



Brae High School

Standards and Quality Report

Early Years/ Primary/ Secondary Departments

September 2018

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Message from Shetland Islands Council Children's Services

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

Within Curriculum for Excellence, every child and young person is entitled to experience a curriculum which is coherent from 3-18. Those planning the curriculum have a responsibility to work in partnership with others to enable children and young people to make transitions smoothly, building on prior learning and achievement in a manner appropriate to their individual learning needs. This should ensure that young people are well placed to move to positive destinations on leaving school and entering adult life.

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. Our self-evaluation is in the pages that follow, along with our main areas for development for session 2018-19. This report is based on the quality indicators in *How Good is Our School?* 4th Edition (2015) and *How Good is our Early Learning and Childcare?* (2016)

Brae High School Context

Brae High School is a non-denominational school located in Brae. It provides early years, primary and secondary education up to S6 for children from the north mainland of Shetland.

The current structure of the school is two early-years classes (one morning and one afternoon session), two single and four composite primary classes and S1-S6 secondary classes in a full range of subjects.

There are currently 303 pupils on the school roll and the school is managed by a Head Teacher and two Deputy Head Teachers.

The current staffing compliment is 42 teachers assisted by support staff as required to meet school demands.

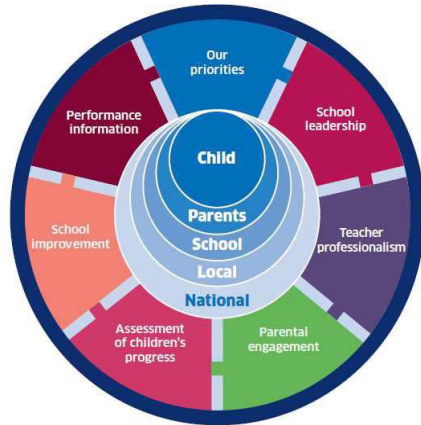
The school library is staffed by a member of the SIC library service and individual music instruction is offered by a number of peripatetic staff who work across a number of schools.

The school has two janitors, two full-time and one part-time clerical assistant and a kitchen staff who provide healthy, nutritious meals daily.

There is a Parent Council and Pupil Council in place.

The National Improvement Framework Drivers

In June 2016, the Scottish Government published “Delivering Excellence and Equity in Scottish Education” and set out six key drivers for improvement. We need to address these drivers when we think about how well we are doing in our Standards and Quality Report.



How good is our school? 4th Edition

How good is our school? 4th edition was published by Education Scotland in 2015. This document helps all schools to self evaluate how well we are getting on. In this report we will refer to themes and quality indicators laid out in this national guidance.



Performance Information for Brae High

School

S3 Pupils Achieving Curriculum for Excellence Levels (June 2018)

Total Pupil Numbers Across Shetland	June 2018	Reading %	Writing %	Listening and Talking %	Numeracy %
248	S3 pupils achieving <u>at least</u> 3 rd level.	111 (44.8%)	119 (48%)	119 (48%)	92 (37.1%)
248	S3 pupils achieving 4 th level.	112 (45.2%)	103 (41.5%)	107 (43.1%)	140 (56.5%)

Brae High School S3 Pupils	June 2018	Reading %	Writing %	Listening and Talking %	Numeracy %

31 Pupils	S3 pupils achieving <u>at least</u> 3 rd level.	29 (94%)	28 (90 %)	29 (94%)	30 (97%)
31 Pupils	S3 pupils achieving 4 th level.	22 (71%)	16 (52%)	16 (52%)	18 (58%)

In June 2018, all schools in Scotland collated information on how well pupils were achieving in Reading, Writing, Listening and Talking and in Numeracy. Teachers reported on progress at P1, P4, P7 and S3. In Brae High School, teachers of English and Mathematics employed a range of methods to make teacher judgements regarding our S3 pupils' attainment.

We are pleased to note that our attainment in reading, writing, listening and talking and numeracy is above the Shetland average, and ahead of the national benchmark goal (where at least 85% of young people achieving at least Level 3 by S4). It should be noted that our assessment strategies in both literacy and numeracy are developing, as teachers moderate and share standards.

How Good is our SQA Attainment?

