

SANDWICK JUNIOR HIGH SCHOOL



STANDARDS & QUALITY REPORT 2019-20

AND

SCHOOL IMPROVEMENT PLAN 2020-21

Introduction

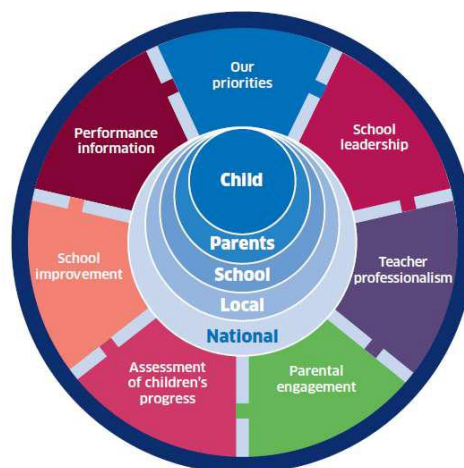
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, Getting it Right for Every Child (GIRFEC), and Developing the Young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

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. We have been asking ourselves - staff, pupils, parents/carers, and other partners - the questions contained in this Standards and Quality Report. Our self-evaluation - involving staff, pupils, parents/carers, and other partners - is in the pages that follow, along with our main improvement priorities for session 2019-20. This report is based on the quality indicators in *How Good is Our School?* 4th Edition (2015) and *How Good is our Early Learning and Childcare?* (2016) and on the priorities and drivers of the National Improvement Framework.

The current National Improvement Priorities are:

- 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; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

The National Improvement Drivers are:



Context of the School

Sandwick Junior High is a state school located in the South Mainland of Shetland. The school roll is approximately 246 and covers pupils from age 3 to 16 in a nursery, primary and secondary setting. Pupils who wish to continue with their senior phase of education transfer to the Anderson High School in Shetland at the end of Secondary 4 (usually aged 16). The school provides the only secondary provision in the South Mainland of Shetland and has three feeder primary schools. Sandwick JH School sits in the middle of a thriving and developing village with excellent amenities, only 15 miles south of Lerwick, the capital of Shetland. We offer early intervention and work closely with parents when specific needs are identified to ensure each child becomes a successful learner, responsible citizen, effective contributor and confident individual. These are the four capacities of our curriculum and underpin everything we do in school.

The school building is in excellent condition and has fantastic facilities, including areas for drama and a large games hall, which is also used by the community in the evenings and at the weekend. The school grounds are extensive and well used with a community garden, outside learning zone, sports pitches and playgrounds. Next door to the school is the leisure centre and is used by the school for swimming lessons.

We currently have 24 teachers, some of whom are part-time, job share or work across two settings. We are supported by learning support workers and assistants, office staff and janitors. The school canteen and cleaning services are managed through a separate section. The school librarian is managed through the Library Service.

The senior leadership of the school includes the Head Teacher and Depute Head Teacher supported by an extended leadership team, which consists of 2 Principal Teachers Secondary, 1 Principal Teacher Pupil Support and 1 Principal Teacher ASN. The structure is currently under review.

We have excellent links with the community and with partner agencies, who all feed into making sure that this school operates an ethos of care and respect at the heart of everything we do.

Vision, Values and Aims

**STRONGER TOGETHER
REACHING HIGH**

RESPECT
Show **RESPECT** and tolerance to each other to enhance our rights and responsibilities within our school, our community and as global citizens.

EQUALITY
Include everyone as an **EQUAL**, accepting our differences so we are understood and celebrated in an ethos of diversity.

ACHIEVEMENT
Provide a wide range of opportunities to develop our knowledge, skills and interests to **ACHIEVE** our full potential and positive destinations.

CREATIVITY
Be **CREATIVE** in how we teach and learn with a spirit of enterprise, innovations and fun, based on a curriculum that moves with the times and celebrates our unique local identity.

HAPPINESS
Promote a nurturing, healthy, active and safe environment where everybody can thrive, develop resilience and be **HAPPY!**

SANDWICK
JUNIOR HIGH SCHOOL

How has the school engaged pupils in decisions about improving its work?

- Pupils in P3-7 have the opportunity to elect a representative to serve on the Pupil Council. These pupils attend regular meetings and consult with all pupils when appropriate.
- The Pupil Council meets on a regular basis and is proactive in generating ideas and initiatives
- Pupil Council represented on School Improvement Groups (SIG).
- The Pupil Council is consulted by school management on matters affecting the quality of learner experience.
- Learners' views are established using a variety of methods including informal discussions, the use of questionnaires and class representatives
- All secondary pupils surveyed on aspects of Learning and Teaching poster to identify next steps.
- All pupils involved in cooperative learning activity to support development to shape the schools rationale and values.
- Informal channels of communication are promoted through eco committee, Junior Road Safety Officers (JRSO's) and other mentoring schemes

How has the school engaged parents and carers in decisions about improving its work?

- Parent/ carers representatives on SIGs.
- Parental input during Team Improvement Visit (TIV).
 - Parents consulted on High Level Messages from TIV via online form. However, feedback received indicated that a parent friendly version should be created in future.
- We welcome comments on our work from the Parent Council at the termly meetings.

How has the school engaged its staff in decisions about improving its work?

- Staff feedback is sought regularly at staff development sessions.
- Staff will reflect on the progress of our current improvement plan and consider priorities for the next year. This session staff participated in a data driven dialogue exercise which involved analysing pupil and staff questionnaires to identify strengths and weaknesses.
- Staff were sought to participate in a Focus Group to review all self-evaluation evidence and draft up improvement plan action plans.
- Staff participated in SIG which linked to SIP priorities.
- The final draft improvement plan and Standards and Quality Report will be shared with all staff.

How has the school engaged community partners in decisions about improving its work?

