



Standards and Quality Report 2017

Compiled by W S Bowen (May 2017) in consultation with our school community.



The heart, soul and future of our island community.

Sanday School Standards and Quality Report 2017

About our school

This year our school roll has 55 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 6 secondary teachers are resident on the island. In addition a variety of itinerant and permanent part time staff travel daily to Sanday. This year we welcomed a new Maths and Science teacher. 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 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.



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

How good is our school quality indicators:

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

National improvement Framework Priority

- Assessment of Children's Progress
- Performance Information

Areas of Strength

We used a range of sources of evidence to help us have a good understanding of our pupils. We have made better use of the data available to us this year, the whole school tracking system has been accessed and well used by all teaching staff. Using Glow as the platform where the document sits has helped with the universal sharing and access to the document. This, more robust tracking system, has allowed us to better identify trends within the school.

S4 exam results are in line with predictions and pupils have achieved at or above their expected grades. Staff identify pupils for whom to provide support and challenge. Needs are identified and strategies implemented to provide the best support for pupils which ensure best access to the SQA exams. A variety of support solutions have been provided to S4 pupils and their families throughout the course of the year.

All pupils in secondary have time with staff from Skills Development Scotland. 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.

Both in the Primary and Secondary department, we have identified and supported a number of pupils who are not achieving as well as we would expect. Staff work alongside parents and a wider agency team to ensure that we can provide the best possible conditions for learning. Both pupils and parents when asked agree that support is given to those that need it. Parents strongly agree that staff can be approached if there are concerns.

In our Primary department we have introduced a number of new interventions to provide additional support in language and maths. These were Nessy Spelling, Toe by Toe, Maths Box, and Nurture group time. Parents have noted the improvement of pupils following these interventions. As a result we have noted an improvement in these pupils' attainment levels. Our Secondary department has run after school study clubs and we have provided additional support for learning auxiliaries in a number of the classes. These interventions have helped pupils confidence.

Parents report that they have a good knowledge of what their children are learning within school. Almost all parents and pupils surveyed agree that pupils are encouraged to achieve the highest grades that they can.



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We have a positive, friendly, inclusive ethos. Pupils have reported that “ we just love how friendly everyone is including staff.” 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. We strive to work with parents as partners and they are fully involved with Child Planning meetings. Pupils also state that they have a say in decisions that affect them. One pupil said, “ I just love you giving us a chance to be heard.”

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.

We are keen to promote achievements through weekly school assemblies and at the end of term Achievement assembly. Our new house point systems created in collaboration with the pupils has encouraged pupils to gain house points. This system also helps to recognise a variety of achievements pupils have had. Pupils are very happy with this new system and pupils highly value it.

Area for development

- To continue to monitor progress for all pupils within reading.
- To develop pupils pre-reading skills.
- For parents and pupils to have an identifiable level and target for pupils within reading.
- To increase our mathematical attainment levels across the school with particular focus on mental agility.
- To identify a maths programme that will support learners within P7 – S2.
- 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 and with other schools.
- 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.
- To use learning logs with pupils so that they create their own learning goals.
- To improve parental engagement with the learning logs and to use this as the sole reporting mechanism for the Primary department in 2018.



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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

National Improvement Framework

- Parental engagement

Areas of Strength

Staff have annual refreshers for our Safeguarding and Child Protections Procedures and Practice. New staff have undertaken a 2 day child protection course to ensure that there is enough cover should an incident arise when the HT or PT is not in the school.

Work has continued this year to increase pupil resilience and independence in learning and in tackling new skills. Parents have reported that pupils appear more keen to tackle new situations with confidence as a result of the work we have done in school. Staff report that pupils seem to think that it is “ok” to say that you are struggling and need help. They have also found pupils are more open minded about challenges that they meet.

We have looked carefully at the option choices for S4 pupils, aiming to ensure that we meet the needs of our pupils. We have worked very closely with our S4 pupils (2016 – 2017) to ensure that they can achieve the best grades possible. This has been done in a variety of personalised ways in partnership with parents.

As part of the option choices for S4 (2017 – 2018) we will offer a one day a week rural studies course at Orkney College. S1-3 Broad General Education continues to be as wide as possible. As our new science teacher's speciality is Physics, we have been able to offer pupils an experience of Physical Science in S1-3. We have developed our transition between P7 and S1 through an enhanced science programme. Pupils in session 2016 – 2017 participated in an angling course, which resulted in the pupils having a wide range of new skills.

Staff were verified within the SQA framework this year and staff have grown in confidence in the delivery of National 5 courses. Staff continue to keep abreast of the changing landscape of SQA.

