

Sandwich Junior High School



School Improvement Plan 2022-23

Progress Monitoring – November 2022

Priority 1: To develop clear, focused strategic leadership to support continuous improvement in the school and early learning and childcare setting

<p>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</p>	<p>NIF DRIVERS School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information</p>	<p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning</p>
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Continuation from 2021/22? 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
<p>HM inspectors highlighted in June 2022 the need to implement a planned approach to quality assurance.</p>	<p>By September 2022, a robust quality assurance and monitoring system will be in place that provides clear and measurable evidence to demonstrate the impact of change and improvement on outcomes for learners. This system will be fully implemented over the session 2022/23.</p>	<ul style="list-style-type: none"> • ELT to review 2019 monitoring calendar – June 2022 • HT produce draft including timescales which links to the moderation cycle - August 2022 • Share and discuss with staff and seek feedback – August 2022 • Review feedback and produce final version for implementation – September 2022 • Agree staff WTA and calendar to enable effective implementation – September 2022 	<p>HT- Lead person ELT 2019 QA Calendar SIP WTA School Calendar Staff Calendar</p>	<p>Progress to date November 2022:</p> <ul style="list-style-type: none"> • Quality Assurance Processes identified and calendar in place. Some aspects now being implemented. Helping to identify a baseline. Not yet evidencing of impact of change and improvement on outcomes for learners. • Senior Leaders have begun a process to consider remits 3-16. Further discussion to take place in ELT meeting during

<p>HM inspectors highlighted in June 2022 the need for the remits of senior leaders to reflect that it is an all through school.</p>	<p>By November 2022, clear senior leader remits, reflecting the uniqueness of the school, will be in place. These will ensure a strategic overview which supports clear lines of communication and planning for improved outcomes for all staff, children and young people.</p>	<ul style="list-style-type: none"> • ELT to identify clear strategic remits across the school 3-16 and share across school community – November 2022 	<p>HT- Lead person</p> <p>ELT Staff Welfare Education Scotland Resources</p>	<p>November 2022.</p> <ul style="list-style-type: none"> • Calendar of key dates shared with parents and carers in August 2022. Staff calendar has been updated in line with WTA. Newsletter sent out at end of term 1. HT providing updates – mainly around staffing. School FB page and groups implemented in September 2022.
<p>Whilst the school vision, values and aims now reflect the uniqueness of the school, HM inspectors highlighted in June 2022 that they are not yet informing the work of the school.</p>	<p>By December 2022, our vision, values and aims will fully inform the work within the school, leading to improved outcomes for learners.</p>	<ul style="list-style-type: none"> • Effective communication processes planned and implemented including; <ul style="list-style-type: none"> ➤ Calendar of key dates for the session for parents and carers – August 2022 ➤ Staff calendar, including meeting dates for the session – August 2022 ➤ Termly newsletter ➤ Regular head teacher email updates ➤ New school Facebook page linked to school blog and Twitter – August 2022 • Regular opportunities for stakeholder engagement are well planned and facilitated, to develop relationships within the setting, including; <ul style="list-style-type: none"> ➤ Stakeholder focus groups ➤ Staff meetings and collegiate time – as per staff calendar ➤ Pupil Council ➤ Parent and Carer Council • SLT to develop the leadership culture across 	<p>HT – Lead Person</p> <p>ELT / SLT Newsletter Facebook Email Blog and Website Staff and Parent Calendar Events</p>	<ul style="list-style-type: none"> • Primary Pupil Council elected. Secondary Pupil Council are meeting regularly. Have identified a list of improvement priorities. <p>Will consider how to develop decision-making groups across the school. Discussion to take place at ELT.</p> <ul style="list-style-type: none"> • Parent/Carer Council meeting continue to take place. Positive feedback from parents and carers regarding transparency around the life and work of the school. • SDT session on feedback from inspection – 29/08/22. SIP

