



The heart, soul and future of our island  
community.

# Standards and Quality Report 2018

Compiled by Wendy Bowen (Sep 2018) in  
consultation with our school community

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## About our school

This year our school roll has 57 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. They might alternatively, attend Orkney College or move into work and training.

Our primary 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 Social Subjects teacher. The school sits at the heart of the island and the school building is used daily by the community.

More information about our school can be found on our website <http://sandayschool.weebly.com/>.

Our school handbook is published there.

## Values

At a whole school meeting in April 2018 our values were revised, and the additional value of resilience added. Therefore our 13 values are as follows;

respect, teamwork, happiness, humour, love, friendship, trust, responsibility, commitment, manners, confidence, honesty and resilience.

## Aims

We agreed our aims in consultation with parents, pupils and staff, May 2016 – Feb 2017

- \* Our children and young people will have a broad education to prepare them for the wider world, wherever that may take them.
- \* Our children and young people will become confident and independent learners.
- \* Our children and young people will try hard to achieve and excel through their efforts.
- \* We will celebrate, encourage and recognize their many achievements.

## Motto

Our motto is, "Sanday Community School, the heart, soul and future of our island community."



## Curriculum Rationale

The curriculum that our learners experience will give our island pupils:

A wide range of experiences and skills to ensure that they will be prepared for the wider world, wherever that may take them.

We want our pupils to:

be healthy, happy and resilient; literate and numerate; experience success and have high aspirations;

take an active role in the life of the school and the wider community;

understand Sanday's unique location, culture and history and how this fits with the other islands of Orkney promoting a sense of belonging;

have an understanding and awareness of the wider world, to ensure that they see beyond our horizon;

have confidence, awareness and the information needed to help them make positive future life choices.

So that they are successful learners, confident individuals, effective contributors and responsible citizens in an ever-changing world.

## Sanday Nursery

We had an unannounced Care Inspectorate Inspection on the 14<sup>th</sup> September 2017. From this inspection the Care Inspectorate graded this service as:

- Quality of care and support 5-Very Good
- Quality of the environment not assessed
- Quality of staffing not assessed
- Quality of management and leadership 5- Very Good

## Our identified improvement priorities for session 2017 – 2018

- Raising attainment in maths across the whole school community.
- To raise attainment in writing with a focus on Secondary.
- For children to know themselves as learners, being able to identify their next steps across the curriculum.
- To improve the physical and mental wellbeing of all pupils.



## Review of progress for session 2017 – 2018

<b>Priority 1: Raising attainment in maths</b>	
<p><b>NIF Priority:</b> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children.</p> <p><b>NIF Driver:</b> School Improvement, Teacher Professionalism</p>	<p><b>HGIOS 4 QIs:</b></p> <ul style="list-style-type: none"> <li>2.2 Curriculum</li> <li>2.3 Learning teaching and assessment</li> <li>2.4 Personalised Support</li> <li>2.5 Family Learning</li> <li>3.2 Raising Attainment</li> </ul> <p><b>HGIOELCC QIs:</b></p> <ul style="list-style-type: none"> <li>2.3 Learning teaching and assessment</li> <li>3.2 Raising Attainment</li> </ul>
<b>Progress and impact:</b>	
<p><b>Nursery</b></p> <p>Greater engagement with a rich play environment which has encouraged children to explore a wide range of numeric and mathematical contexts. Staff have developed opportunities for maths beyond number, looking at the wider mathematical concepts. New resources have been purchased which has encouraged children’s curiosity and inspired them to explore mathematical concepts. The children have been more prepared for P1.</p> <p><i>Next Steps:</i></p> <p>Develop greater opportunities for parental engagement with maths.</p>	
<p><b>Primary</b></p> <p>Number talks, and general class work have shown that pupils in primary have greater number sense. Pupils are encouraged to consider a range of different ways to approach mathematical problems.</p> <p>Staff made adaptations to their teaching of number promoting active learning. There is greater emphasis on the use of maths materials and exploring maths through play opportunities. Maths packs have begun to encourage parental engagement of maths. Parents in Rm 1 report that pupils talk much more about number at home. Question based displays have been used to encouraged children to see links with maths and the real world. Thinking it through jotters have encouraged children to record and keep their thoughts, which has led staff to see the errors and the reasons for the errors occurring.</p> <p>Staff are using the bench marks effectively which is helping to support progression through the school.</p> <p>Our tracking of assessment is showing us that almost all pupils in P5-7 are working within the levels that they should be and we can see that the attainment gap between pupils is beginning to close. Additional support for those that are finding maths more difficult is given through teacher differentiation and some limited support for learning. In P1-4 most pupils are progressing at the levels within normal boundaries, however we note that there a small number of boys for whom we need to encourage an enthusiasm for maths.</p> <p><i>Next Steps:</i></p> <p>Embed Number talks in the school curriculum.</p> <p>Regular planned holistic assessments.</p> <p>To continue to develop maths packs with parents and use as a homework tool.</p> <p>Continue to develop maths displays.</p> <p>Continue to embed the work begun this year into our practice.</p> <p>Room 1 teacher to attend Numeracy Development with Linda Keith.</p>	



**Secondary**

Use of the tracking data has enabled us to identify areas of strength and weakness for individual pupils in order to target intervention, we have seen that this is supporting pupils to make progress. Our attainment in maths has continued to be maintained.

