Sandwick Junior High School

Standards & Quality Report
2020-21

and

School Improvement Plan
2021-22

Introduction

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

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. We have been asking ourselves – staff, pupils, parents/carers, and other partners – the questions contained in this Standards and Quality Report. Our self-evaluation – involving staff, pupils, parents/carers, and other partners – is in the pages that follow, along with our main improvement priorities for session 2021/22. 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:

Contextual analysis of the school

Sandwick Junior High is a state school located in the South Mainland of Shetland. The school roll is approximately 240 and covers pupils from age 2 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 two 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 2 Depute Head Teacher's supported by an extended leadership team, which consists of 1 Principal Teacher Pupil Support and 1 Principal Teacher ASN.
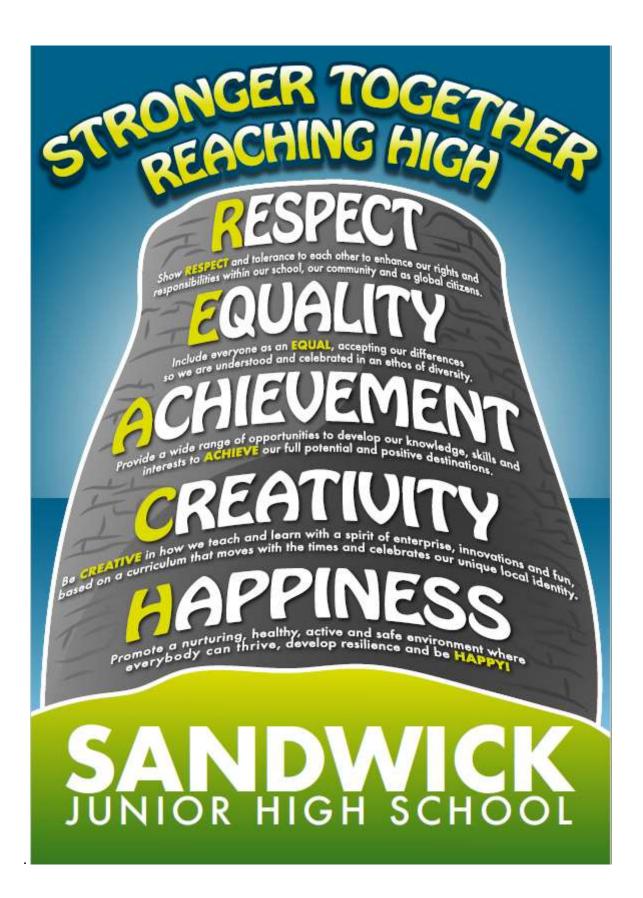
We have excellent links with the community and with partner agencies, who all feed into making sure that this school operates an ethos of care and respect at the heart of everything we do.

Covid-19 has, like all school, had a significant impact on the school and community. The school followed all local and national guidance on Covid-19 which meant no visitors, classes in bubbles, mask wearing, outdoor PE, no trips and staggered breaks and lunchtimes. During the s=course of the school session we put in place periods of remote

learning and provided learning within the school setting for some children of critical workers and some pupils with ASN needs. The school supported remote learning in a number of ways including the distribution of laptops to families, advice and support on how the access and use Glow Teams, paper learning packs and teacher contact through Teams and phone calls. This was a very challenging time for the school and our families and there is no doubt that gaps in learning developed as engagement was variable. Some pupils benefitted from the change to remote learning and the school made very positive steps forward in the move towards greater use of ICT in school.

Collaboration and consultation with our stakeholders in session 2020/21

Who?	When?	How?	What did we find out? *(bullet points on key themes)*
Staff	School Year	Staff meetings Staff Survey Input into SIP Evaluation and priority setting	Training required for ICT. SQA requirements. Key focus on Health and Wellbeing Staff feeling isolated. Staff ICT skills very varied. School had made progress against all SIP Targets. Common themes for school Improvement.
Children and young people	School Year	Survey Pupil Council Transition Events Reconnecting days.	Pupils wanted to be in school. Motivation levels dropped. Secondary pupils less likely to engage in remote learning. Pupils felt safe and supported. HWB days in school had supported their full-time return.
Parent and Carers		Survey Parent Council Meetings	Parents and the Parent/Carer Council are very supportive of our school and how we have dealt with impact of Covid. Pupil HWB, Wraparound Childcare and pupil progress are all priorities.
Community and other stakeholders		On-going	Positive comments on ethos and values of the school during visits.

