



Standards and Quality Report 2016

Compiled by W S Bowen (May 2016) in consultation with our school community.



The heart, soul and future of our island community.

Sanday School Standards and Quality Report 2016

About our school

This year has seen an increase in our school roll and we have currently 62 pupils. Pupils can study at our school up to the end of S4 and may then transfer to Kirkwall Grammar School to carry on their education. Our primary staff and 4 secondary teachers are resident on the island. In addition a variety of itinerant and permanent part time staff travel daily to Sanday. The school sits at the heart of the island and the school building is used daily by the community.

Vision, Values and aims

Our agreed values are: Respect, teamwork, happiness, humour, love, friendship, trust, responsibility, commitment, manners, confidence and honesty.

Our motto is “Sanday School: the heart, soul and future of our island community.”

Our identified improvement priorities for last session 2015-2016

- To build on previous work on emotional resilience and as a school begin to create a culture of “growth” mindset where everyone is able to see challenges and mistakes in a positive way.
- To use the primary planning documents created in 2014-2015 to ensure that there is progression within subjects.
- To introduce the French Resources of Camembear as a way of teaching French to Nursery and P1-3. To create a progression framework for French.
- To continue to build on the ongoing work of Fair Trade.
- To create a robust system with which all teachers can access the tracking of pupil progress across the curriculum.
- Staff to continue to participate in an ongoing OIC wide project (Tapestry). This project focuses on pupil engagement and assessment strategies (Aifl).
- Secondary staff to work closely with other secondary colleagues in order to ensure a planned approach to internal verification of national examination courses.
- To make sure that pupils and parents voice is more fully heard within the self-evaluation process of the school.



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Our achievements this year

These are linked to our identified priorities for last year.

Most of our pupils continue to make good progress. Our SQA results for 2015 – 2016 were as expected or above our expectations. We provide additional programmes of support for those that require help in order to help them achieve their very best and we have introduced Nessy Spelling and Toe by Toe to support pupils in the Primary department.

Staff, pupils and parents are aware of the benefits of having a positive growth mindset and have an increased awareness that learning can be messy and that this can be a good thing. Pupils have begun to use the phrase, “not yet” when they are not able to do something.

We have successfully introduced French starting at the Nursery continuing at least through to S3. Nursery to Primary 3 pupils have enjoyed meeting Camembear to teach them French, they are enthusiastic learners and we are very pleased with the progress that they are making. The new French resources of Light Bulb and Acces Studio help to make the programme more current. Using for example, contemporary words for ICT equipment and pupils’ hobbies.

The English department had good results in the George Mackay Brown Fellowships Wardsmit writing competition and the National Pushkin Prize. One pupil was a winner in the National Pushkin competition and we had a number of the winning Wardsmit entries. Entry to carefully selected competitions helps to motivate pupils and encourages them to see that their work has value beyond the classroom.

The strength of the music department continues to grow with over 50% of our school population playing an instrument. Almost all pupils were able to share a stage with professional musicians at either the Orkney Folk Festival or St Magnus Festival. Pupil’s musical confidence and ability have increased over the year.

We have continued to maintain a high sporting profile, with a number of our pupils representing Orkney in the regional football and netball teams. Pupils also accessed additional athletics training on the mainland. Our Sports Ambassador programme continues, encouraging pupil leadership and engagement of pupils in a variety of sporting activities. We have two trained pupils as dance leaders achieving SVQ level 4 qualifications in dance, and together with 2 other pupils they led a very successful dance class.

Our new Sanday Radio Station Podcasts have reached a wider audience within our community. This has helped to grow pupil confidence.

Upper Primary and Lower Secondary pupils have been involved in developing Sanday Youth Theatre. As well as an after school club, they have been involved in producing small performance pieces based on Shakespeare plays. So far, they have performed 'Macbeth - a comedy!', 'Cheer Up Hamlet!' and are currently working on 'A Midsummer Night's Nightmare!' Their aim is to participate in the Orkney Drama Festival next year.

Our website has been refreshed this year and this had helped to promote our school positively. The site has regularly over 300 hits per week. New parents access the school brochure in this way before they visit our island.



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Enterprising skills have been developed in S1 and S2 through the creation of the Peedie Putters. Pupils have been engaging with the local community for financial and business support. They are in the midst of creating their own putting green for the use of the whole community.