- Partners participated in SIG, which linked to SIP priorities.
- Partner input during TIV.

STANDARDS & QUALITY REPORT 2019-20

MONITORING AND MEASURING THE IMPACT OF THE SCHOOL IMPROVEMENT PLAN 2019-2020
TERMS 1 & 2, **TERM 3**, **TERM 4**

Priority Number	Implementation	Impact	Evidence of Impact	Next Steps
<p>Priority 1:</p> <p>Develop clear procedures, which promote continuous improvement, including finalising the school's Vision, Values and Aims and promoting Leadership at all levels.</p>	<ul style="list-style-type: none"> • Sessions with staff and pupils on what is important to them SJH were held. • A working group was established to develop a draft Vision, Values and Aims from the staff/pupil comments. • Consultation on these draft V, V and A took place with staff, pupils and parents and these were finalised. • The working group have begun to plan a community launch event (Jan) for these. • A draft poster displaying these and a new draft logos have been designed. • The V, V and A have begun to be introduced to learners • The VVA launch event took place and a new logo is in place • Pupils in P2-7 worked co-operatively to create characters linked to the school values • Leadership roles have been reviewed and all members of the Senior Management Team now have strategic roles as well as operational. • A procedure for self-evaluation and improvement planning was drafted, consulted on and finalised. • Staff have been provided with two opportunities to engage in 'Walk and Talk' activities but bad weather and reduced numbers have meant this has not yet been completed. 	<ul style="list-style-type: none"> • Some learners are aware of the V, V and aims. The language is beginning to be used throughout the school so that staff and learners link their work and behaviour with the VVA. • The VVA group have all worked extremely well together - enhanced leadership skills and empowerment • Full community engagement and involvement. Almost all learners can name the school values. • Common understanding within the school community of the school's aspirations. • Learners in P2-7 developed their understanding of the school's values • Ambitious School improvement plan has ensured pace and focus around school improvements. • All members of the ELT working more strategically - engaged in monitoring, moderation work and leading the work of faculties. • All staff are aware of their role within the improvement planning cycle. 	<ul style="list-style-type: none"> • Assembly plans • Discussions with learners • Discussions with Working Group members • New logo and poster • New logo • Photos from VVA event/video • Implementation of new policies, procedures and frameworks. • New roles and responsibilities outline • Procedure for improvement planning • Minute from Faculty meetings. 	<ul style="list-style-type: none"> • Community launch event (January 15th) for V, V, A. • Continue to raise profile with learners. • Use VVA to shape all that happens in Sandwick • Group to continue to meet during school session to develop VVAs further, i.e. school entrance, merchandise, events. • Begin school improvement planning process for session 20/21 in term 3.

