plan<br>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)<br>Shared Staff Observations (SLT)<br>Staff Observations (Peer)<br>S2 Sampling<br>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)<br>Staff Observations (SLT)<br>S3 Sampling<br>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) |
| 2 | | |

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

| | | |
|---|---|---|
| 3 | | Shared Staff Observations (Peer)<br>Staff Observations (Peer)<br>T&P / Evidencing |
| 4 | | |
| 5 | | |
| 6 | Parent Feedback Survey | |
| 7 | Pupil Feedback Survey (SIP/PEF) | |
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | Primary/EY End of Year Reports | |
| 12 | Prizegiving / Graduation | |