		<p>the school which reflects the vision, values and aims of the school – December 2022</p> <ul style="list-style-type: none"> • ELT to create a pastoral support and wellbeing plan for staff – October 2022 		<p>shared with staff and feedback invited.</p> <ul style="list-style-type: none"> • SIP published on website at the start of term 2. Will be discussed with PC and PaCC at the next meetings.
<p>In June 2022, HM inspectors highlighted the need for more effective direction, guidance and leadership in taking forward improvement priorities.</p>	<p>By October 2022, our school improvement plan is in place which will support structure, consistency and collaboration in taking forward our improvement priorities.</p>	<ul style="list-style-type: none"> • Staff development time session – August 2022 – SIF feedback and SIP • HT to share a draft with all staff for consultation and feedback • Leadership opportunities for staff identified to support the school improvement priorities • Monitor and review in line with the school's quality assurance and monitoring calendar 	<p>HT – Lead Person</p> <p>QA and Monitoring Calendar</p> <p>SIP</p> <p>WTA</p> <p>School Calendar</p>	<ul style="list-style-type: none"> • Leadership opportunities identified within SIP. HWB working group established. Learner Participation working group established. Working groups members from ELC, primary and secondary. • Wide range of social activities are being organised by social committee. Increased use of staff room as a social space. • ELT working on setting out key principles for the school leadership culture. Develop this further during November 2022. • Need to ensure quality assurance processes are carried out within set timescales and feedback provided to stakeholders in a timely manner.

Priority 2: Improve the structure of the curriculum in the Broad General Education

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> -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 	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Continuation from 2021/22? 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
<p>HM inspectors highlighted the need to develop a broad and progressive curriculum at the primary stages.</p>	<p>By December 2022, all primary staff will have adopted a universal common approach to using progression frameworks to support the planning of high quality, differentiated learning experiences for all children within and across Curriculum for Excellence experiences and outcomes and levels.</p>	<ul style="list-style-type: none"> Review different Literacy progression frameworks that exist and adapt to suit SJHS context – July 2022 Develop a system to ensure a common approach for the use of progression frameworks can be achieved across all primary teaching staff – July 2022 Introduce new progression frameworks for Literacy and Numeracy and new planning guidance – August In-Service 2022 and Primary Staff Meeting August 2022 Establish regular collegiate planning time for primary staff, in line with WTA – September 2022 Establish a working group to review all 	<p>HT – Lead Person</p> <p>DHT Primary and PT PS - Leads for HWB</p> <p>Highland Literacy and Moray Progressions Northern Alliance Numeracy and Mathematics Trackers</p> <p>HWB working group</p>	<p>Progress to date November 2022:</p> <ul style="list-style-type: none"> Progression Frameworks in place for Literacy and Numeracy in primary – August 2022. New planning guidance and formats introduced to support a common approach to using frameworks – August 2022. Collegiate planning taking place in primary – mainly focused on Maths. Individual pupil progression trackers are being used for

		aspects of Health and Wellbeing currently being used and identify the most suitable progression framework(s) to adopt – December 2022		the majority children in primary. This is beginning to help inform planning that is aligned with where pupils are.
HM inspectors highlighted the need to improve the structure of the curriculum in the Broad General Education.	By June 2023, BGE courses and programmes in secondary departments will build on prior learning by sufficiently planning for progression for all children and young people.	<ul style="list-style-type: none"> Building on the work in the primary department, develop the use of progression frameworks the secondary department, with a focus on Literacy and English and Numeracy and Mathematics – November 2022 Establish a working group to review each of the courses and programmes within the BGE and consider how departments plan for progression – April 2023 Review will include curricular transition to ensure prior learning is sufficiently built upon. A review of double periods in secondary will be completed to evaluate the impact of double periods in relation to planning, learning, teaching and assessment in ways which improve outcomes for learners – October 2022 	<p>HT – Lead Person</p> <p>DHT Sec – Lead Person BGE review working group</p> <p>PT PS – Lead Person</p> <p>DHT Secondary – Lead Person</p> <p>Secondary Teachers</p>	<ul style="list-style-type: none"> Guidance on pupil profiles has been provided to primary staff. HWB progression framework has been identified and will be discussed at the HWB working group. Aim to reformat to suit the school. English teacher looking at how to adapt progression framework and trackers to support secondary. P7s from cluster schools attending science sessions at SJHS to coincide with their swimming blocks. Consultation has taken place with secondary staff around double periods. Pupil consultation will be undertaken in due course.