At the end of S4	2015 – 2016 Brae High School	2015 – 2016 Virtual Comparator	2016 – 2017 Brae High School	2016 – 2017 Virtual Comparator	2017 – 2018 Brae High School	2017 – 2018 Virtual Comparator
% S4 attaining 5 or more at level 3	96.6%	80.7%	76.7%	88.7%	77.4%	81.9%
% S4 attaining 5 or more at level 4	93.1%	76.6%	76.7%	86.3%	74.2%	77.4%

% S4 attaining 5 or more at level 5	37.9%	33.8%	50%	54%	48.4%	51.9%
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At the end of S5	2015 – 2016 Brae High School	2015 – 2016 Virtual Comparator	2016 – 2017 Brae High School	2016 – 2017 Virtual Comparator	2017 – 2018 Brae High School	2017 – 2018 Virtual Comparator
% S5 roll attaining 1 or more at level 6	83.3%	79.3%	78.3%	78.3%	80.7%	83.5%
% S5 roll attaining 3+ at level 6	46.7%	57.7%	34.8%	57.4%	50%	60%
% S5 roll attaining 5+ at level 6	20%	29%	17.4%	30.9%	7.7%	31.5%
At the end of S6						
% S6 roll attaining an award/ more at level 7	25%	26.9%	44.4%	38.9%	61.5%	42.3%

What do the levels mean?

SCQF Level	SQA National Units, Courses and Group Awards
7	Advanced Higher
6	Higher
5	National 5
4	National 4
3	National 3
2	National 2
1	National 1

How are we doing?

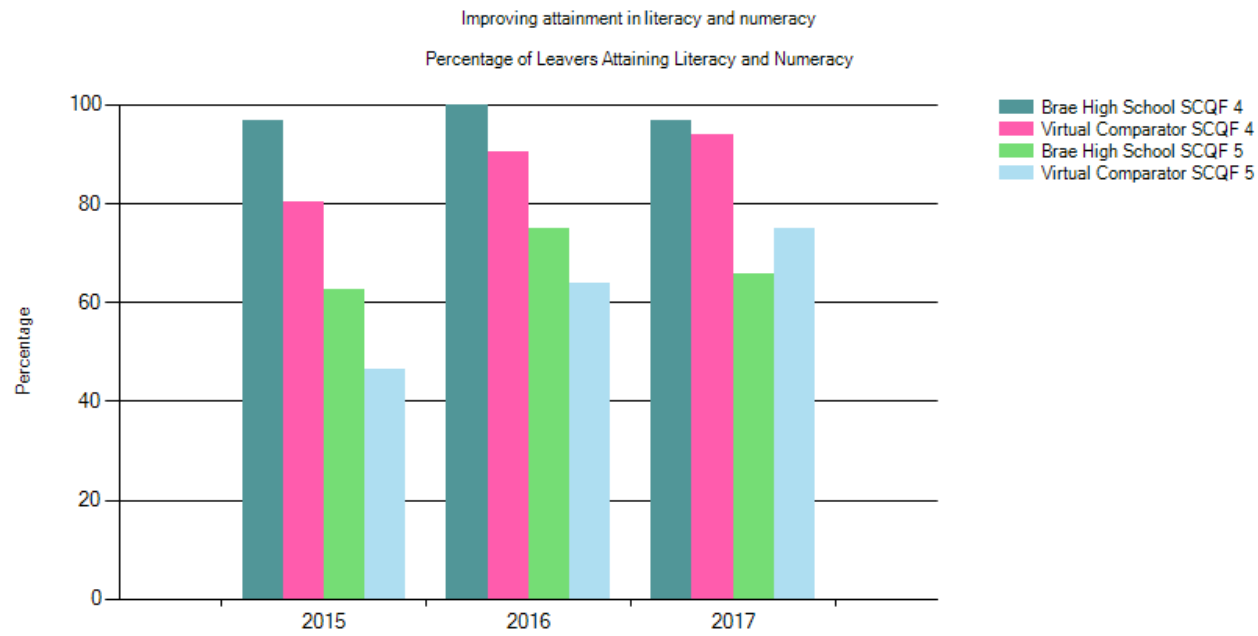
Brae High School Attainment - The Wider Context

Insight

The Scottish Government has developed a tool called Insight. This benchmarking tool allows schools to reflect on their performance each year. The Virtual Comparator allows us to compare how we are doing compared to other schools with similar characteristics to the pupils at Brae High School.