Additional maths resources have been used to supplement class materials as a result of the training, therefore there have been more problem solving and application of maths opportunities. Pupils have participated in the course, Application of maths. This has shown positive results, pupils enjoyed the course and felt that they were learning life skills in maths. Thinking it through books, progression posters, and exit passes are now regularly used to help assess pupil errors, challenge thinking and to enable on-going assessment of pupil’s ability.

A maths progression was created which ensures continuity of progression through the school, trying to mitigating against any attainment dip between P7 and S1. We note that pupils do not appear to dip in attainment when moving in secondary in the area of Maths.

Individual pupils have been supported and specific needs identified, Shine maths combined with My study ladder and My maths has ensured that pupil confidence has increased. Pupils have also been able to undertake tasks independently which they could not access before, this is creating more independent learners. Pupils report that they like this programme of support.

Parents have found maths packs given out in Secondary useful when helping their children at home.

*Next Steps:*

- To assess and track to measure impact of interventions over time.
- Be more rigorous in the use of data collected after testing.
- Continue to share good practice working between primary and secondary departments.
- To reinforce the use of higher order thinking skills through pupil’s reflection and learning logs.
- Mental maths lessons once per week dislocated from the current maths topic.
- Continue to develop holistic maths assessment opportunities and seek out cross curricular opportunities.
- To continue to develop the use of maths packs with parents as part of homework activities.

**Priority 2: Raising attainment in literacy**

**NIF Priority:**

Improvement in attainment particularly in literacy and maths. Closing the attainment gap between the most and least disadvantaged children.

**NIF Driver:** School Improvement, Teacher Professionalism

**HGIOS 4 QIs:**

- 2.2 Curriculum
- 2.3 Learning teaching and assessment
- 2.4 Personalised Support

**HGIOELCC QIs:**

- 2.3 Learning teaching and assessment
- 3.2 Raising Attainment

**Progress and impact:**

**Nursery**

A rich environment for mark making has been created. Greater understanding of the developmental stages which children move through and how to support the children. Children have all become very keen to mark make in the nursery. The writing areas and opportunities have encouraged this. In particular the children have loved using the outside chalk board. This co-hort of pupils on arrival in P1 have shown more readiness for school and have been keener to be involved in writing activities in Room 1 that previous co-horts.

**Next Steps:**

To continue to develop the areas so that they are evolving and to create greater mark making opportunities daily outside.

Member of staff to attend, "Learning Language and Loving it."

To encourage greater parental engagement with reading and early language by starting book bug sessions.

**Primary**

Targeted pupils have been supported in spelling by IDL. This multi-sensory approach was felt to be most beneficial for the pupils. Timetabled daily input has helped ensure that the support is consistent. Pupils have in the main experienced success and have made progress; one child in particular improved their reading age by two full years in six months. However we have also noted that the attainment gap in reading and spelling is beginning to close. We believe that this is a direct result of this intervention, and therefore should be carried on.

Learning through play has been very successful. Pupils have experienced a rich learning environment engaging more deeply with text. Pupils have been very motivated by the approach and will involve writing within their play. Now pupils make effective use of the pen den. In particular boys have been very interested in choosing to write. All pupils have more confidence to write and mark make. Reflective writing in their play diary has helped pupils evaluate what they have learned.

We have continued to moderate writing with other schools to reflect on our standards and to become more confident in regard to when a pupil achieves a level. We have maintained our attainment levels in writing but we need to ensure that pupils are motivated to write and for pupils writing to be extended in length in Room 2.

**Next Steps:**

To continue to monitor the impact of the IDL programme.

To audit our current spelling policy and practice in line with current research.

To develop the play-based approach across other areas of the curriculum.

To introduce the active learning approach to language in Room 2.

To continue to develop holistic assessment opportunities so that they are included at the planning stage for teachers.

To develop our approaches to reading and spelling to raise attainment in these areas.

**Secondary**

Pupils were able to visit a number of places in and around Sanday, these rich learning experiences helped motivate more reluctant writers by reflecting on the photographs they had taken.