<p>Priority 2:</p> <p>Improve our approach to checking progress of children across the school.</p>	<ul style="list-style-type: none"> • Collegiately staff used the Moderation Hub to review current approaches to all stages of the Moderation Cycle • Staff identified improvements and drafted a document which outlines SJHS approach to the Moderation Cycle. • This was shared with all staff, amended and then finalised. • Staff from the cluster schools have worked together to plan a moderation in-service event - using materials from the Moderation Hub and focussing on evidence and high quality assessments • In-service session held with cluster schools on evidence and planning high quality assessments • Staff have received training on using SEEMiS Progress+ Achievement • Tracking documents, which relate to the language in SEEMiS Progress and Achievement have been produced and have been implemented from ELC-S2. Tracking meetings to discuss learners' progress in ELC and primary have been held. Staff have used the Literacy and Numeracy pathways to support their judgements. • All staff have received training on inclusive education. • Regular 'Pupil Intervention Meetings' have been introduced • A 'Request for Intervention' form focusing on SHANARRI in their assessments of pupils 	<ul style="list-style-type: none"> • Raised profile of the moderation cycle with all teaching staff • Enhanced collegiate working with cluster colleagues. • Programme of development in place to ensure further collegiate working • The majority of staff within the school are sharing learning intentions and success criteria • Staff have a better understanding of what constitutes good evidence • Collegiate planning taken place to plan a high quality assessment which can assess knowledge and skills • S3 class teachers have the knowledge to use SEEMiS for tracking. • All class teachers have a better understanding for tracking learners progress over time. • In depth tracking meetings have taken place where learners progress has been discussed and where required, interventions identified. • All staff have a clearer understanding of their responsibilities in relation to inclusion for all children. • Regular professional dialogue regarding individual learners. • Using the tracking documentation to identify learners requiring intervention. • Early intervention. 	<ul style="list-style-type: none"> • Feedback from staff • Moderation Cycle document for Sandwick in place • Evidence from monitoring of learning and teaching • Staff feedback • Assessment plans • Discussions with staff. • Completed tracking documents. • Tracking documents for all learners. • Discussions with staff. • Tracking documentation. • Calendars of Pupil Intervention Team meetings. • Minutes from Pupil Intervention Team meetings. • Pupil Intervention request forms. • Clearer remit of PIT meetings 	<ul style="list-style-type: none"> • Further work on moderation - evidence • For all class teachers to be sharing learning intentions and success criteria consistently. • Pupils complete assessments • March tracking period to be completed for all learners. • Continue to reinforce with staff the process for raising pupil concerns.
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<p>Priority 3:</p> <p>Improve approaches to Learning, Teaching and Assessment across the school</p>	<ul style="list-style-type: none"> • Staff/ pupils discussed and recorded what they think is 'high quality teaching and learning'. • This information has been collated and is now displayed in a poster under each of the school values. • A monitoring of 'Learning and Teaching' proforma was developed with the same information and is displayed throughout the school. A PowerPoint to introduce this to learners was produced and shared throughout the school • An annual calendar of Quality Assurance activity has been developed and shared with staff. • Pupil Council involved in discussion about how to use the L&T poster interactively during lessons • Observations completed in November 2019 • A positive behaviour working group has been established and have begun to draft a whole school policy and procedures. • All staff have received training on behaviour management and a consistent approach to 'meeting and greeting' pupils and focussing on 'respect, ready and safe' is being rolled out. • Staff received training on Restorative Approaches • Better Learning, Better Relationships, Better Behaviour Policy implemented January 2020. • A review of primary planning has taken place and all staff in primary are now planning termly for literacy and numeracy using the Highland Literacy Literacy pathway and the Northern Alliance Numeracy pathway . A termly Curriculum Overview is produced and shared with pupils and parents/carers. 	<ul style="list-style-type: none"> • Shared understanding in place of what constitutes 'high quality learning and teaching' • Raised expectations • Monitoring of learning and teaching had a clear focus and areas for development were discussed with staff • Regular quality assurance activity is planned for. • Clear overview of learning and teaching across the school. • Helped reinforce key messages, i.e. learning intentions, success criteria, pace and challenge. • Leadership opportunities established for staff members involved. • Enhanced pupil voice through various focus groups. • Increased parental and partner engagement. • Consistent approach to 'meeting and greeting', using 'ready, respectful and safe' and acknowledging everyone positively. • Consistent approach to restorative conversations taking place throughout the school • All primary staff are planning literacy and numeracy activities based on the pathways. This is ensuring that learning is progressive and not scheme driven. • Staff are clear about the expectations around planning. • Agreed, consistent format in place for 	<ul style="list-style-type: none"> • Learning and teaching poster on display in all classrooms • Staff and most pupils are aware of the poster • Records of monitoring of learning and teaching • L&T PowerPoint • QA Calendar • Observation report completed by HT • Observation forms • Working group members. • Dates of meetings. • PowerPoints from meetings. • Draft Better Relationships, Better Behaviour and Better Learning policy. • Ready, Respectful, Safe posters • Hot Chocolate Fridays • Feedback from pupils and staff • Restorative conversations happening throughout the school • Restorative cards • Completed plans • Planning guidelines • Pathways • Secondary staff planning proforma • Completed homework • Revised IDL overview • IDL plan- healthy bodies • Activities in place which develop breadth, 	<ul style="list-style-type: none"> • For all staff to use the learning and teaching poster to reflect on their practice individually and with learners. • Continue to implement QA calendar. • Feedback to staff • Team Improvement Visit in March • School assembly - learner experiences • Training in restorative approaches. • Implementing draft policy. • Group to continue to meet during school session to develop positive recognition. • Introduce more curricular pathways • Two formal pieces of homework for every unit in Secondary (as per planning documents) • Secondary staff using planning grid consistently
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	<ul style="list-style-type: none"> • Planning guidelines and sample plans have been developed for primary staff to ensure consistency. • A revised overview of IDLs have been drafted • A draft IDL plan has been produced and will be piloted in term 3. • A draft proforma for secondary planning has been developed and is currently being piloted. • All teaching staff engaged in professional development around breadth, challenge and application • A review of 'Wider Achievement Time' (WAT) has been held. • Revised 'Wider Achievement' time is being implemented within secondary <ul style="list-style-type: none"> • Staff and learners made use of Glow for learning and teaching activities and maintaining contact. 	<p>secondary staff</p> <ul style="list-style-type: none"> • Increase in homework - increased opportunities for learners to consolidate their learning at home. Increased parental engagement • Staff have increased knowledge around breadth, application and challenge • Increased opportunities for accreditation within the secondary WAT • Improved personalisation and choice • WAT now more closely linked to curriculum i.e. Youth Philanthropy Initiative , STEM • Enhanced IT skills for staff and learners. • Maintain continuity in learning 	<ul style="list-style-type: none"> • challenge and application • Feedback from staff • WAT timetable • Pupil Voice • Feedback from staff, pupils, parents and carers. • Teams 	<ul style="list-style-type: none"> • Classroom Observations • Primary staff to have a folder (hard copies) for pathways and planning in classrooms. • Review who and when • Timing in the week • Review who delivers • Improved justification for each course options • Integrate Glow and Teams into classroom teaching, i.e. issuing of homework
<p>Priority 4:</p> <p>Improve structure of the curriculum</p>	<ul style="list-style-type: none"> • Staff and pupils participated in a workshop, which encouraged them to identify what is unique about the school community. • This information and the revised vision, values and aims were used to draft a Curriculum Rationale. • After consultation the Curriculum Rationale has been finalised. • Primary and ELCC staff are utilising Literacy and Numeracy pathways to plan effective learning and teaching and assessment activities. • Some staff visited Moffat Academy to look at the structures they have in place. Learning from this visit will be used to influence 	<ul style="list-style-type: none"> • All stakeholders have had time to think about the school and its community • Sense of ownership • Curriculum in place is relevant and progressive • Teaching staff are following a progressive pathway to plan for literacy and numeracy. The needs of learners are being met through a progressive curriculum and a variety of learning activities which have been carefully planned for. • Teacher confidence has increased and 	<ul style="list-style-type: none"> • Curriculum Rationale in place which is current and relevant • Completed plans • IDL new bundles • IDL draft plans • Feedback from staff • Pupil work • Tracking spreadsheets • HWB pathway 	<ul style="list-style-type: none"> • Keep Curriculum Rationale up to date • Hyperlink it to pathways and supports for staff (make document more interactive) • Curriculum maps to show coverage from Primary through to Secondary • Further engagement with