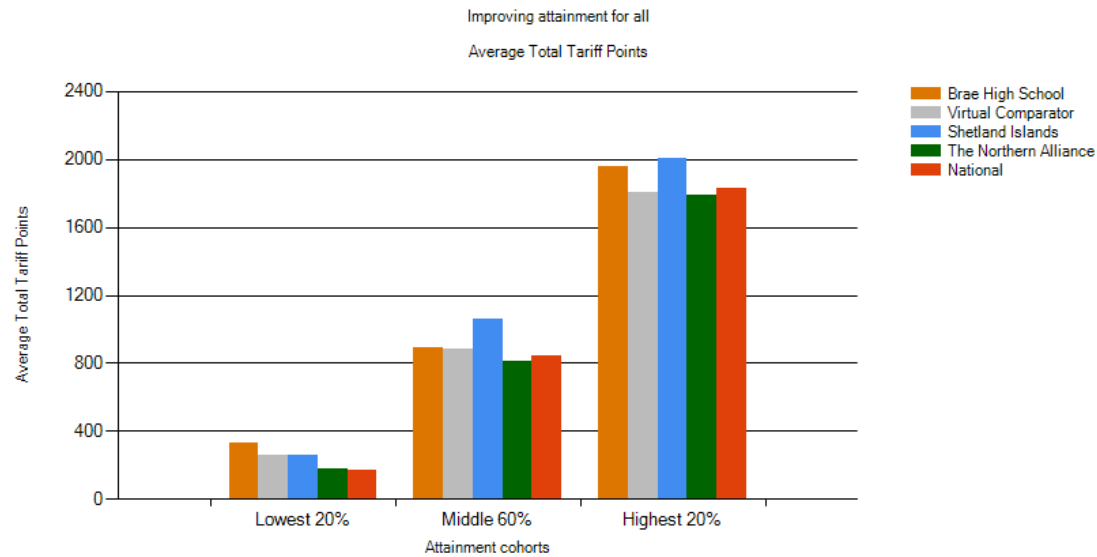
Insight is updated twice per year. In September we receive a local update including attainment in all courses taught at school and by partners. In February the national dash board is updated. The first three graphs that follow show data from 2017. The final graph on positive destinations is from 2016/17.

Improving Attainment in Literacy and Numeracy



We are pleased to note that we continue to progress well in literacy and numeracy for all. In each of the years above, Brae High School performs above the virtual comparator at SCQF level 4, which is encouraging.

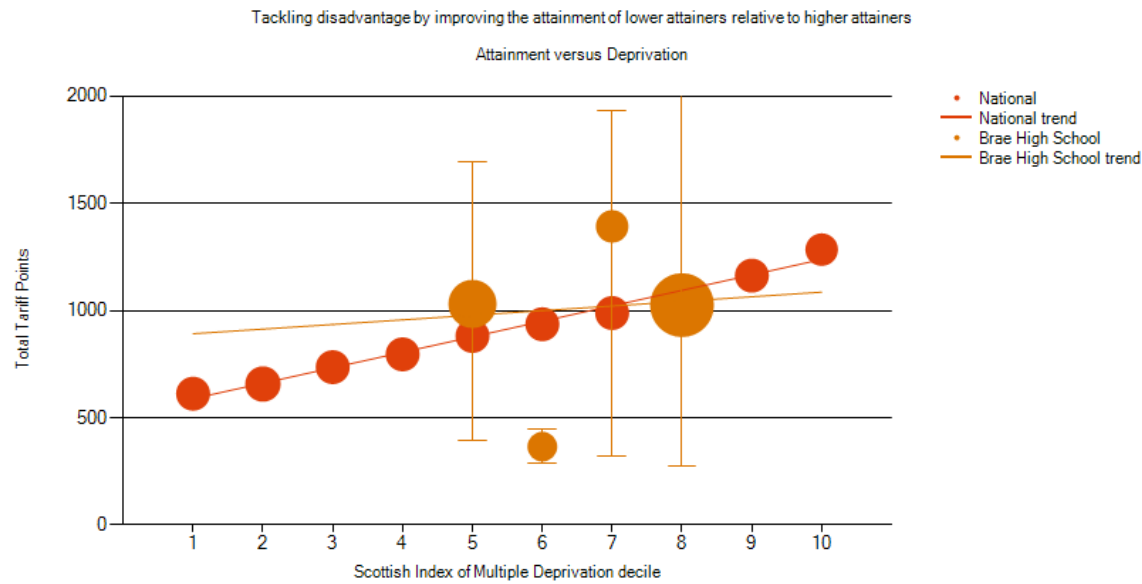
Improving Attainment for All



It is encouraging to note that we are improving attainment for all with Brae High School above the Virtual Comparator, The Northern Alliance and National figures for pupils in the lowest 20%, the middle 60% and highest 20% average tariff points.