We worked alongside Skills for Sanday and a local business. S2/S3 pupils were able to participate in lambing and animal husbandry courses as well as a course for those who work in the retail industry.

Through a proactive recruitment campaign, a new resident Maths and Science teacher joined our team.

To keep abreast of our work throughout the school year, further information can be found in the Sanday Sound and by accessing the school website.

Our Key Strengths

Through engagement with pupils, parents and staff the following strengths have been identified.

Pupils, parents and staff agree that we are a warm welcoming school; parents tell us that staff are approachable and friendly. Parents are happy with the ways in which we communicate information with them. The Nursery Facebook page has ensured better communication with this group of parents.

Our pupils enjoy being at school and have reported that they have great teachers. Pupils feel that their teachers really know them well; this makes pupils feel that teachers can give them appropriate support. Each pupil is able to make good progress and have their strengths and areas for development identified. The school team work hard to ensure that all pupils needs are met and effective support is provided. We work closely with parents and other partners.

Pupils tell us that they have a positive school experience, finding learning opportunities interesting. Pupils have a high quality of education across the board. Pupils at all stages are engaged in their learning. The nursery has made more use of natural materials to promote learning which has stimulated curiosity in learning. Our new quiet room is now fit for purpose and hosts our daily nurture group. The nurture group has had a significant effect on the pupils who go on make better progress in class.

We have a dedicated and stable workforce that works well as a team. Our teachers are committed individuals who use their wide range of skills to the benefit of the pupils.

Parents, pupils and staff like the small class sizes so that teachers have more time with the pupils. Parents also like the mixture of age ranges that pupils can work with. Older pupils are caring towards the younger pupils, and some pupils have asked for more whole school activities so that they can learn together in mixed age groups.

We have enjoyed the company of Eday and Stronsay pupils at various points throughout the year. This has helped to develop our wider social network. It has been particularly good for the nursery to have increased numbers of children to play with.



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The pupils have a high regard of the many trips that they experience. Parents also inform us that they like this “holistic” approach to learning. Pupils have also stated that recent work on mindset helps to make our school great.

Pupils always rate the school dinners very highly. They see this an important part of the school day. Parents like the mixed age group family style dinner tables where older pupils care for the younger children.

Pupils have enjoyed the musical opportunities which they have been able to participate in. We have been successful in continuing to fund additional cello lessons and this year we introduced trumpet lessons.

Pupils enjoy our outdoor facilities, particularly the play park. Pupils enjoy the space and equipment in our playground. The nursery have been adapting its outdoor space to make it more interesting.

There is a large range of after school activities on offer to pupils. All pupils participate in one or more activities over the course of the year. The Duke of Edinburgh Award scheme, although run as a community group out of school, has a high uptake rate with 3 pupils achieving the Bronze Award this year. These pupils are now working towards their Silver Awards. Another 7 pupils are also currently working towards their Bronze Awards.



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How good are we at ensuring the best possible outcomes for all our learners?

- 3.1 Improving wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability

Areas of Strength

We have a positive, friendly, inclusive ethos. We have high expectations for all our pupils. We firmly believe in the inclusion of all pupils in school and strive to ensure that we can provide equity of provision in order for this to occur. Parents have told us that they appreciate the flexibility of approach with pupils. We strive to work with parents as partners and they are fully involved with Child Planning meetings.

The Secondary Department worked with Stone Wall Scotland to target anti-bullying issues to better educate pupils with regard to transgender and homophobic issues.

We have an anti-bullying policy which was published online for ease of access to parents. We work hard to provide a safe environment for all our pupils. However, we need to continue to be vigilant. We have provided a worry box for pupils, and pupils have time at registration to speak with their Register teachers. Primary and Nursery staff lead daily emotional check-ins with the children.

S4 exam results are above or in line with staff expectations. Staff identify pupils for whom to provide support and challenge. We have created a more robust system of support for pupils in Secondary to identify their needs in order that pupils can be supported to achieve the best they can and so that staff will know how best to support them when it comes to SQA Examinations.

We use a range of sources of evidence to help us have a good understanding of our pupils. Literacy assessments confirmed that we have developed a strong foundation for our pupils with their phonics skills. However we did notice that reading comprehension in primary is an area to look at more closely next session.