Standards & Quality Report
2020-21

Progress made with the Priorities from our 2020-21 School Improvement Plan

| NIF PRIORITIES
-Improvements 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

(highlight as appropriate) | NIF DRIVERS
School Leadership
Teacher Professionalism
Parental Engagement
Assessment of Children's Progress
School Improvement
Performance Information | 1.1 Self-evaluation for self-improvement
1.2 Leadership for learning
1.3 Leadership of change
1.4 Leadership and management of staff
1.5 Management of resources to promote equity | 2.1 Safeguarding and child protection
2.2 Curriculum
2.3 Learning, teaching and assessment
2.4 Personalised support
2.5 Family Learning
2.6 Transitions
2.7 Partnerships | 3.1 Ensuring wellbeing, equality and inclusion
3.2 Raising attainment and achievement/Securing children's progress
3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning |

Priority 1: Embedding the procedures for continuous improvement, the Vision, Values and Aims and the promotion Leadership at all levels.			
What were our outcomes? 95% of our learners can name the schools Vison and Values and articulate what these mean within the school setting. 100% of staff can name and the schools Vison 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.	**What did we do?** • Reinforced the Vision, Values and Aims at assemblies, transition events, HWB days, all school correspondence, praise postcards and redesign of school front entrance. • Shared the SIP on-going evaluation document with parents. • Regular meetings with PaCC office bearers. • Liaised with PaCC on the parent friendly version of SIP and drafted document to support the PaCC with this. • Established remits for promoted members of staff. • Implemented new management structure. • Re-established Secondary Pupil	**What was the impact on learners?** The overall impact on the school of Covid 19 had a detrimental impact on the progress of this priority. • Improved consistency of message for all pupils and positive impact and feedback from transition events and pupil reconnection days. • Positive feedback from pupils, parents and staff towards improved celebrating success of pupil achievements. • New management structure has had a very positive impact on the school. Staff are very well supported to deliver	**What are the next steps and how do you plan to evidence the impact of further actions required?** *State further work required, if any. Will this feature in your SIP, be part of a maintenance plan or is now core business?* • Carry forward embedding of the VVA as part of the Curriculum Rationale priority.

Parents/carers and staff have an increased awareness of our improvement journey- the need for the identified changes and the progress being made.	Council and training provided.	an improved curriculum and consistency for pupil behaviour and expectations. • Secondary Pupil Council had an improved understanding of the SIP process. They participated in the interview process for new staff.	

NIF PRIORITIES -Improvements 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 *(highlight as appropriate)*	NIF DRIVERS School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning

Priority 2: Improve our approach to checking progress of children across the school.			
What were our outcomes? 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.	**What did we do?** • Senior Phase tracking took place. • Secondary staff gathered a range of evidence to support teacher judgements • Primary tracking meetings took place. • Secondary teachers engaged with Subject Development Groups to moderate assessments and discuss best practice for ACM • All staff kept in contact with pupils through Teams • Individual online pupil catch up with Primary Staff and PT Pupil Support • Developed a school Remote Learning Policy. • PT ASN in contact with ASN pupils and families to provide support and advice • In school remote learning for some critical care worker children ad ASN pupils.	**What was the impact on learners?** *Give overall evaluative statements. Then refer to concrete evidence as far as possible.* - What has changed, for who and how do you know? The overall impact on the school of Covid 19 had a detrimental impact on the progress of this priority. • S4 pupils were well prepared for alternative model of assessment. SQA results provide positive evidence and data for achievement. • Positive Destinations of 100% were achieved. • Home Learning feedback was more positive for lockdown 2. • Very large uptake in provision for pupils of Critical Care Workers and with identified ASN needs.	**What are the next steps and how do you plan to evidence the impact of further actions required?** • Tracking and Monitoring is a priority in our SIP 2021/22.