We are pleased that the work we have undertaken as a school in tracking and monitoring and our pupil equity funding projects would appear to have had a positive impact on attainment for all.

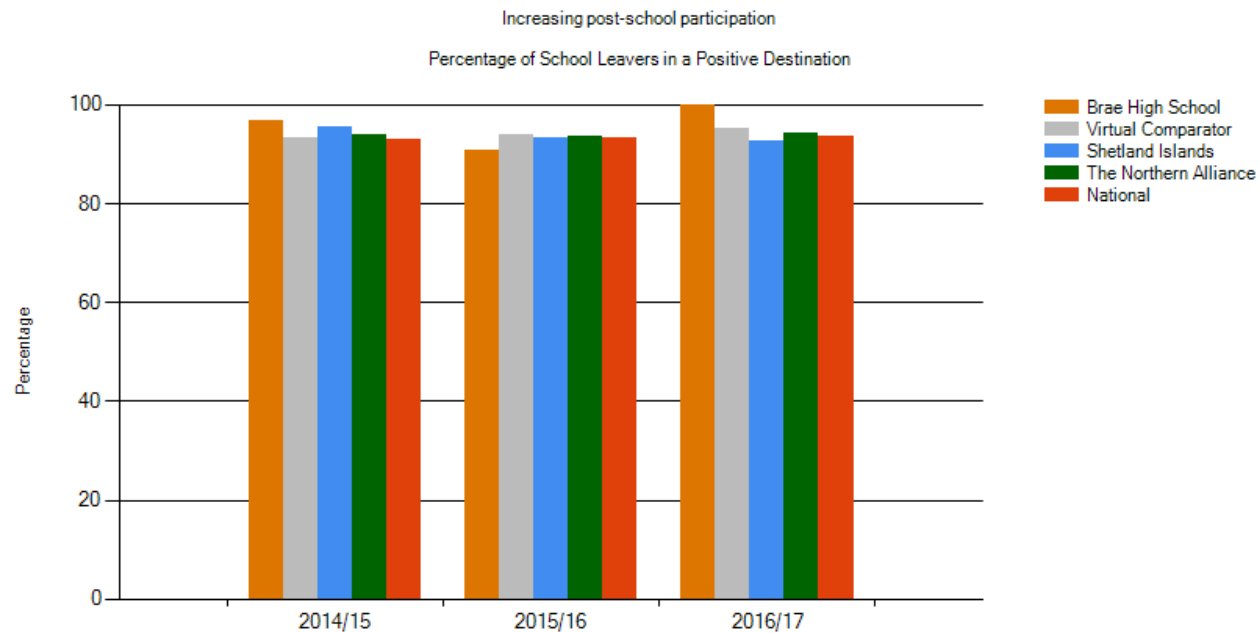
Attainment versus Deprivation



We do not have statistically significant numbers in Scottish Index of Multiple Deprivation (SIMD) 1 to 4 or 9 and 10, hence the absence at that point of the graph.

Our aspiration would be for all areas to be above the National trend. We hope to make a positive impact on attainment for all through the use of the Pupil Equity Funding allocated to the school for 2018/2019.

Positive Destinations



The graph above shows that Brae High School has a good history of helping our learners into positive destinations when they leave us. In 2016/2017, the number of our young people entering positive destinations on leaving school was almost 100%.

Evaluation of Targets for 2017/18 – Early Years and Primary Department

Early Learning and Childcare (ELCC)

Action – Expansion of Nursery Provision

Preparations for the expansion to 1140 hours in the Nursery took place and has proven to be very successful. Work was carried out to the existing nursery space to create more room to accommodate a greater number of children. This was to be a 2 phase piece of work with phase 1 complete and phase 2 to take place when National Funding is put in place. Extra staff were appointed, with the result that the Nursery was ready to accommodate all 3 and 4 year olds together at the same time and to provide up to 30 hours free nursery time each week.

Primary Department

Action point 1 – Closing The Gap / The Family Room

The main aim of the development of the “Family Room” was to form a direct link with pre-school parents to come into school with their children and to engage with books and reading and to recognise the importance of reading to very young children. This project has been successful in that parents from both our local community and other areas made regular use of the facility which is very encouraging. Next steps will be to try and lay on more activities in the family room such as Book bug and story time.