Using the camera technology pupils were able to see our island with different lenses. Our level of attainment was maintained in S2-4 however we need to take care of a dip in attainment levels when pupils move from Primary to Secondary in spelling and reading ability.

**Next Steps:**

To develop a whole school approach to literacy expectations across the curriculum.

To develop a progressive framework in literacy.

To encourage and promote reading in Secondary.



<b>Priority 3: Reporting to Parents</b>	
<p><b>NIF Priority:</b> Closing the attainment gap between the most and the least disadvantaged children.</p> <p><b>NIF Driver:</b> Assessment of children's progress, parental engagement</p>	<p><b>HGIOS 4 QIs:</b> 2.3 Learning teaching and assessment 2.4 Personalised Support</p>
<p><b>Progress and impact:</b></p> <p><b>Nursery</b> Learning logs are liked by parents as they capture a snapshot of their child's week with lots of photographs of what has been done, however we need to focus more fully on the learning that children have undertaken.</p> <p><i>Next Steps:</i> To ensure that comments are linked to pupils learning. To change the format of learning log to learning folders in line with Orkney Nurseries. To encourage parents to also engage with the learning folders when they visit the nursery.</p> <p><b>Primary</b> Learning logs have been adapted this year which give parents a snapshot of their child's progress every 2 weeks. This focus allows in depth reporting on all areas of the curriculum. Parents have more regular updates on the progress that their children are making. Pupils report that this helps them to know where they are in their learning. It helps them to set targets in their learning.</p> <p><i>Next Steps:</i> Planned times for each curricular subject to be reported, including a chance to revisit maths, and language. Ensure that learning targets in the logs are reflected in ongoing class work.</p> <p><b>Secondary</b> The tracking system has worked well this year. Staff have met pupils from their own classes at regular intervals to talk about progress and next steps. Staff have used the curriculum levels to talk to pupils and to track progress. A note of the levels has been regularly sent home to parents. Provision of transport for parents that do not have transport has ensured that all parents have been able to access parents' evenings and meetings this year this has helped staff and parents to work together to support their children.</p> <p><i>Next Steps:</i> To ensure that the tracking grades are discussed with pupils and that pupils are aware of their targets in every subject. To create a reflective learning journal, paper or electronic which can be easily shared with parents.</p>	



<b>Priority 4:</b> To improve physical and mental well being	
<p><b>NIF Priority:</b> Improvement in children’s and young people’s health and wellbeing.</p> <p><b>NIF Driver:</b> Assessment of children’s progress</p>	<p><b>HGIOS 4 QIs:</b> 3.1 Improving wellbeing, equality and inclusion</p> <p><b>HGIOELCC QIs:</b> 3.1 Improving wellbeing, equality and inclusion</p>
<p><b>Progress and impact:</b></p> <p><b>Nursery</b> Children have been able to access transport so that they could regularly attend nursery. This has helped them to settle well in the nursery, we have noted that pupils in P1 are better prepared as a result of being regularly attending nursery. They have also developed friendships and have confidence to take part in the life of the class.</p> <p><i>Next Steps:</i> Continue to ensure that vulnerable families are not disadvantaged by not having access to transport.</p> <p><b>Primary / Secondary</b> Toast time has had mixed success, the pupils like toast time, but find the time rather short, and the choices limited. We note that when pupils attend and have some toast their attention in class improves. There has been less up-take of this scheme from Secondary pupils this is a result of not wanting toast at this time. Pupils who take toast have not been hungry during morning sessions of lessons.</p> <p>Pupil Equity funding has allowed us to run an additional bus home to let more pupils attend after-school clubs. Pupils in this group have been top of the Youth Club badminton league, their ability to play has significantly increased as they have taken part in weekly games, the children have noted that they are more active as a result of this club. The pupils have loved being able to socialize with their peers outside of school and enjoy the fun of the clubs.</p> <p>Pupils all participated in a challenge day in school. This allowed children to challenge themselves and grow in confidence. All pupils reported that day made them all feel good about themselves, it also helped pupils to work in their house teams and create friendships with others.</p> <p><i>Next Steps:</i> Develop the toast time linked to pupil suggestions. Consider a change of time before school and during break time? Continue to offer transport. Look at how we can support families over the summer holiday period.</p>	





## What is our capacity for continuous improvement?

### National Improvement quality indicators

Following a variety of self-evaluation activities which involved staff and the wider school community we have judged ourselves as follows.

Quality Indicator	School self-evaluation	Inspection 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 2018 – 2019

- To raise attainment in literacy and numeracy with a particular focus on reading.
- To improve physical and mental wellbeing
- To raise awareness of careers and the world of work.

## Ongoing and maintenance projects

- To develop the use of maths packs.
- French 1+2 – Introduce Spanish to the Secondary S1 curriculum and continue to develop Spanish in P6/7.