We can see through our tracking systems that almost all pupils are making good progress, and those who are not achieving as well as they should are identified. Staff work alongside parents and a wider agency team to ensure that we can provide the best possible conditions for learning. "Nessy Spelling" has been used to target reading comprehension and spelling difficulties for a group of our primary pupils.

Nursery and P1 children benefit from the close working relationships between the classes. The nursery and P1 children spend time each week in each other's rooms. Both staff and pupils become very familiar with each other, developing close relationships and building their knowledge of pupils from a young age. As a result the transition to P1 is very natural.

This year we have established a Nurture Group in the Primary department. Pupils are identified; clear outcomes and targets are set. This has had a significant positive impact on the pupils involved. Staff have reported that pupil learning in the classroom has improved after time spent in the group.



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Pupils leaving school work closely with Skills Development Scotland to ensure that they have positive destinations to move on to. The work experience programme is tailored for each individual in order to provide challenge and to enhance pupils' own personal skills.

We are keen to promote achievements through weekly school assemblies and at the end of term Achievement assembly.

Area for development

- To continue to develop staff confidence in assessment of CFE levels with particular focus on the 3rd Level.
- To engage in moderation across all subjects.
- To take a closer look at the numeracy and maths skills of all pupils in particular mental agility.
- To continue to ensure that listening and talking is developed / promoted within Big Talk.
- To identify ways in which to support pupils with the development of Reading Comprehension.
- To continue to forensically interrogate the data available to us as a school in order to highlight gaps and to plan interventions for pupils.
- To continue to identify skills for life and work with all pupils and to make wider connections with the world of work.
- To develop a systematic way of recording wider achievement.
- To continue to improve learning logs to take account of pupil's reflections and evaluations across the curriculum, in order to create their own goals.



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How good is the quality of the care and education we offer?

- 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

Areas of Strength

We carried an audit out on our Safeguarding and Child Protections Procedures and Practice. It was clear that staff skills needed updating. A school child protection procedure was created in line with Orkney Islands Council Policy. All staff attended training and the Head Teacher undertook a 2 day refresher course. We are now confident as a staff that we know how to deal with a concern should any member of staff be faced with this situation.

We have been working as a whole school to create a Curriculum Rationale. All pupils, staff and parents have been invited to engage with this process. This process gives us all a clear vision of what we hope for our pupils to achieve.

We have looked carefully at the option choices for S4 pupils, aiming to ensure that we have been able to have one Expressive Arts subject included in the National 5 choices this year. We have tried to ensure that all pupils have access to the subjects that they would like to study. We offer 7 National subjects for pupils which allow pupils a breadth of learning. S1-3 Broad General Education continues to be as wide as possible. We have introduced an angling course for pupils in S3 session 2016 – 2017.

The Primary department has created a 3 – 4 year cyclical planning format ensuring full coverage of the curriculum. This year the staff have worked within the area of language. They identified the need to look at listening and talking in more depth.

Nursery pupils are fully involved in planning their learning. Staff develop pupils interests and facilitate learning opportunities within an explorative and questioning ethos.

Engagement with significant aspects of learning has begun. Staff have begun to report within the curriculum for excellence levels more widely. Work has begun with Stronsay JHS to help staff moderate levels. This however needs further development particularly with staff confidence in awarding level 3.

Literacy assessments, Pips and Midys assessments have been used across the school to verify teachers' professional judgements. Furthermore the tracking system has been helpful in identifying individuals and to ensure that targeted support is given.

Staff were verified within the SQA framework this year and staff have grown in confidence in the delivery of National 5 courses.

In primary we have found that further work within reading comprehension is required as some pupils are not doing as well as we would have expected. We also have to work with pupils on the transition from phonics based spelling. Pupils score very highly within phonics testing but a significant number of pupils find spelling challenging.



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Secondary pupils inform us that they like the mentoring system as this helps them to know how they are getting on. All parents speak highly of the learning logs for pupils. They help parents to know what their child is learning in school.

The introduction of French to the nursery and above has been very successful this year. Younger pupils are less inhibited about trying to speak the language. Next year opportunities to work with language 2 (Spanish) will be introduced.