Action Point 2 - Cluster Moderation

The primary department has been working closely with our Cluster schools to focus on the assessment/planning of writing and again this has had a large degree of success. Teachers have particularly welcomed the opportunity to work with other professionals and have benefited from the shared understanding this has brought. In summer term 2017 “The Big Writing Day” took place in brae where all children and teachers from the cluster schools came to Brae and worked with children from brae Primary to create stories as well as taking part in a host of other writing activities. These activities were all pre planned with staff from all schools working together. We are hoping to develop this model further in future years. There is much to do in terms of developing a true “Cluster Model” in relation to writing.

Action Point 3 - 1+2 French Language Development

French language continues to be taught in all primary classes by class teachers. This is mostly a very positive experience for all pupils gently introducing them to a foreign language in a fun way. The vast majority of this being done orally and involving games and songs. We will continue with this improvement

Specific Review	PEF money to target early interventions in numeracy/ literacy. Focus on Numeracy/ Literacy (own standardised tests in each year group for maths and story writing/ Northern Alliance initiative and reading as the focus points. Develop Strategies for instant interventions.				
How?	When?	Who?	Resources/ Costs	Evaluation and Evidence	Impact on Pupils
Class teachers to devise baseline tests and identify support needs. Termly assessments to be done and individuals to be identified and supported.	Aug 2018 onwards	Class Teacher, ASN Teacher, PEF Teacher		Class Teacher, ASN/ PEF Teacher and Deputy Head Teacher to analyse results.	Closer and more targeted tracking and monitoring of progress.
Results to be tracked and monitored. Pupils to be identified by results on an ongoing basis throughout the year.	September 2018	Class Teacher/ PEF Teacher			Short term additional support to be targeted specifically at pupils with key needs.
Reading assessments and formal spelling assessments to be given throughout the year. Individuals to be identified for further support.	Term 2 onwards	Class Teacher/ ASN Teacher/ PEF Teacher		Test Results to be analysed as above.	
Baseline piece of writing completed at the beginning of the year used to identify any individual difficulties. This will be compared against a final piece at the end of the year. Writing folios will be kept for all pupils.	September 2018 and June 2019	Class Teachers		Pieces of whole school writing to be moderated in school by all teachers and with our cluster schools.	Greater picture of attainment across the whole school.

Brae Primary/ Early Department Action Plan 2 – Moderation at School and Cluster Level 2018/2019

Specific Review		Moderation at school/ cluster level. Written language – Norther Alliance Literacy Project			
How?	When?	Who?	Resources/ Costs	Evaluation and Evidence	Impact on Pupils
Continue with the Northern Alliance project and Nursery/ P1 level.	Term 1 2018/2019	ELCC Staff/ P1 Teacher	Northern Alliance literacy resources.	Teachers working collectively with a greater and shared understanding.	Smother transitions form nursery level to P3 in terms of writing development.
Implement the Northern Alliance literacy project to P2 and to P3/4. Discussion time has been set aside for the class teachers to meet and discuss this development.	Term 2 2018/2019	P1, P2 and P3/4 Teachers			Improved writing through the early years of primary.
Continue to participate in cluster and local authority moderation activities where time allows.	2018/2019	All Primary Teaching Staff.			

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Brae Primary/ Early Years Department Action Plan 4 – Health and Wellbeing 2018/2019

Specific Review	Review and re-develop Health and Wellbeing materials/ curriculum using the benchmarks and HGIOS4 as a focus.
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How?	When?	Who?	Resources/ Costs	Evaluation and Evidence	Impact on Pupils
<p>Look at benchmarks for Health and Wellbeing and record key aspects. Compare against existing processes and procedures. Staff to discuss existing practice and make any required adjustments.</p> <p>Create a Health and Wellbeing grid which identifies which topics will be covered in Nursery/ P1-7. Use HGIOS 4 as a guide.</p> <p>Identify any changes that need to be made and implement these from term 3 onwards and include in the forward planning process.</p> <p>Identify any resources which may be required.</p>	Term 3 2018/2019	Class Teachers/ Deputy Head Teacher		<p>Outlines of changes/ additions to be made.</p> <p>Forward Plans</p> <p>Updated practice if necessary.</p> <p>Complete a grid outlining activities for each year group throughout the year.</p>	<p>Clearer progression through Health and Wellbeing curriculum.</p> <p>Increased knowledge/ understanding relating to Health and Wellbeing.</p>