	<p>procedures and practices in Sandwick.</p> <ul style="list-style-type: none"> • A draft overview of IDL across the primary has been developed which fits in well with the local context. • Cluster schools have developed a pathway for Health and Wellbeing. This is now being trialled by staff. 	<p>staff have a better understanding of next steps in learning and which learners require support and challenge.</p> <ul style="list-style-type: none"> • IDL bundles are more relevant to the local community meaning that the learners will develop a great understanding of the unique environment in which they live • HWB is being delivered in a progressive manner 		<p>pathways</p> <ul style="list-style-type: none"> • New IDL plans for each new bundle • Review of bundles to ensure depth and application. • Progressive pathways in to S1 and beyond
<p>Priority 5:</p> <p>To expand high quality provision in our ELCC setting</p>	<ul style="list-style-type: none"> • Team members reviewed their job descriptions and remits and responsibilities for the team. • Raise awareness of the national wellbeing indicators and explore ways in which these can be developed in the setting. All practitioners access GIRFEC training. • Develop a robust system of self-evaluation that involves all members of the ELCC team and SLT. During this process review and update relevant policies. • Explore approaches to carrying out high quality observations and recording these in a manageable way. • Engage all practitioners in the literacy and numeracy pathways and how they link to the 7 design principles of CfE. 	<ul style="list-style-type: none"> • Everyone has a clear role within EYD. All staff are on the follow and open to learners at any point • Learners and staff are familiar with the GIRFEC language • They EY team work well together. They have a clear understanding of where they are and where they need to go. The have a collective vision. • Observations are more concise and are related to the developmental overviews - this impacts on next steps for learners so we are further meeting their needs • Staff are using the literacy and numeracy pathways to identify where the learners and have a clear idea of where they need to go next with their learning. 	<ul style="list-style-type: none"> • Meeting minute 17/11/19 • Discussions with staff • Observations • Wall display • Meeting minute 12/11/19 • Learning journals • Completed observations • Webinar • Tracking meeting and completed spreadsheet • Termly overview 	<p>Consider manager's role</p> <p>All staff to access new GIRFEC training</p> <p>Explain new VVA in child friendly language. What does it look like in EY</p> <p>Support from Chloe Kerr planned for 5/3/20 to look at pedagogy</p> <p>Self-reflection journal</p> <p>Meeting with Chloe Kerr - 31/1/20</p> <p>Look at design principles</p>

<p>PEF</p>	<ul style="list-style-type: none"> Nurture groups are running on a regular basis Individuals are accessing the sensory room Learners have been identified and approached about the 'Give us a Break' programme. Two sessions have been held. New reading materials for primary pupils have been purchased and are being A programme of paired reading between primary and secondary is in place Some staff have begun to engage in a Collaborative Action Research Project with cluster school to improve attainment in numeracy. Baseline assessments have been carried out. 	<ul style="list-style-type: none"> Learners needs are being better met Learners have a place where they can cool off quickly and it supports them to regulate emotions and get back to learning quickly Learners are able to reflect on their losses and family change. They are getting opportunities to recognise their strengths and set future targets. Learners able to process their life experiences. Increased motivation for reading Learner engagement improved Parental engagement enhanced Increase in staff confidence in delivering numeracy using a CPA approach Enhanced learner engagement 	<ul style="list-style-type: none"> Nurture timetable Pupil feedback Boxall profiles Sensory room timetable and informal opportunities Staff feedback Pupil and staff feedback Give us a Break programme outline Feedback from pupils and staff Feedback from parents Class teacher feedback Observations of learning Pupil feedback 	<ul style="list-style-type: none"> Review nurture timetable Develop movement break area <p>Evaluate programme at the end</p> <p>Measure reading attainment</p> <p>Further assessments</p> <p>Further questionnaire results</p>
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Team Improvement Visit Report

SCHOOL: Sandwick Junior High School

DATES OF VISIT: Monday 09 to Wednesday 11 March 2020

1. Background

As per Shetland Islands Council's Children's Services, 'School Improvement Framework, Appendix 2, Visits to Schools, Operational Guidance', the purpose of a Team Improvement Visit is to scrutinise and validate the school's own self-evaluation by gathering and analysing a wide range of evidence.

It was agreed between the school management team of Sandwick Junior High School and officers in Children's Services that a Team Improvement Visit would take place in term three of session 2019-20.

The school was inspected by Education Scotland in May 2019 with Education Scotland due to carry out their return visit in 2020.

To this end, the overarching purpose of Sandwick Junior High School's Team Improvement Visit was to support the school prepare for Education Scotland's follow-up visit. More specifically, the Team Improvement Visit was organised to review the progress and impact to date of all the priorities in the School Improvement Plan, and provide additional evidence to supplement the school's termly monitoring and measuring of the impact of all the improvement activity.

The 2019-20 School Improvement Plan, specifically addresses the areas for improvement identified through the Education Scotland inspection. The five priorities on the plan are as follows:

1. Develop clear procedures, which promote continuous improvement, including finalising the school's vision, values and aims and promoting leadership at all levels.
2. Improve our approach to checking progress of children across the school.
3. Improve approaches to learning, teaching and assessment across the school.
4. Improve the structure of the curriculum.
5. To expand high quality provision in the school's Early Learning and Childcare setting.

Members of the team were tasked with considering the five priorities closely during the Team Improvement Visit, including the approaches to their implementation and their impact on learning, teaching and assessment within the school.

A range of documentation and data about the school, held centrally, was also referred to in the two team planning meetings prior to the visit.