Priority 3: Approaches to learning, teaching and assessment are improved across the school.

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> -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 	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Continuation from 2021/22? 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
<p>Feedback from HMIE identified approaches to learning, teaching and assessment need to be improved across the school. This should enable all children and young people to experience and benefit from learning, teaching and assessment which is of a higher quality.</p>	<p>By June 2023, children and young people will experience high quality and consistent approaches in learning, teaching and assessment that ensures</p> <ul style="list-style-type: none"> • most children and young people are sufficiently aware of their strengths and next steps in learning • all teachers will use a wide range of approaches to check and assess progress constantly as part of learning and teaching which will inform planning next steps 	<ul style="list-style-type: none"> • Using Staff Development Time sessions over the course of the session, deliver high quality professional learning for staff, in line with school calendar. Seek support from out with the school for delivery. Planned focus for sessions: <ul style="list-style-type: none"> ➢ BtC5 Ongoing Assessment 13/9 ➢ Assessment – Education Scotland 5/12, in-service and 10/1 ➢ Differentiation ➢ Pace and Challenge ➢ Progression Frameworks and Benchmarks ➢ Learner Participation 7 and 14/11/22 ➢ Sharing good practice • Use planning discussions, review of forward planning and classroom visits, as outlined in the school's monitoring and quality assurance calendar, as an 	<p>HT – Lead Person</p> <p>ELT</p> <p>SDT sessions.</p> <p>Seek support from Education Scotland for inputs.</p> <p>English and Mathematics teaching staff.</p> <p>All class teachers.</p>	<p>Progress to date November 2022:</p> <ul style="list-style-type: none"> • SDT 13/9/22 focus on BtC5 and On-going Assessment. Staff identified next steps for self. Assessment coming through as a priority in PRDs. • SDT 7/11/22 Learner Participation session led by Education Scotland. SDT 14/11/22 Follow up session. • Evaluation of planning discussions and review of forward planning has taken place for primary. Feedback has been provided to all staff. Secondary staff consulted about planning at

	<ul style="list-style-type: none"> all children and young people's progress and attainment is aligned with national benchmarks almost all children and young people undertake learning activities that are effectively differentiated to meet their needs most children and young people are appropriately challenged and undertake learning at a pace that ensures they make the progress they are capable of 	<p>opportunity to engage in professional dialogue and to provide individual feedback to class teachers – as calendar</p> <ul style="list-style-type: none"> Develop and implement a school moderation plan – December 2022 <p><i>* Actions linked with priority 4.</i></p>		<p>secondary meeting on 21/11/22.</p> <ul style="list-style-type: none"> Classroom observations carried out in primary and secondary. All staff provided with verbal feedback and a follow up record of visit completed. These records will be evaluated as part of the QA processes. Moderation to be discussed as part of the forthcoming Assessment inputs from Education Scotland.
<p>While there are some examples of independent learning, feedback suggests learning across the school remains too teacher led.</p>	<p>By April 2023, most learners will have more ownership and increased opportunities to maximise and lead their own learning.</p>	<ul style="list-style-type: none"> Consult with teaching staff to evaluate their needs in relation to active learning and being outdoors. Establish a working group to consider how to develop a renewed focus on active learning and being outdoors across primary and secondary. Identify and share examples of good practice from within and out with the school 	<p>Lead person(s) to be identified – leadership opportunity</p> <p>Learners Leading Learning Working Group</p>	