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Priority 3: Improve approaches to Learning, Teaching and Assessment across the school

What were our outcomes?	What did we do? *Bullet points of key actions/progress*	What was the impact on learners? *Give overall evaluative statements. Then refer to concrete evidence as far as possible.* - what has changed, for who and how do you know?	What are the next steps and how do you plan to evidence the impact of further actions required ? *State further work required, if any. Will this feature in your SIP, be part of a maintenance plan or is now core business?*
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	• Secondary Pupil Council completed leadership training and carried out a pupil survey based on HGIOS • Provided staff training opportunities to develop ICT skills and use of Teams. • SDT on Pace and Challenge • Some staff continued to engage pupils with Glow Teams for homework tasks. • SDT on consistency in approach to implementing the positive relationship policy. • System for praise postcards established and promoted as good practice.	The overall impact on the school of Covid 19 had a detrimental impact on the progress of this priority. • Improved pupil leadership of the school. • Pupils benefitted from improved quality of Remote Learning. • Pupil self-esteem and motivation improved with focus on celebrating success and achievement. • Improved consistency and expectations of implementing school rules and positive impact on behaviour and pupil/teacher relationships.	• Continue to support teachers and pupils with development of ICT skills. • Classroom observations to take place. • Further work on school rules.

developing the skills to resolve disputes, develop and maintain positive relationships with others.		• Improved pace and challenge to learning in some classes.

NIF PRIORITIES -Improvements 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 *(highlight as appropriate)*	NIF DRIVERS School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning

Priority 4:   Improve structure of the curriculum

What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required ?
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 21st century life. Increase the knowledge of teaching staff around what constitutes high quality IDL	*Bullet points of key actions/progress* - Carried out staff, pupil and parent/carer surveys to help establish views on experiences during lockdown. - Held weekly staff meetings. - Participation in Senior Managers meetings SQA updates - S4 pupils supported by Skills Development Scotland school advisor. - Increased pupil engagement in outdoor learning	*Give overall evaluative statements. Then refer to concrete evidence as far as possible.* - what has changed, for who and how do you know? The overall impact on the school of Covid 19 had a detrimental impact on the progress of this priority. - Curriculum was adapted to meet the needs of learners for periods of remote learning. - S4 pupils prepared for NQ internal assessments and gathering of evidence to support attainment. - All pupils achieved a positive leaver destination.	*State further work required, if any. Will this feature in your SIP, be part of a maintenance plan or is now core business?* *Curriculum Rationale is a target for SIP 2021/22.*

NIF PRIORITIES	NIF DRIVERS	1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
-Improvements 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 *(highlight as appropriate)*	School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information	1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning

Priority 5: To expand high quality provision in our ELCC setting

What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required?
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.	*Bullet points of key actions/progress* • Moved the EY to an Outdoor Learning Setting. • Took part in play based training and outdoor learning training. • Completed the renovation and expansion of the EYS. • Communicated with all parents during periods of remote learning • Increased opportunities for pupils to take control of their learning. • Staff took part in HMIE/QIO training • Staff engaged with creating an EY version of the school VVA.	*Give overall evaluative statements. Then refer to concrete evidence as far as possible.* - what has changed, for who and how do you know? The overall impact on the school of Covid 19 had a detrimental impact on the progress of this priority. • Pupil confidence in the outdoors as an active area for play and learning increased. • Increased time spent outdoors. • Increased emphasis on play and pupils leading their learning • Improved observation of play by staff. • Improved learning space for all pupils • Shared vision for the EY	*State further work required, if any. Will this feature in your SIP, be part of a maintenance plan or is now core business?* SIP Targets will have a focus on: Continuous Learning Pupil Learners Journey

This knowledge will lead to all learners have increased opportunities for their needs to be met fully.			

Pupil Equity Fund Reporting, 2020/21 *(NB – this may only be partly completed this session due to COVID-19 and due to this being a change in reporting expectations)*

Project/intervention: Targeted ICT support to pupils and families					
What was your gap? Pupil and Families with no or limited access to a Laptop and Internet Connection					

Interventions for Equity   Interventions for Equity | Self-evaluation | National Improvement Hub (education.gov.scot)

*(highlight the interventions that apply***)**

Early intervention and prevention	**Social and Emotional Wellbeing**	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	**Promoting a high quality learning experience**	Differentiated support
Use of Evidence and Data	Employability and Skills Development	**Engaging beyond the school**	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact

Planned Outcome		**Measures of impact on learners**
We want to provide all pupils and families with access to ICT equipment and internet connection so that the pupils can fully participate in remote learning. This will improve levels of engagement and opportunities for learning and social engagement with peers.		. • Feedback from pupils, families and Parent/Carer Council • Pupil Engagement Levels • Feedback from teachers • Pupil Survey results
Teaching and Learning	**x**	
Leadership		
Family and Community	**x**	

School self-evaluation, 2020-21, and priorities for further improvement

For each of the Quality Indicators listed below, answer the questions and include an overall evaluation using the six-point scale from "How good is our school?" (4th Edition). The self-evaluation grade should be for the whole Quality Indicator, not for individual themes within it. The questions are those used in self-evaluation forms before Education Scotland inspections.