The team for the Sandwick Junior High School visit consisted of:

- Mr. Calder, Executive Manager, Quality Improvement (Lead).
- Mrs. Simpson, Quality Improvement Officer, Children and Young People with Additional Support Needs.
- Mrs. Flaws, Quality Improvement Officer, Early Learning and Childcare.
- Mr. Nicolson, Head Teacher, Brae High School.
- Mrs. Thomson, Depute Head Teacher, Mid Yell Junior High School
- Mrs. Angus, Head Teacher, Sound Primary School
- Mrs. Williamson, Head Teacher, Scalloway Primary School (Acting)

The Team Improvement Visit programme included:

- Meetings with the school management team;
- Classroom observations - almost all teachers were observed once by a member of the team during the three days;
- Dedicated time in the ELC setting;
- Discussions with pupil support and ASN staff about approaches to supporting and tracking children and young people, including children with Additional Support Needs;
- Consideration of whole school approaches to health and wellbeing, and the PSE programme;
- A staff focus group;
- A meeting with parents and carers;
- A meeting with some of the school's partners;
- Pupil focus groups at all stages of the school to consider learners progress in literacy and numeracy against expected CfE levels, and opportunities for pupil leadership and pupil voice within the school;

2. The High Level Messages from the Team Improvement Visit:

Following reflection and analysis on all the Team Improvement Visit activity over the three days in the school, five high level messages were agreed by the team and verbally shared with the school management team at the conclusion of the visit.

The five high level messages are set out below in bold text with additional explanation provided underneath each of the messages.

- (a) **The school needs to continue to progress, embed and reinforce the improvement activity within the five actions in the school improvement plan across the whole school; the current school improvement plan is supporting a more strategic approach to the school's work.**

The school improvement plan aligns to the areas for improvement identified from the Education Scotland inspection. The improvement plan has created a common purpose for the school community and a clearer strategic direction for moving forward, cohesively, which is crucial to ensure the school secures the improvements that are required.

Learners, staff and parents and carers agree that the school is now less reactive in its approach, and there is stronger, and more consistent, leadership, communication and guidance being provided around a number of key strategic issues. The school improvement plan is underpinning this more focused approach, including the progress on the school's new vision, values and aims, which has brought much needed unity and purpose.

In short, the improved strategic approach to its work, at all levels, along with a more settled senior leadership team, and less vacancies and recruitment challenges, has lifted the morale of the school community and provided the school with the platform to improve.

- (b) A significant programme of change is being progressed in the school in light of the Education Scotland inspection, and there is a need for the school management team, working with the wider school community, to consider this carefully and strategically when planning for the next school improvement plan.**

The school improvement plan sets out an ambitious and crucial programme of improvement activity for session 2019-20. Actions in the plan such as developing a new set of vision, values and aims, approaches to the tracking and monitoring of children's progress through the Broad General Education and into the Senior Phase, improving the quality of learning, teaching and assessment across the school, clarifying whole school approaches to behaviour management, improving forward planning and ensuring engagement with curriculum progression pathways, are significant items in scale in their own right and, understandably, are at varying stages of implementation.

The school management team needs to consider carefully the sheer scope of the current improvement agenda and avoid introducing a brand new suite of planned improvements next session. Many of the aforementioned 2019-20 priorities need time to embed across the school, and will need to be carried forward into future improvement plans, to ensure maximum impact for the school's learners and the wider school community.

- (c) The school management team need to continue to communicate and explain the purpose of the changes required to all stakeholders, and ensure the appropriate level of support, reassurance and challenge is in place to embed the new systems and initiatives outlined on the improvement plan.**

Related to the preceding high level message, a minority of teaching staff are finding the pace of change in the school very demanding, especially following on from the challenging Education Scotland inspection experience last May, which, for some staff, has weakened their confidence.

Senior and middle leaders must continue to consider strategically how they ensure the appropriate and proportionate time, space, support and challenge for all teaching staff, both as individuals, and collectively in departments and faculties, to take responsibility and fully engage, implement and embed all the improvement priorities in their classrooms for the benefit of all learners.

- (d) **There remains a need to ensure more consistency in learning and teaching across the school, and a shared understanding of what high quality learning and teaching looks like, building on the work already started in this area. This will support higher expectations for learners, improved pace and challenge, improved pupil engagement, and raise attainment.**

In around half of the lessons observed during the visit, learners were engaged in the learning activities and had opportunities for personalisation and choice in their learning. In these lessons, there were good examples of teachers using positive praise to build respectful relationships and interactions within the classroom and learner contributions being valued.

Moreover, in the best lessons, teachers' explanations and instructions were clear, good practice was modelled and shared with all the learners, and there was effective use of questioning to build upon learning, promote thinking and check for understanding. In these lessons, carefully selected resources, and well organised learning environments, led to active, interested and engaged learners with well-planned differentiation enabling targeted support for individuals. Effective plenaries reviewing learning and considering next steps were evident in a few lessons.

Learners we spoke to commented that, in some parts of the school, learning and teaching is improving, citing higher expectations from teaching staff and more attention and focus on their progress, improved feedback, and clearer next steps, including more informed pupil reports. However, they did concede the need for more consistency, especially in the secondary department. Meanwhile, some of the parents and carers commented on the need for more information on their children's progress and more clarity on how assessment judgements are being made.

More generally, from reviewing the feedback on the lessons observed, areas to continue to develop, as a matter of priority, include increasing the pace and challenge in lessons and improving the level of learner engagement in their learning across the school as a whole. In short, there remains significant work to be done to ensure that learning experiences are appropriately challenging, enjoyable and well matched to all learners needs on a consistent basis.

Continued focus on 'Assessment for Learning' strategies across the school will support this drive for greater consistency. As an example, in a majority of the lessons observed, learning intentions and success criteria were either not in place, or clear, manageable or meaningful for learners.

In short, teaching staff require further, dedicated, strategic time to reflect on their own practice in order to progress the required improvements from the inspection. Continual access to relevant, high quality and bespoke professional learning, relevant to professional review and development, and then implemented within the classroom environment, will also support improvement.

In conclusion, with an ongoing focus on improving learning and teaching, the school will be in a stronger position to turn the very relevant and appropriate aspirations and expectations for high quality learning and teaching into reality. This will in turn benefit the school community as a whole.

