Sandwick Junior High School

School Improvement Plan
2022-23

Progress Monitoring – December 2022

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

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	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

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
HM inspectors highlighted in June 2022 the need to implement a planned approach to quality assurance.	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.	• 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	HT- Lead person ELT 2019 QA Calendar SIP WTA School Calendar Staff Calendar	**Progress to date December 2022:** • 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 developed remits 3-16. Documents to be updated and shared across the school

HM inspectors highlighted in June 2022 the need for the remits of senior leaders to reflect that it is an all through school.	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.	• ELT to identify clear **strategic remits** across the school 3-16 and share across school community – December 2022	HT- Lead person ELT Staff Welfare Education Scotland Resources	community. December 2022. • 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.
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.	By December 2022, our **vision, values and aims will fully inform the work within the school**, leading to improved outcomes for learners.	• Effective **communication** processes planned and implemented including; ➢ 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; ➢ 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	HT – Lead Person ELT / SLT Newsletter Facebook Email Blog and Website Staff and Parent Calendar Events	• Primary Pupil Council elected. Secondary Pupil Council are meeting regularly. Have identified a list of improvement priorities. Will consider how to develop decision-making groups across the school. Discussion to take place at ELT. • Parent/Carer Council meeting continue to take place. Positive feedback from parents and carers regarding transparency around the life and work of the school. • Positive feedback from parents and carers gathered

		the school which reflects the vision, values and aims of the school – December 2022 • ELT to create a **pastoral support** and wellbeing plan for staff – October 2022		at the primary parents evening, particularly around improved communication. • Whole staff survey carried out with 23 responses in relation to pastoral support and how to improve. Will develop into a plan – January 2023.
In June 2022, HM inspectors highlighted the need for more effective direction, guidance and leadership in taking forward improvement priorities.	By October 2022, our **school improvement plan** is in place which will support structure, consistency and collaboration in taking forward our improvement priorities.	• 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	HT – Lead Person QA and Monitoring Calendar SIP WTA School Calendar	• SDT session on feedback from inspection – 29/08/22. SIP shared with staff and feedback invited. • SIP published on website at the start of term 2. Will be discussed with PC and PaCC at the next meetings. • 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.
				• 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

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	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

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
HM inspectors highlighted the need to develop a broad and progressive curriculum at the primary stages.	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.	• 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	HT – Lead Person DHT Primary and PT PS - Leads for HWB Highland Literacy and Moray Progressions Northern Alliance Numeracy and Mathematics Trackers HWB working group	**Progress to date December 2022:** • 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.	• 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 – January 2023	HT – Lead Person DHT Sec – Lead Person BGE review working group PT PS – Lead Person DHT Secondary – Lead Person Secondary Teachers	• 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. • Working with the science department to review all science courses and programmes within the BGE. • 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 and a report will be produced with next steps identified.

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

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	School Leadership	1.2 Leadership for learning	2.2 Curriculum	3.2 Raising attainment and achievement/Securing children's progress
-Closing the attainment gap between the most and least disadvantaged children	Teacher Professionalism	1.3 Leadership of change	2.3 Learning, teaching and assessment	3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
-Improvement in children and young people's health and wellbeing	Parental Engagement	1.4 Leadership and management of staff	2.4 Personalised support	
-Improvement in employability skills and sustained, positive school leaver destinations for all young people	Assessment of Children's Progress School Improvement Performance Information	1.5 Management of resources to promote equity	2.5 Family Learning 2.6 Transitions 2.7 Partnerships	

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

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.	By June 2023, children and young people will experience **high quality and consistent** approaches in learning, teaching and assessment that ensures
	
	• 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**
		• 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:
		  ➢ 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
			HT – Lead Person
			
			ELT
			
			SDT sessions.
			
			Seek support from Education Scotland for inputs.
			
			English and Mathematics teaching staff.
			
			All class teachers.
				Progress to date December 2022:
				
				• 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.
				
				• SDT 5/12/22 Nurture iLearn.
				
				• Evaluation of planning discussions and review of forward planning has taken place for primary. Feedback has been provided to all

	• 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	opportunity to engage in **professional dialogue** and to provide individual **feedback** to class teachers – as calendar • Develop and implement a school **moderation** plan – February 2023 * *Actions linked with priority 4.*		staff. Secondary staff consulted about planning at secondary meeting on 21/11/22. • 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 in January 2023.
While there are some examples of independent learning, feedback suggests learning across the school remains too teacher led.	By April 2023, most learners will have more **ownership** and increased opportunities to maximise and **lead their own learning**.	• **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	Lead person(s) to be identified – leadership opportunity Learners Leading Learning Working Group	

Priority 4: Improving approaches to tracking and monitoring pupil progress

NIF PRIORITIES	NIF DRIVERS	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
-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			

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
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.	By June 2023, consistent approaches for **tracking, monitoring, assessment and recording** will be in place. Sufficiently robust and reliable processes will lead to raised attainment through teacher's improved understanding of learner progress, strengths and next steps. Teachers are checking the progress that children and young people are making in their class on a daily basis.	• 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	HT – Lead Person ELT Local Authority Guidance	**Progress to date December 2022:** • 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

		application of learning. • Develop and implement a school **moderation** plan – February 2023 *Actions detailed in priority 3 relating to professional learning will also support this outcome.*		colleagues. Time is set aside for working with profiles during the in-service day. • Tracking meetings have taken place for all S1 and S2 pupils. Providing valuable information on how all teaching staff can support individual pupils.

Priority 5: Early Years

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	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

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
Staff report that there is a need to develop their confidence and skills around early level numeracy.	By June 2023, all children in early years will have improved opportunities to develop their **early numeracy skills**	• 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**.	ELC Manager Northern Alliance Numeracy and Mathematics progression framework	**Progress to date December 2022:** • 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. • 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
Observations in the setting suggest that staff need to develop their skills in identifying next steps for	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.	• 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	ELC Manager ELC Practitioners Progression Trackers	

children in the setting so that all staff are able support children's progress.		understanding of progress, strengths and next steps – April 2022		a new progression framework for numeracy for early level to consider. • Information from other settings has been reviewed. • Settings have changed from Learning Journals to Learning Logs.

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
- Implementation of new Health and Safety reporting system
- ASN primary classroom has been developed to include sensory space and a better environment to support pupils
- Secondary ASN classroom has been developed to support improved learning

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