Please refer to relevant qualitative and quantitative data when considering relevant evidence to support your statements

Qualitative Data	*Quantitative Data*
Classroom observations, learning visits, learning walks, etc. *Focus group discussions* *Feedback from online and face-to-face meetings* *Conversations in staffrooms* *Verbal feedback from learners and parents and carers*	*Attainment in the Broad General Education and Senior Phase (where applicable)* *Attendance, absence and late-coming* *Measures of learner engagement, participation, inclusion and health and wellbeing* *Tracking and Monitoring* *Planning documentation* *Curriculum rationale* *Questionnaires and surveys with stakeholders and minutes of meetings with them* *Bullying and exclusion statistics* *Child Protection referrals* *Free School Meals data* *PRDs* *Professional learning records* *Child's Plans, CSPs and IEPs* *School Improvement and Team Improvement reports* *Education Scotland and Care Inspectorate inspection reports*

Education Scotland's evaluative statements can support your analysis of the key QIs:

All 100%; Almost All 91%-99%; Most 75%-90%; Majority 50%-74%; Minority/less than half 15%-49%; A few less than 15%

Quality Indicator from How Good is our School?	How well are we doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you self-evaluate this QI using HGIOS six-point scale?
Leadership of Change (QI 1.3)	The school is going through a significant period of change since the HMIE Inspection and follow up QI Team visit and staff remain committed to this journey of improvement. SIP group has established to review and discuss priorities and self-evaluation of SIP targets. It provides for Teacher input into evaluation and setting of SIP Targets. We have a shared vision, values and aims	Despite Covid staff have continues to engage with SIP targets during the course of the school year. Participation in SDT meetings has been very positive. SIP targets are more representative of staff views and more focussed on specific targets that are pupil focussed. Al learners now have a shared and improved	Further embed our VVA with our pupils, staff and wider school community. Increase opportunities for staff and pupils to take on leadership roles. Develop a truly unique SJHS Curriculum Rationale. Improve parental engagement with the school. Pupil Councils to have a more active role in the life of the school.	Good

	that were agreed following extensive consultation with all stakeholders and there formation of our VVA SI Group.	school identity. It provided leadership roles for pupils and a basis for dialogue.		
	The school ethos is very strong, welcoming and appreciated.	Feedback from new staff, visitors and partner agencies.		
	Pupil Voice has improved and pupils now have a greater role and say in the SIP, School Policies and Learning and Teaching.	Feedback from the Pupil Council and our Youth Worker. Work completed by the Pupil Council including surveys.		
	Our partnership with the Parent Council is very supportive and benefits all our learners.	Attendance at meeting and very positive communication with the Parent Council. This has also be recognised by our QIM. The school had worked in		
	Staff PRD has improved and greater focus on			

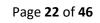|			
	training and leadership opportunities.	partnership with the Parent Council to improve the school grounds and to purchase a range of learning resources.		
	Secondary Staff participation in Subject Development Groups has supported improved collegiate working and sharing of resources.	Feedback from staff, Subject Development Group Chairs and QIO. Staff have had the opportunity to moderate pupil assessments and also to share learning resources for pupils. This has benefited pupils learning experience and attainment.		
	School has worked closely with Support provided by HMIE Inspectors during period	HMI Inspectors have met with SLT and participated in supporting SDT, and delivering training. This		

	on Covid-19	has helped to support SIP Targets.		
	Commitment of staff to upskill in ICT and take on leadership roles.			
	ELC staffs engagement in outdoor learning.	Observations of pupils and staff. Feedback provided from the School Service ELC team		
	WTA working groups with SLT, Teacher and Union input. It works very effectively to support all teaching staff.	Discussion with local EIS reps and also feedback from the group members.		
	Staff are keen to take on leadership roles	For example; Members of SIG'S, School Trips, Gaining additional Qualifications, JRSOS, Pupil Council, Wider Achievement, Parent Council, Working Groups, School House		

		Teams		
	Partnership with our Youth Worker	Feedback from Youth Work Services. Meeting with Youth worker. Feedback from Pupils, Youth Worker offer and timetable.		
	Delivery of the Alternative Model for SQA.			
Learning, teaching and assessment (QI 2.3)	The school ethos is very strong, welcoming and appreciated.