- (e) **Recognising the early stages of the school's new behaviour policy, approaches to behaviour management remain inconsistent across the school. In a minority of lessons observed, low level behaviour issues affected the quality of the learning experiences for the class as a whole. More professional dialogue, training, and the sharing of practice amongst staff is needed, to build capacity and confidence. This will enable the school's aspiration for all learners to be 'ready, respectful and safe' to become more embedded across the school.**

Important steps have been taken by the school's positive behaviour working group in developing a draft new whole behaviour school policy and procedure, which is designed to empower teachers to manage behaviour in their classrooms and raise the expectations of pupils.

In a minority of lessons observed, staff purposefully met and spoke to children and young people, before entering their classrooms, setting the tone for the forthcoming lesson. However, this 'meet and greet' approach should be applied more consistently across the school, especially as it is supported by learners and parents and carers. Teaching staff need to fully understand the benefits of this approach and the school's wider commitment to restorative approaches to managing behaviour. The sharing of practice and peer collaboration will also support teaching staff who are lacking confidence in their own behaviour management.

In a few lessons, teachers skilfully praised the role-models, the learners who were on task and fully engaged in their learning, in order to address the disengagement of others and improve the learning environment. However, in around half the lessons observed, there was either a disproportionate focus by teachers on minor pupil indiscretions, or, conversely, learners' low level misbehaviour or lack of engagement was often ignored. In short, inconsistency in terms of pupil behaviour remains an issue.

Within the existing parameters of the school improvement plan structure, there is a need to carry out a further piece of work on what 'ready, respectful and safe' means in practice, relating to the school's new vision, values and aims. Teaching staff, learners and parents and carers should all be part of this process to address inconsistency and support the school community develop their understanding, confidence and trust in the new positive behaviour policy and procedures.

The school and local authority initial response to supporting children, families and school communities throughout the Covid-19 crisis.

- Cancelled community café for SMUHA.
- Local Authority closed all schools from Monday 16th March 2020.
- Local Authority guidance provided and followed by school.
- Almost all pupils provided with their *Glow* username and passwords prior to school closures.
- All classes set up with Microsoft Teams prior to school closure, with the exception of Early Years, P1/2 and P2/3 who were using the *Glow* blog.
- Created 'How To Guides' on how to access *Glow* and Teams.
- CPD arranged for SJHS staff via Teams. Twilight sessions run by Microsoft Expert who provided advice and guidance to staff on how best to use the platform.
- Developed a Sandwick Junior High School policy that outlined our approach to remote learning.
 - <https://blogs.glowscotland.org.uk/sh/public/sjhs/uploads/sites/2891/2020/05/12102828/SJHS-Implementing-a-strategic-plan-for-delivering-remote-learning.pdf>
- Formal and informal meetings provided for staff to monitor progress and support their wellbeing.
- South Mainland Support Hub offered to relevant learners and families in the cluster.
- Laptops provided to families who required them.
- Questions and Answer session with Parent Council.
- Transition events held for P1 and S1 pupils.
- S4 Leavers Assembly.
- Relevant Risk Assessments and support documents completed and shared with staff.
- Accessed Primary/ Secondary Head teacher meetings on Teams.
- Seasons for Growth and Zones of Regulation training accessed by a large amount of staff.
- Outreach service provided.

SCHOOL IMPROVEMENT PLAN 2020-21

Factors Influencing the Improvement Plan

School factors

- Almost all staff have taken part in a professional performance review. This allowed staff to speak about their achievements over the year and areas in which they wish to develop further.
- We have received £13,745 of Pupil Equity Funding. There is £5,795 carry forward from last session.
- We are committed to reducing bureaucracy and do this by ensuring all policies and procedures aim to ensure that workload is manageable.

Local factors

- Stem cluster project.
- Full-time Youth Worker based in the school.
- Possible Northern Alliance transition project.
- Early Years expansion and 1140 hours.

Local authority factors

- Shetland Islands Council NIF Plan
- Schools and Quality Improvement Service Plan
- SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting
- Circular 042 and 047

National factors

- COVID-19
 - Scottish Qualification Authority (SQA)
 - Coronavirus (COVID-19) Curriculum for Excellence in the Recovery Phase
 - Coronavirus (COVID-19): guidance on preparing for the start of the new school term in August 2020
- National Improvement Framework

Priority 1: Embedding the procedures for continuous improvement, the Vision, Values and Aims and the promotion Leadership at all levels.		National Improvement Priorities: Improvement in attainment National Improvement Framework Drivers: School leadership and school improvement Quality Indicators (HGIOS? 4):			
What do we want to achieve for learners? 95% of our learners can name the schools Vision and Values and articulate what these mean within the school setting. 100% of staff can name and the schools Vision and Values and explain how they promote these through their work. We have raised awareness with all our parents/carers and partners about the schools Vision and Values so that there is a consistent message in the community. Parents/carers and staff have an increased awareness of our improvement journey- the need for the identified changes and the progress being made.	How exactly are we going to do it? <ul style="list-style-type: none"> • Re-establish VVA School Improvement Group (SIG) to embed VVA as follows; <ul style="list-style-type: none"> ○ Visual representation of VVA's, i.e. signage and front entrance ○ Visitor/ partners questionnaires and promotion of Values within the community ○ Surveying pupils understanding of VVAs. ○ VVA assemblies ○ Pupil/ staff focus groups around what the VVA's stand for at SJHS. ○ Block of work in PSHE (secondary) and primary classes to reinforce understanding of VVA's. • Review and implement quality assurance procedures to; <ul style="list-style-type: none"> ○ Ensure regular communication with stakeholders around progress of our strategic planning. ○ Reflect new management structure. ○ Include pupil voice • Review leadership remits based on new structure. • Produce a Parent/ Pupil friendly summary of SIP. • Develop faculty plan, which reflect SIP priorities 	Personnel HT	Time Scale 9/10/2020	Resources <i>Children's Services' Recovery and Renewal Plan</i> Strand 7: Financial Implications, Community and Sustainability Strand 8: Improvement Planning, Internal, and External Quality Assurance	Monitoring and evidence Discussion with learners, staff, parents. Minutes of meetings Completed survey results Assembly presentations Feedback from Stakeholders Parent Council calendar SLT Minutes Updated Remits Parent/ Pupil friendly summary of SIP. Feedback from parents/ pupils regarding summary of SIP. Faculty plans
		SLT	30/10/20		
		SLT	6/11/2 9/10/20		
		All teaching staff	27/10/20		