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Brae Primary/ Early Years Department Action Plan 5 – 1 + 2 French 2018/2019

Specific Review	To set a clear path/ progression for ongoing development of French language across the primary.
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How?	When?	Who?	Resources/ Costs	Evaluation and Evidence	Impact on Pupils
<p>Whole staff discussion on what has been implemented so far.</p> <p>Agreement by all teachers on follow on activities using benchmarks.</p> <p>Set a French language awareness raising day.</p> <p>Introduction of simple written work from term 3 onwards.</p> <p>Inclusion of Specific French language activities on weekly timetables.</p>	Term 2 2018/2019	All Teachers	Development Time	<p>Increased pupil confidence. Pupils showing greater understanding and also less reluctance to speak.</p> <p>Examples of written work.</p>	<p>Ongoing progression in their French language development.</p> <p>Consolidation of prior learning.</p>

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Brae Primary/ Early Years Department Action Plan 6 – Tracking and Monitoring (Mathematics) 2018/2019

Specific Review	To set a clear path/ progression for ongoing development of French language across the primary.				
How?	When?	Who?	Resources/ Costs	Evaluation and Evidence	Impact on Pupils
<p>Whole teaching staff discussion around our current tracking system – our primary maths standards and the national benchmarks. Come to a decision as to how to progress.</p> <p>Begin to draw up rough copies of upgraded versions and agree a way forward. These could be stored electronically.</p> <p>Agree with staff how this system will operate throughout each term and how it will inform our decisions on the next step in learning.</p>	<p>20th September Development Meeting</p> <p>Tuesday 25th September</p>	All Primary Teachers	<p>Copies of our P1-P7 progressions.</p> <p>Copies of the Maths benchmarks.</p> <p>Copies of Baltasound Junior High School’s tracking progression.</p> <p>All work developed from the previous development meeting.</p>	<p>Specific individual pupils requiring support identified throughout the course of the year.</p>	<p>Improved progression pathways. Extra support needs identified.</p> <p>Greater levels of attainment. Better overall understanding of maths.</p>

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Evaluation of Targets for 2017/18 – Secondary Department

Target 1 – National Qualifications

All subject specialist staff made continuous progress in developing our National Qualification courses and assessments in line with SQA changes, resulting in the successful presentation of pupils in the 2018 examination diet. This area is still a priority in Brae High School and will continue in the 2018/2019 session as an improvement priority.

Target 2 – Tracking, Monitoring and Assessment In The Broad General Education

Good progress was made in implementing the new Tracking and Monitoring policy. We created a tracking spreadsheet which allows us to monitor progression across the whole of the secondary department and make early interventions when required. We will continue to develop this system in the 2018/2019 session and will make this an improvement priority.

Target 3 – Pupil Equity Funding Projects

Excellent progress was made in this area. Examples include the introduction of reading award certificate from Primary 7 and through the Broad General Education phase in secondary by our English department; problem solving boxes and the introduction and resourcing of a Personal Finance course in our Mathematics department; purchasing equipment, gym/ activity memberships and running taster mindfulness and yoga classes for targeted pupils through our PE department and the development of the hidden curriculum, which was managed by our Additional Support Needs department.

Target 4 – Family Learning and Engagement (Targeted Support in Literacy and Numeracy)

Whilst the school is supported by a Parent Council, unfortunately we were unable to make progress in this area in the 2017/2018 session. Family Engagement is very much a priority at Brae High School and this has been added as an improvement priority for the 2018/2019 session.

Attendance at school parents' evenings still remains strong.

Target 5 – The Asymmetric Week

Excellent progress was made in this area, with the school successfully moving to a 33 period week model and 2pm closure on Fridays.

Target 6 – Self-Evaluation

Good progress was made in this area, with all departments engaging in a rigorous and robust approach to analysing performance against the key quality indicators identified in HGIOS 4.

Target 7 – Workload Review

Some progress was made in this area, with a staff working group now set up to look at how best to tackle bureaucracy in school. This will also be an improvement priority for the 2018/ 2019 session.

Secondary Department – Improvement Priorities 2017/ 2018

Factors Influencing the Improvement Plan

School factors

- New Head Teacher in post since October 2016.
- New Deputy Head Teacher in post since November 2016.

Local authority factors

- Schools and Quality Improvement Service Plan 2017-18.
- Quality Improvement Framework which includes the Attainment Action Plan.