A nurturing approach is at the core of all that we do as a school and helps to support all learners to achieve their potential.

Pupils are, on the | Feedback from new staff, visitors and partner agencies.

Feedback from School Service ASN team. We have established nurture groups and started the process for nurture accreditation. Our positive relationships with families.

Classroom | Improve tracking and monitoring of pupil progress and achievement.

Consider next steps for whole school nurture accreditation.

Return to classroom observations and pupil | |

	whole, well-motivated to learn and achieve.	observations, teacher feedback and processed for reporting to parents.	focus groups to discuss quality of learning and teaching across the school.	
	Learners are benefiting from a more consistent approach to and delivery of Learning and Teaching.	Classroom observations, pupil focus groups.	Further development our wider achievement programme with a focus on pupil leadership and accreditation.	
	Our wider achievement programme provides pupil choice and staff leadership.	Range of courses on offer for pupils and process for selection of courses.	Develop our partnership with DYW co-ordinator.

Partnership working with AHS on transition arrangements. | |
| | Pupils are very well supported for transition from SJHS and we have an excellent record in pupils achieving positive destinations. | Positive Destination Data and feedback from our partnership with SDS. Transition survey results and pupil feedback. | Further develop PIMs enhance tracking and interventions. | |
| | There is a greater focus on outdoor learning and the positive impact on | Staff and pupil feedback in the ELC, Parental feedback and | | |

	learners.	observations.		
	Tracking meetings.	Record of meeting with teachers and teacher feedback. Teachers more aware of using data and identifying gaps.		
	Preparation for NQ assessments.			
	Learning and Teaching poster	Acts as a reference point for staff and pupils and for classroom observations. Agreed standards and expectations for raising attainment and quality of Learning and Teaching.		
	PIT meetings	Minutes from the meetings and supported		

		interventions. Positive Impact on pupils as identified through discussion, observations and pupil behaviours.		
Ensuring wellbeing, equity and inclusion (QI 3.1)	The school has pupil wellbeing and inclusiveness at the heart of its Ethos. We provide a nurturing an inclusive environment to support all our pupils. On the whole, our teachers and pupils enjoy positive relationships.	Feedback from partner agencies. Observations and participation in Nurture Groups. Attendance levels are very good. Transition events feedback Exclusion data Classroom Observations.	Focus on pupil and staff HWB in the SIP 2021/22. Carry out HWB survey for all pupils, analyse data and then interventions put in place. Tracking conversations with teachers and PT Pupil Support.	Good

	We put respect at the heart of all our relationships, looking after the building and towards others in our community.	Positive Relationship Policy and observations.	Follow all national and local guidance for Covid 19 mitigations and procedures. Communicate updates to parents/carers
	The school provides facilities to support all the pupils and staff.	Pupil numbers accessing the home room, quiet spaces, sensory areas and the youth worker hub.	Provide annual Child Protection Training Update for staff. Further develop our transition programme and partnership working with cluster schools.
	Relationships with carers/families is positive and supportive.		
	Our Approach to GIRFEC makes sure that the pupil is at the centre of the process.	Feedback from partner agencies pupils and parents. Minutes from meetings.	

	Statutory duties such as Child Protection, GIRFEC and are supported through staff training We provide opportunities for pupils to take part in a range of HWB activities. We have developed strong partnerships with relevant agencies. Restorative Practice is a key feature of our Positive Relationship Policy. Transition process is supportive and includes activities to promote pupils HWB and	HWB activities included in transition events and as part of the process of pupils returning to school following periods of remote learning. Pupil survey results. Improved pupil relationships and behaviour.		

	relationships. Pupils feel a sense of ownership of the school building and safe within it. We provide a range of social spaces to provide for individual pupil needs at break and lunch time.	Pupil surveys indicate that most pupils feel safe in the school.		
Raising attainment and achievement (QI 3.2)	In primary pupils are making some progress towards closing the gaps and achieving at an appropriate level in literacy and numeracy.	SQA results Teacher tracking and monitoring Professional Judgement.	Overall attainment in literacy and numeracy is a key priority in the SIP for 2021/22. PEF funding to be used to support raising	Weak

	By the end of S3 the majority of pupils have achieved level 3 in all curricular areas. The majority of pupils will have achieved level 4 in some curricular areas.	Parental Reports

Youth Worker.