Sept

	<p>and identify SMART targets</p> <ul style="list-style-type: none"> Establish Pupil Council to input in to school improvement priorities Provide opportunities to support staff wellbeing 	<p>LB, SLT</p> <p>SLT</p>	<p>Termly</p> <p>6/1/21 19/5/21</p>	<p>Pupil Council minutes</p> <p>Feedback from staff</p>
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Priority 2: Improve our approach to checking progress of children across the school.		National Improvement Priorities: Improvement in attainment, particularly literacy and numeracy National Improvement Framework Drivers: Performance Information and Assessment of Children's Progress Quality Indicators (HGIOS? 4):			
What do we want to achieve for learners? All teaching staff have an increased knowledge of their learners journey through assessment, gathering of evidence, professional dialogue and tracking and monitoring Almost all learners have an increased knowledge of where they have come from, where they are and where they are going with their learning.	How exactly are we going to do it? <ul style="list-style-type: none"> • Work with cluster colleagues to develop Folios of evidence • Collegiate development held with cluster schools around evidence for Folios and ways to engage learners in the process and develop the language of learning • Provide training on 'what makes good LI and SC'. Staff work collaboratively with each other and learners to construct LI and SC and try these out in class. • Continue with tracking on SEEMiS across Primary and Secondary <ul style="list-style-type: none"> ○ Tracking meetings/ conversations used to identify learners requiring interventions. ○ Staff to use pathways to inform teacher judgements. ○ Interventions implemented by most relevant member of staff, i.e. class teachers, pupil intervention team(PIT) meetings and/ or management. 	Personnel Cluster senior managers All teaching staff All teaching staff All teaching staff	Time Scale Sept- Dec 20 6/1/21 9/11, 18/1 Throughout school session	Resources LA strategy for tracking and monitoring Moderation Hub Education Scotland personnel Moderation Hub Inside the Black Box SEEMiS Pathways	Monitoring and evidence Folios of evidence Learners' discussions Discussions with learners and staff Classroom observations Completed tracking documentation PIT minutes Pupil data Feedback from staff Targeted Intervention Request

Priority 3: Improve approaches to Learning, Teaching and Assessment across the school		National Improvement Priorities: Improvement in attainment, particularly literacy and numeracy National Improvement Framework Drivers: Performance Information and Assessment of Children's Progress Quality Indicators (HGIOS? 4)			
What do we want to achieve for learners? Improve the attainment of learners in literacy and numeracy to ensure the majority of learners are achieving their desired Cfe levels. All learners will experience improved pace and challenge in the majority of classes. All teachers have increased their knowledge and ability to provide pace and challenge. Almost all learners have the increased skills and knowledge to access learning digitally through Glow All Learners and staff are developing the skills to resolve disputes, develop and maintain positive relationships with others.	How exactly are we going to do it? <ul style="list-style-type: none"> Engage with pupil councils to capture learner voice around Learning and Teaching using hgiOs part 2. Provide staff with time to further develop their skills in using Glow and Teams in order to provide high quality learning and teaching and provide quality feedback Continue to engage learners in the use of Glow through their homework Define what pace and challenge means and its place in contributing to high quality L and T. Identify steps to improve this in all classes. Establish what is meant by Ready, Respectful and Safe in classrooms, corridors and in the community by consulting Pupil Councils and representatives from School Improvement Group. Share findings with staff and develop a consistent, shared understanding within the school Implement Praise Postcard system as part of Behaviour Policy 	Personnel LB/SLT All teaching staff All teaching staff Learners Staff Parents All teaching staff	Time Scale Term 2 25/11/20 Whole year 18/2/21 Nov 20 30/11/20 21/9/21	Resources <i>Children's Services' Recovery and Renewal Plan</i> Strand 3 <i>Learning experiences, tracking and monitoring, and attainment and achievement on returning to school and Early Learning and Childcare settings</i> Strand 6: <i>Remote learning and the use of technology</i> <i>How good is OUR school part 2; theme 2</i> <i>Microsoft Educator Centre</i> <i>Moderation Hub</i> <i>Higher Order Thinking skills</i>	Monitoring and evidence Learning and Teaching poster Observations of learning Pupil feedback Staff feedback Attainment of learners Teacher's planning Praise Postcards Feedback from learners, staff and parents/carers

Priority 4: Improve structure of the curriculum		National Improvement Priorities: Improvement in attainment, particularly literacy and numeracy National Improvement Framework Drivers: Performance Information and Assessment of Children's Progress Quality Indicators (HGIOS? 4):			
What do we want to achieve for learners? A relevant, progressive and challenging curriculum is provided, which engages learners and ensures they have increased their knowledge of the local community and developed skills for life and work and the ability to cope and adapt to the fragility of 21 st century life. Increase the knowledge of teaching staff around what constitutes high quality IDL	How exactly are we going to do it? <ul style="list-style-type: none"> Seek feedback from parents/carers, learners and staff on their experiences during Lockdown and on priorities to take forward Review Curriculum Rationale in light of feedback received and COVID-19 (skill development, outdoor learning, IT skills..). Share with staff Develop staff understanding of IDL Staff to look at their current coverage and amend accordingly to reflect revised Curriculum Rationale Develop a curriculum map for science within the BGE 	Personnel SLT SLT Teaching staff Attainment Advisor A Ritch N Finlayson G Irvine	Time Scale Sept 20 Term 2 10/2/21 21/4/21 Term 3	Resources Education Scotland IDL: ambitious learning for an increasingly complex world Sample curriculum map	Monitoring and evidence Feedback from staff, learners and pupils Revised Curriculum Rationale IDL plans Completed curriculum map