National factors

- National Improvement Framework which focuses on:
 - Improvement in attainment, particularly in literacy and numeracy.
 - Closing the attainment gap between the most and least disadvantaged children.
 - Improvement in children and young people's health and wellbeing.
 - Improvement in employability skills and sustained, positive school leaver destinations for all young people.
- Curriculum for Excellence
- Getting it Right for Every Child (GIRFEC)
- Education (Scotland) Act 2016

- How Good Is Our School (4th Edition)

School Aims

Motto: "Wirk tagidder wi' ean anidder".

Secondary aims : At Brae High School we endeavour to promote high standards of learning and teaching so that all pupils are motivated to realise their potential. We aim to provide a supportive and welcoming environment in which well-qualified staff are effectively managed and supported in their teaching. We encourage pupils and staff to respect others and to cooperate for the common good of the school."

How pupils were consulted and involved in decisions

- Pupil council meetings with Youth Worker and Deputy Head Teacher.
- Pupil feedback on learning and teaching in subject departments.
- View of pupils expressed in Social Education classes, Guidance interviews and in focus groups with our Quality Improvement Officer.
- New S1 pupils' feedback from transition.

Strategy for parental engagement

Existing practice on this includes:

- Engagement with the Parent Council on issues affecting the school like staffing, local authority policies and changes to the curriculum.
- Interaction with parents at our five Parents' nights which are very well attended
- Newsletters are distributed at the end of each term, updating parents about events, achievements and changes in the school.
- Feedback slips received from parents on receiving annual Pupil reports.
- School letters, website and Facebook page to share information and achievements with parents and the community.

Encouraging parental engagement, particularly with regard to Literacy, Numeracy and Health & Wellbeing support for parents, is ongoing and integral to the development work that we do throughout the school year.

<p>Priority 1: National Qualifications <i>NIF Priority Target: Improvement In Attainment</i> <i>HGIOS 4 Quality Indicator(s): 2.2, 3.2</i></p>					
<p>Target: Continued development of National, Higher and Advanced Higher courses in line with the recent changes to SQA subject and assessment criteria. To develop a range of Wider Achievement courses to meet the needs of pupils.</p>					
<p>School's current position: The SQA have made a number of changes to the content and assessment criteria of the National Qualification courses. Teachers will need to familiarise themselves and implement any changes necessary. Wider Achievement courses are also required in order to meet the growing diversity of pupils' needs.</p>					
<p>Desired Outcome</p> <p>Reduced assessment burden and more time for teaching and learning.</p> <p>Wider Achievement courses available to address a wide variety of learning needs.</p>	<p>Implementation Process</p> <p>Departments/Subjects reviewing current CfE courses and assessments against SQA revisions.</p> <p>Familiarisation with new assessment criteria.</p> <p>Departments are developing Wider Achievement courses relevant to their subject areas.</p>	<p>By whom</p> <p>All Teachers</p>	<p>Time Scale</p> <p>April 2019</p>	<p>Resources</p> <p>Attendance, where possible, at SQA events.</p> <p>PEF money to fund required resources.</p>	<p>Monitoring</p> <p>PTs in department meetings. PTs meetings</p> <p>SMT/ PTs/ Teachers</p>
<p>Evaluation:</p> <ul style="list-style-type: none"> • Are courses more streamlined and coherent as a result of revisions made? • Do Wider Achievement courses meet the needs of our learners? 			<p>Evidence:</p> <p>PTs meeting in April 2019</p> <p>Departmental and whole school self-evaluation.</p>		

<p>Priority 2: Tracking and Monitoring across the whole school and assessment in the Broad General Education <i>NIF Priority Target: Improvement in attainment, Closing the attainment gap</i> <i>HGIOS 4 Quality Indicator(s): 2.3, 3.2</i></p>					
<p>Target: Develop Tracking and Monitoring with reference to Local Authority developments.</p>					
<p>School's current position: The school currently communicates pupils' progress to parents three times during the year with a Tracking Report, a full report and a Parent's Evening for each year group. Departments are checking their assessment criteria across the BGE in light of the new benchmarks being published.</p>					
<p>Desired Outcome</p> <p>Staff engaged with SIC Tracking and Monitoring policy.</p> <p>More meaningful communication with pupils and parents through tracking</p> <p>Agreed thresholds for interventions</p> <p>Evaluate the effectiveness of the new Tracking and Monitoring system.</p>	<p>Implementation Process</p> <p>Key action points from the new policy to be implemented in line with SIC plan.</p> <p>Staff/pupil consultation on expectations for effort, behaviour and homework</p> <p>Staff consultation</p> <p>Staff consultation</p>	<p>By whom</p> <p>SMT All teachers</p> <p>SMT All Teachers</p> <p>All Teachers</p> <p>SMT/ All Teachers</p>	<p>Time Scale</p> <p>June 2019</p>	<p>Resources</p>	<p>Monitoring</p> <p>SMT/Pupil Support</p> <p>PTs meeting Discussion with Pupil Council Parent Council discussion</p> <p>SMT/ Pupil Support</p> <p>SMT/ Pupil Support</p>
<p>Evaluation:</p> <ul style="list-style-type: none"> Do pupils, parents and teachers agree that more meaningful communication about pupils' progress is taking place? Are interventions by PTs, Pupil Support and SMT on the basis of tracking information having an impact on pupil progress? 			<p>Evidence:</p> <p>PTs Meetings</p> <p>Parent Council and Pupil Council Meetings</p>		