Classroom Visits | attainment for all.

Tracking and Monitoring on SIP 2021/22

Baseline Assessments for all pupils. | |
	SQA results are good. Overall results are above the nation al average.			
	All pupils achieved at least N4 in the majority of subjects. Most pupils achieving at N5 level in the majority of subjects.			
	ASN plans in place to help learners meet needs.			
	Wide range of achievement opportunities such as :			

	Duke of Edinburgh Saltire High Five Award			

School Improvement Plan
2021-22

Factors Influencing the 2021/22 School Improvement Plan

Local authority factors	National factors and drivers
 • Shetland Islands Council National Improvement Framework Plan • Children's Services, Recovery and Renewal Plan • Children's Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting • SIC Strategy for Parental Involvement 2018	 • Curriculum for Excellence • Realising the Ambition • National Improvement Framework • The Scottish Attainment Challenge • Education Reform and Empowerment • Getting It Right for Every Child • Developing Young Workforce • Digital Learning and Teaching Strategy • The Equity Audit • "Learning Together": Scotland's national action plan for parental involvement etc. 2018-2021
School factors *Insert only those which are particular to your school. This may include significant recent changes in the school.* • Pupil Equity Funding • HMIE Inspection report findings • No physical staff meetings • New Senior Leadership Team • EYD renovations	**Local factors** *(optional)* *Refer to any improvement work done at a school cluster level, including any agreed cluster-wide Improvement Priorities.* •
UNCRC *How will you ensure that a rights respecting approach is at the heart of your school improvement? What will the impact be? How will you monitor this?* • Pupil Council • Curriculum Rationale • PSHE classes • Assemblies • Staff Training 22/23	**Tacking Inequalities, Poverty Proofing and Cost of the School Day** *How will you ensure that any costs related to the school day are reduced and associated barriers to participation mitigated?* • Support provided to all families that require financial assistance • Engage with partner agencies such as Early Years Team and Anchor Project • Reduction on costs for school materials, trips, uniforms and wider achievement programme.

Improvement Priorities for 2021-22

(A maximum of no more than four priorities is recommended)

NIF PRIORITIES	NIF DRIVERS	1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
-Improvements 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 *(highlight as appropriate)*	School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information	1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning

Priority 1: Tracking and Monitoring pupil progress and attainment.

Continuation from 2020/21? Y   Link to COVID-19 recovery Y

Data/evidence that informs this priority:	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
HMI Report School Service Team Visit SIP 20/21 HMI support Team	**All** teaching staff have an improved knowledge and understanding of tracking and monitoring their learner's journey. **In term 3** procedures put in place to support a common approach to tracking and monitoring across the school departments. **Almost all** learners have an improved knowledge and understanding of where they have come from, where they are and where they are going with their learning journey. Provide robust evidence for all pupils to track their attainment in Literacy and Numeracy. Raise overall attainment in Literacy and Numeracy.	• All teaching staff to attend 3 SDT sessions on Tracking and Monitoring. • SLT/ELT training programme on Tracking and monitoring the what? How? Why? • Draft a document/procedures to ensure a consistent approach to tracking and monitoring each learner's journey. • Provide staff with training to improve the quality and frequency of meaningful conversations between staff and pupils to support learners understanding of progress. • Assess all pupils across the BGE. • Analyse the data and put in place relevant interventions. • Re-asses to measure impact of interventions	Northern Alliance SLT HMIE PT Pupil Support SDT training sessions HGIOS Cluster Meetings School Service Tracking and Monitoring Policy In-Service Training Professional Reading GL assessments	Feedback from pupils and parents. Tracking meetings with teaching staff. Pupil Intervention Meetings minutes. SNSA data analysis. QIO attainment visit.