Priority 4: Improving approaches to tracking and monitoring pupil progress

<p>NIF PRIORITIES</p> <p>-Improvements in attainment, particularly in Literacy and Numeracy</p> <p>-Closing the attainment gap between the most and least disadvantaged children</p> <p>-Improvement in children and young people's health and wellbeing</p> <p>-Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p><i>(highlight as appropriate)</i></p>	<p>NIF DRIVERS</p> <p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance Information</p>	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family Learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/Securing children's progress</p> <p>3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning</p>
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Continuation from 2022/23? 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
<p>It is recognised that the school has begun to improve approaches to recording progress of children and young people. There is now a need to ensure that approaches to assessment and recording are sufficiently robust and reliable.</p>	<p>By June 2023, consistent approaches for tracking, monitoring, assessment and recording will be in place.</p> <p>Sufficiently robust and reliable processes will lead to raised attainment through teacher's improved understanding of learner progress, strengths and next steps.</p> <p>Teachers are checking the progress that children and young people are making in their class on a daily basis.</p>	<ul style="list-style-type: none"> In line with local authority guidance, develop a policy for tracking, monitoring, assessment and recording to ensure that there is a developmentally appropriate and consistent approach across the school, from 3 -16 – December 2022 In primary, by December 2022, all children will have an individual tracker for recording their progress against benchmarks within and across Curriculum for Excellence levels in literacy and numeracy. This tracker will be shared with secondary colleagues at the point of transition. Individual pupil profiles will be developed which will collate evidence to demonstrate breadth, challenge and application of learning. 	<p>HT – Lead Person</p> <p>ELT</p> <p>Local Authority Guidance</p>	<p>Progress to date November 2022:</p> <ul style="list-style-type: none"> Individual pupil progression trackers are being used for the majority children in primary. This is beginning to help inform planning that is aligned with where pupils are. All primary tracking meetings have taken place and progress has been updated on Seemis. Guidance for pupil profiling in primary, in line with LA guidance, has been provided for primary

		<ul style="list-style-type: none">• Develop and implement a school moderation plan – December 2022 <p><i>*Actions detailed in priority 3 relating to professional learning will also support this outcome.</i></p>		colleagues.
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Priority 5: Early Years

<p>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</p>	<p>NIF DRIVERS School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information</p>	<p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning</p>
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Continuation from 2021/22? 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
<p>Staff report that there is a need to develop their confidence and skills around early level numeracy.</p>	<p>By June 2023, all children in early years will have improved opportunities to develop their early numeracy skills</p>	<ul style="list-style-type: none"> Undertake a self-evaluation within the setting to identify what is working well and what needs improved – December 2022 ELC practitioners will engage in high quality professional learning relating to early numeracy – October in-service Seek support from ELC Central team to consider and implement high quality spaces, interactions and experiences. 	<p>ELC Manager</p> <p>Northern Alliance Numeracy and Mathematics progression framework</p>	<p>Progress to date November 2022:</p> <ul style="list-style-type: none"> New action plan for numeracy has been developed which aligns with the school systems. Tracking has been carried out for children in their preschool year.
<p>Observations in the setting suggest that staff need to develop their skills in identifying next steps for</p>	<p>By June 2023, all children in early years will benefit from improved practitioner understanding of learner progress, strengths and next steps linked to progression frameworks and benchmarks.</p>	<ul style="list-style-type: none"> Staff will spend time familiarising themselves with the school's Literacy and Numeracy progression frameworks including benchmarks – December 2022 Staff will review monitoring and tracking processes to ensure there are opportunities for on-going professional dialogue to support a shared 	<p>ELC Manager</p> <p>ELC Practitioners Progression Trackers</p>	<ul style="list-style-type: none"> All staff attended Kate Hookham training on taking maths and literacy outdoors. All staff attended High Quality Learning with Deirdre Grogan. Central officers have shared

<p>children in the setting so that all staff are able support children's progress.</p>		<p>understanding of progress, strengths and next steps – April 2022</p>		<p>a new progression framework for numeracy for early level to consider.</p> <ul style="list-style-type: none"> • Information from other settings has been reviewed. • Settings have changed from Learning Journals to Learning Logs.
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Other developments not included in SIP

- Wrap around care provision opened – August 2022
- Updated Child Protection Procedures and provided staff update
- Reviewed Mobile Phone Policy
- Development of old music instruction room into a space for Science Technicians
- PE Kit policy created in consultation with parents/carers and pupils

Other developments to be progressed not included in SIP

- Create Playground Policy
- Create Homework Policy
- Update School Handbook
- Develop Staff Handbook
- Update Website (Blog)
- Consultation on reporting to parents/carers