<ul style="list-style-type: none"> Are teaching staff engaging with their responsibilities in Tracking and Monitoring under SIC policy? 	Departmental and whole school self-evaluation.				
<p>Priority 3: Pupil Equity Funding (PEF) <i>NIF Priority Target:</i> Closing the attainment gap <i>HGIOS 4 Quality Indicator(s):</i> 2.2, 2.4, 3.1</p>					
<p>Target: To close the poverty related attainment gap.</p>					
<p>School's current position: The secondary department has been awarded £7200 by the Scottish Government's Pupil Equity Funding Scheme to address the attainment gaps in Literacy, Numeracy and Health & Wellbeing.</p>					
Desired Outcome	Implementation Process	By whom	Time Scale	Resources	Monitoring
<p>To close the attainment gaps for pupils who are disadvantaged by poverty.</p>	<p>Wider Achievement Courses to be developed by departments. PEF money will be used to provide any necessary resources.</p> <p>PEF money will be used to support H&WB week and will be used to help cover the cost of transport etc.</p>	<p>All Teachers</p>	<p>June 2019</p>	<p>Pupil Equity Funding to be used.</p>	<p>SMT/ PT ASN/ Pupil Support/ PTs</p>
<p>Evaluation:</p> <ul style="list-style-type: none"> Have targeted pupils made progress in closing gaps in literacy and numeracy attainment? Is there an improvement in the wellbeing of the targeted groups/ individuals? Has there been an improvement in attendance? 			<p>Evidence:</p> <p>End of year assessments compared with base line assessments.</p> <p>Improvements in Wellbeing using the SHANARI indicators.</p> <p>Attendance statistics</p>		

Priority 4: Parental/ Family Engagement*NIF Priority Target: Working with partners**HGIOS 4 Quality Indicator(s): 2.5***Target:** To improve school engagement with parents and offer support and advice on how parents can support their child's learning.**School's current position:** There is a need for the school to find different ways to better engage with parents.

Desired Outcome	Implementation Process	By whom	Time Scale	Resources	Monitoring
A programme of Family Learning/Engagement is developed to be piloted.	Selected departments to run workshops aimed at helping parents to support their child's learning.	Teachers/ PTs/ SMT	June 2019	PEF money to fund required resources where possible.	Parental Feedback Parent Council Feedback

Evaluation:

- Are the workshops well attended/
- Was the feedback collected from parents positive?

Evidence:

Parental attendance and feedback.

Priority 5: Workload Review

NIF Priority Target: Tackling Bureaucracy

HGIOS 4 Quality Indicator(s): 1.1

Target: To review workload across the school and bring forward proposals for reducing it.

School's current position: Workload was a priority on last year's Development plan and some progress was made with this. However, a more systematic approach is required with a Working Group of volunteers to progress the issue is required.

Desired Outcome	Implementation Process	By whom	Time Scale	Resources	Monitoring
Review of workload across the school completed. Proposals brought forward for the reduction of workload	Working group of volunteers set up to examine areas identified in the Education Scotland review of local authority's actions to reduce bureaucracy and workload. Identify any other areas where workload is an issue in the school Bring forward practical proposals for the reduction of workload	Working Group	May 2019		Proposals to be discussed with SMT.
Evaluation: <ul style="list-style-type: none">Has the working group been able to identify areas in the school where workload is a problem?			Evidence: Working Group Report		

- | | |
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| <ul style="list-style-type: none">• Has the working group put forward proposals for the reduction of workload? | |
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