Areas for development

- To ensure that listening and talking has a clear progression pathway. The levels will be moderated with Stronsay JHS to ensure that we are bench marking appropriately.
- To moderate work more widely between Primary and Secondary subjects in order to increase staff confidence in judging pupils' levels.
- To continue to create opportunities for pupils to visit KGS and Papdale Halls of Residence in readiness for this transition at the end of S4.
- To investigate why phonics assessments yield better results which are not translated into spelling tests.
- To increase pupils' reading comprehension levels. To investigate the best ways in which to do this.
- To investigate maths and numeracy ability in more detail to highlight the school's strengths and areas for development.
- Develop a system to record pupils wider achievements.
- Introduce language 2 Spanish to pupils from P5-7.
- To develop peer to peer classroom visits
- To develop learner independence and resilience.
- To revisit Blooms Taxonomy in order to increase higher order thinking skills and to encourage pupils to challenge themselves in their learning.



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How good is our leadership and approach to improvement?

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity

Areas of strength

We have engaged over the course of the year with pupils, parents and staff. Pupils have had a positive response to working as a whole school to consider various aspects of our improvement plan. We have worked together to consider the impact of Mindset on our pupils.

Nursery children have a say on their environment both inside and outside.

We have raised awareness of the School Quality and Standards Report amongst parents. The current document is available for all to view on our website.

We have a planned approach to self-evaluation which ensures that all aspects of the school life are targeted. However, we also use the ongoing data about children and families to ensure that all pupils have targeted support.

We have begun to engage as a school with the “How Good is our School 4” framework of evaluation. We plan to use the pupil friendly version of this document with pupils once it is published. We have a planned framework in place to allow us to reflect on a number of the quality indicator themes over the next 2 years.

All departments have begun to develop reflection frameworks so that pupils have the opportunity to consider their learning journey, their successes and mistakes and know how to make improvements to their learning.

As a school we have shared a number of in-service days with Stronsay Junior High school. This has enabled staff to share ideas and practice.

The Head Teacher keeps abreast of the National and Local Educational Policy development and makes sure that staff are informed.

All staff participate in a Staff Development and Review programme, and support is given to allow staff to meet their targets for development. Teaching staff keep their records of continuing professional development using the General Teaching Council site. Non-teaching staff have used the council recording system. Staff are encouraged to visit other schools and meet with other staff in order to see and share practice.

Pupils are given opportunities to take on leadership roles, we do this through a number of schemes within the Secondary department such as the Sports Ambassadors, Pupil Council, Rich Task Group Peedie Putters, Fair Trade Tuck Shop, Dance Leaders, Sanday Radio Station and the poly tunnel. In the Primary department pupils have Task teams to lead and pupils read to each other at Buddy Reading time. P7 pupils applied for and were interviewed for the role of nurture group assistants. Younger pupils also care for the ducks.

Staff, pupils and parents have created a statement of vision for our school which is shared. We all have high standards and expectations for our children and young people.



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Staff agree the working time agreement which allows time for professional dialogue between staff to occur which ensures that staff have time to reflection on their practise.

We had a very positive Care Inspectorate Inspection in the Nursery this year. We will continue to build on our self-evaluation methods.

Area of development

- To ensure that all departments continue to ensure that there is reflection and evaluation time built into programmes of learning. Staff help pupils to identify how they can make the next steps in their learning.
- To continue to work with Stronsay in order to build effective self-evaluation.
- To continue to build upon the self-evaluation work begun this year within “How Good is our School 4” and to use “How good is our Early Learning and Child Care” document within the nursery.
- To develop a role for P7 leaders which gives them regular leadership opportunities throughout the year.
- To continue to develop the support for learning meetings to ensure that they are regular and information can be passed on to the team.



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Improvement Priorities for session 2016 – 2017

- Developing more resilient and independent learners
- Embed listening and talking progression by using the Big Talk
- Audit Maths and Numeracy
- Audit of ICT progression throughout the school
- Moderation of levels with a view to BGE – staff to meet with other JHS
- Raising Attainment within reading comprehension and spelling.

Ongoing and maintenance projects

- Eco Schools, Fair Trade, International School Status
- Mindset
- Development of Belkie Allsort and Sanday Youth Theatre
- Nurture Group
- French 1 + 2
- Tracking progress