We have been working in the Primary department to create a system of planning which ensures progression. Staff have been working with progression frameworks in maths and language.



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Our focus this year has been the development of reading comprehension. Additional reading comprehension lessons were introduced. Staff have also introduced Champion Chatting as a homework tool for pupils to develop their listening and talking skills. Staff have introduced Number Talks to their maths lessons. Even in the short time since we started this approach pupils already demonstrate more flexible and efficient mental strategies.

Primary staff were involved in the national writing moderation. We have a planned programme which links regularly with Stronsay to moderate writing levels and have participated in local and national events.

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

The continuation of French from P1 and above has been very successful this year and staff confidence has increased. 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 continue to ensure that a listening and talking progression path way is used and moderation of levels takes place both with Stronsay and other schools.
- To develop holistic assessment approaches to moderation within Writing, Number, Reading, Listening and Talking.
- To develop more opportunities for parents to engage and support pupils in their learning.
- To look at the school timetable to create opportunities for wider subject choices in S4. (2018 -2019)
- To moderate work more widely between Primary and Secondary subjects in order to increase staff confidence in judging pupils' levels. Focus on Writing and Numeracy 2017 – 2018, Reading 2019, Listening and Talking 2019-2020 or earlier.
- 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.
- Develop a system to record pupil's wider achievements.
- Introduce language 2 Spanish to pupils from P5-7. August 2017
- To develop peer to peer classroom visits
- To revisit Blooms Taxonomy in order to increase higher order thinking skills and to encourage pupils to challenge themselves in their learning.
- To develop better counselling and support for pupils with mental illness



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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

National Improvement Framework

- School Leadership
- Teacher Professionalism
- School Improvement

Areas of strength

We have engaged over the course of the year with pupils, parents and staff. We have actively sought the views of parents through questionnaires, informal discussion, and Parent Council meetings. We have involved pupils by asking their views and involving them fully in the creation of House Teams. Pupils also take part in focus groups giving feedback on their experiences of learning and teaching.

Parents have positively responded to the additional support mechanisms that have been put in place for those that have faced challenges in reading, spelling and number.

Nursery children have a say on their environment both inside and outside. They have been involved in the planning of a new outdoor play area. The nursery self-evaluation links with the school calendar but will focus on other aspects should they need a closer look, as was the case with the outdoor learning experience.

We have a planned approach to self-evaluation which ensures that all aspects of the school life are targeted. This is captured within the school calendar and shared with the staff team. We also use the ongoing data about children and families to ensure that all pupils have targeted support.

We have been using the “How Good is our School 4” and “How good is our early learning and childcare” framework of evaluation. We have a planned framework in place and will have completed a broad audit of all the quality indicators by the end of session 2017 – 2018. This audit has led to us review the work that we do and adjust our practise.

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. A number of staff have also visited other schools to see best practice in action and to build upon this in Sanday.

The Head Teacher keeps abreast of the National and Local Educational Policy development and makes sure that staff are informed. Her involvement as a QAMSO has helped the school develop a policy of moderation for writing.

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



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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, and the poly tunnel. This year we introduced the YPI (Youth Philanthropy Initiative) event and pupils rose to the challenge and telling others about their chosen charity.

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. The S1 trip to Birsay helped to develop pupils leadership skills. In 2017 - 2018 this trip will include P7 and S1 so that the focus can be moved to a leadership experience at the start of P7. This will better equip new P7s to take on leadership roles following this event.

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.

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 practice.

Area of development

- To ensure that the mentoring system involves all staff in the feedback to pupils, in order that specialist staff can help pupils to identify how they can make the next steps in their learning.
- To ensure that the learning logs in Primary are robust enough to be the sole reporting framework for next session.
- To ensure that the learning logs in Secondary begin to involve all subject areas as we move to a Glow environment for the learning logs.
- To continue to build upon the self-evaluation work "How Good is our School 4" and to "How good is our Early Learning and Child Care". Particularly pupil involvement.
- 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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What is our capacity for continuous improvement?

Through our on-going self-evaluation activities, we have rated ourselves as follows:

Quality Indicator	School self-evaluation
1.3 Leadership of change	Good
2.3 Learning teaching and assessment	Good
3.1 Ensuring wellbeing, equity and inclusion	Good
3.2 Raising attainment and achievement	Good

Improvement Priorities for session 2017 – 2018

- To raise attainment in maths.
- To raise attainment in literacy.
- Reporting to parents
- To improve physical and mental well being.

Ongoing and maintenance projects

- Nurture Group
- French 1 + 2 Introduction of Spanish in P6/7