Sept

Priority 5: To expand high quality provision in our ELCC setting		National Improvement Priorities: Improvement in attainment, particularly literacy and numeracy National Improvement Framework Drivers: Performance Information and Assessment of Children's Progress Quality Indicators (HGIOS? 4):			
What do we want to achieve for learners? All staff will have an increased understanding of how children learn through play. Improved engagement for all learners through providing a play based approach. All learners will have increased opportunities to talk about their learning and an increased understanding of the progress they are making All ELCC staff have an increased knowledge of each learners' journey through assessment, gathering of evidence, professional dialogue and tracking and monitoring. This knowledge will lead to all learners have increased opportunities for their needs to be met fully.	How exactly are we going to do it? <ul style="list-style-type: none"> Attend staff development on the key changes required for ensuring effective learning for young children. Following this: <ul style="list-style-type: none"> Reflect and examine current practice Manage direction and pace of learning Revisit current policy documents to support key changes. Consider the design of the learning environment and quality of learning for young children and identify priorities Discuss what is 'quality' within the early years ELCC staff to attending training on Realising the Ambition: Being Me . Identify 3 key action points to work on back in their setting following the principles of the Being Me Guidance Support the expansion of the ELCC setting 	Personnel HT/DHT ELCC staff ELCC staff/SLT C Kerr SLT	Time Scale Oct 20 Term 2 Throughout the year	Resources <i>Children's Services' Recovery and Renewal Plan</i> Strand 1: Planning for the return to school and Early Learning and Childcare settings and Strand 3 Learning experiences, tracking and monitoring, and attainment and achievement on returning to school and Early Learning and Childcare settings Realising the ambition	Monitoring and evidence Feedback from staff Observations ELCC environment

PEF Action Plan						
What data/evidence informs this priority?	Outcomes	Interventions	Expected Impact	Measures	Resources and cost	Actual Impact
A large number of learners do not have access to digital devices	All learners have access to a digital device outwith school	<ul style="list-style-type: none"> Identify gaps Purchase/source devices for learners who do not have one Seek opinions from families 	<ul style="list-style-type: none"> All learners utilise their device to access home learning 	Numbers of learners with devices	<ul style="list-style-type: none"> HP laptops (£410 each) 	Questionnaire to families
Learners whose reading age is substantially below their chronological age	Closing the gap in reading and chronological age	<ul style="list-style-type: none"> Toe by toe purchased to provide targeted interventions with identified learners Toe by Toe manual worked through with identified learners 	<ul style="list-style-type: none"> Increase in reading attainment 	Toe by Toe reading age assessments	<ul style="list-style-type: none"> Toe by Toe manuals (£25 each) 	Toe by Toe reading age tests -before and after
Gender gap within attainment in N4/N5 maths	Close the gap/raise attainment	<ul style="list-style-type: none"> Drill down to understand why gaps exist Develop a model for improvement Implement model Evaluate 	<ul style="list-style-type: none"> Improve maths attainment of males in S3/S4 	Attainment data		
School community are requesting more outdoor learning Audit of outdoor learning for a term shows amount of reduced opportunities due to climate	Learners are maximising the outdoors to learn	<ul style="list-style-type: none"> Seek external funding from local businesses Purchase all weather suits for primary aged learners Identify and purchase outdoor learning resources 	<ul style="list-style-type: none"> Learners are outside more taking part in high quality learning experiences 	Learner feedback Audit of outdoor learning	<ul style="list-style-type: none"> Outdoor suits 	

Development Time

Mondays or Wednesdays 1540-1700

	Date 2020-21	Development	Personnel
Term 1	10 August	Re-opening of schools: Reconnection/Health and Safety	In-Service - all staff
	Mon 14 st September	Build Back Better	Primary/secondary
	Wed 30 September	SIP feedback	All staff
Term 2	26 October	Faculty plans and LA training	In-Service - all staff
	27 October	Faculty plans and LA training	In-Service - all staff
	Mon 9 November	LI and SC - Learning and Teaching poster	Primary/secondary
	Wed 25 November	Developing digital competency	All staff
	Mon 30 November	Behaviour Policy	Primary/secondary
Term 3	6 January	Cluster - Evidence and language of learning/staff wellbeing	In-Service - all staff
	Mon 18 January	LI and SC	Primary/secondary
	Wed 10 February	IDL	Primary/secondary
	Thurs 18 February	Pace and Challenge	In-Service - all staff
	Mon 1 March	Audit self-evaluation	All staff
Term 4	Wed 21 April	IDL	Primary/secondary
	Mon 10 May	Consider audit results and draft action plans	All staff
	Wed 19 May	Staff wellbeing	All staff
	Mon 31 May	Draft SIP/S&Q Report	All staff

Section 3 - d) Collegiate agreement

SANDWICK SCHOOL SESSION 2020-21

Activity	Time per week
Teaching	22.5 hours
Personal time (preparation and correction)	7.5 hours
Collegiate time	5.0 hours
Total	35 hours

Total collegiate time available 39 weeks x 5 hours = 195 hours

Activity	Total
Partnership with parents/carers	25
Reports / Profiling	40
Staff development time	20
Professional Enquiry	10
School Improvement Priorities	26
Planning, Assessment and Moderation	30
Liaison/consultation - class teachers/ASN teachers/MT	25
Professional Review and Development	6
Time left for other activities/duties	13
TOTAL	195