Improvement Priorities for 2021-22

(A maximum of four priorities is recommended)

| NIF PRIORITIES
-Improvements 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

(highlight as appropriate) | NIF DRIVERS
School Leadership
Teacher Professionalism
Parental Engagement
Assessment of Children's Progress
School Improvement
Performance Information | 1.1 Self-evaluation for self-improvement
1.2 Leadership for learning
1.3 Leadership of change
1.4 Leadership and management of staff
1.5 Management of resources to promote equity | 2.1 Safeguarding and child protection
2.2 Curriculum
2.3 Learning, teaching and assessment
2.4 Personalised support
2.5 Family Learning
2.6 Transitions
2.7 Partnerships | 3.1 Ensuring wellbeing, equality and inclusion
3.2 Raising attainment and achievement/Securing children's progress
3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning |

Priority 2: Curriculum Improvements

Continuation from 2020/21? Y   Link to COVID-19 recovery Y

Data/evidence that informs this priority:	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
HMI Report SIP 20/21 HMI support Team Pupil feedback	**By April 2022** we will have reviewed, developed and launched an updated curriculum rationale based on the VVA, needs of the learners, our school and our unique community. Updated PSHE curriculum plan that meets the needs of our young people.	• Establish a School Improvement Group. • Draft an updated document which will provide the school and our community with a clear curriculum rationale. • Engage with the Parent Council, Pupil Council and Staff during the process of drafting the Curriculum Rationale. • We will hold a Curriculum Rationale Launch event. • PT Pupil Support to meet with the Pupil Council to discuss needs young people and design a survey. • Survey of all secondary pupils. • Produce a draft curriculum plan and full implementation in session 2022/23	Head Teacher HMI School Improvement Group Current Rationale Document HGIOS Northern Alliance Professional Research and Reading PT Pupil Support Youth Worker Pupil Council	Minutes from SIP group meetings. Gather feedback from pupils, staff and parents. Staff will be able to identify a shared understanding of curriculum at SJHS. Impact of rationale on curricular developments. Minutes of meetings. Analysis of Survey results. Final Curriculum Plan for PSE.

Staff to have an improved knowledge and skill set for supporting all pupils in classes.	• Circle, whole staff training.	PT ASN QI Officer Claire Adamson Circle resource pack	Staff feedback from training Classroom observations Pupil Focus Groups QI Officer visits

Improvement Priorities for 2021-22

(A maximum of four priorities is recommended)

NIF PRIORITIES	NIF DRIVERS			
-Improvements 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 *(highlight as appropriate)*	School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning

Priority 3: COVID 19 recovery.

Continuation from 2020/21? Y   Link to COVID-19 recovery Y

Data/evidence that informs this priority:	**Planned Outcome**	**How exactly are we going to do it?**	**Resources and Lead Person**	**Monitoring the impact of the priority on learners**
Pupil surveys	Keep **all** staff, pupils and visitors to the school as safe as possible from Covid 19	Implement and communicate effectively all national and local instruction, guidance and mitigations. Update Covid Risk Assessments.	HT Scottish Government School Service	Gather feedback from pupils, parents and staff.
Parent Surveys Parent Council Feedback	**100%** of Pupils will have the opportunity take part in a HWB survey.	All pupils carry out audit of their HWB based on the Shanarri Wheel and follow up discussion with relevant staff. Identified interventions put in place.	DHT/PT Pupil Support Class teachers	Staff will indicate a good knowledge of Covid mitigations. More robust Interventions to support pupils HWB.
School Service Team Visit SIP 20/21	**All** Staff will have opportunities to engage in a range of HWB activities.	Form a Staff HWB working group Carry out staff viewpoint survey. All staff have opportunity to complete a HWB survey. SDT session on staff HWB	HT Staff members	Pupil focus group feedback. Feedback from Parental Engagement Event and Survey.
		Carry out a baseline survey in term 2. Follow up survey in term 4.	ELT	
	All staff, **90%** pupils and **60%** parents can name our vision and values.	VVA Assemblies for all pupils. Discussion at Parent Council Meetings.	DHTs /Class teachers	
	All Parents have the opportunity to engage in a parental engagement event.	We will hold a Parental Engagement Event in term 4. Carry out a parent survey.	HT Parent Council HGIOS	

Priority 4: Early Years

Continuation from 2020/21? Y   Link to COVID-19 recovery Y

Data/evidence that informs this priority:	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
HMI report

School Service Team Visit

Education Support Officer ELC

HMI Support Team

SIP 20/21 | **All** ELC pupils will experience effective Continuous Provision in all areas of their learning.

All Learners will have increased ownership of their learning and understanding of their learner journey and next steps.

Appoint an ELC manager.

Planning in place for wraparound childcare facility for | All staff will receive training on Continuous Provision.

Staff meetings will provide a platform for discussion and professional reading.

Identify and implement measures for improvement.

Draft processes and procedures for learner's journey, progress and achievement.

Implement new processes and procedures.

Staff training on Learner Conversations around progress, achievement and next steps.

Advertise, shortlist, interview and appoint.

Survey parents to audit the level of need, possible uptake and structure of wrap around childcare. | HT/DHT

ELC Manager

HGIOS ELC

Realising the Ambition

Continuous Provision

QIO ELC

SIC Human Resources Department

Parent Council | Staff Training feedback.

Minutes from Staff meetings.

Observations of learning and teaching.

Learner conversations feedback.

ELC Managers Meetings. |

| | the school community. | Discuss with the Parent Council

Work with the QIO ELC to draft processes and procedures for wrap around childcare and an implementation strategy document. | | |
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Pupil Equity Fund – Planning and Reporting

PEF Allocation 2021/22	Carry forward from 2021: £5,922.67

Project/intervention: BGE Assessment

What data/evidence informs this? (what is your gap?) SNSA/Hmie Report/ Teacher Judgement/ Achievement of a level data.

Interventions for Equity [Interventions for Equity | Self-evaluation | National Improvement Hub (education.gov.scot)](#) *(highlight the interventions that apply*)

Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact

Planned Outcome		Details of project/intervention:	Resources and Lead Person	Measures of impact on learners
We will see improvement in pupils writing across the Primary Department. *Primary teachers will have an improved understanding of the learning and teaching process for writing.*		*All primary pupils to be assessed for writing prior to and after the intervention.* *Data to be analysed and gaps identified.* *Teacher appointed to support the teaching and learning of writing across the Primary Department. This will include collegiate planning, team teaching and targeted teaching interventions for individual and groups of pupils.*	*DHT and identified Primary Teachers.* *Additional Teacher one day per week.* *Purchase of Assessments.* *Purchase of resources to support identified interventions.*	*Completed Assessment Data.* *Analysis of Data.* *Impact of interventions.* *SNSA and Achievement of a Level Data.* *Teacher and Pupil Evaluations.*
Teaching and Learning	X			
Leadership				
Family and Community				

Working Time Agreement 2021-22

Item	Detail	Hours
Working Time agreement for:	Sandwick Junior High School (Primary)	
School Session:	2021-2022	
Teaching and Learning		
Class Teaching	Based on 1.0 FTE	**22.5**
Personal preparation and correction	One third of class contact time	**7.5**
Collegiate Time		
Collegiate time (Annual)	5 hours x 39 weeks. This does not include time within the In-Service days.	**195**
Essential School Activities		
Reporting to Parents	Interim and full reports. Regular updates to parents. Blog/ newsletter updates.	**35**
Moderation Activities	Agreed Time Allocation	**20**
Tracking and Monitoring	Agreed Time Allocation	**20**
Parents evenings	Number of meeting X agreed time for meeting plus associated Preparation time 1 in November 3.30-5.30 +6.30-8.30 1 in April/May 3.30-5.30 + 6.30-8.30	**24**
Staff meetings	Number of business meetings X Agreed duration 26x1hr	**26**
Staff Development & Review Cycle	PRD Meeting plus associated preparation.	**2**
ASN Consultations	1 x term	**4**
Staff Briefings	10mins every Friday morning x 30	**5**
School Show	1 x evening	**3**
Christmas Fair	1 x Friday 2.10-4.10	**2**
Parents Information Event	1 x 3 hours	**3**
Staff Development Time	12 x 1hr	**12**
Total	Time required for essential school operational activities	**157**
Collegiate time remaining for development tasks		
Staff Leadership Activities	Individual staff leadership	**15**
School Improvement Plan Tasks	Time allocated for tasks to address priorities on School Improvement plan	**8**
	Flexibility	**15**
Total	Time allocated to development tasks	**38**
Total	Total collegiate time allocated	**195**

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