



The heart, soul and future of our island
community.

Standards and Quality Report 2019

Compiled by Stewart McPhail (Sep 2019) in
consultation with our school community



About our school

This year our school roll has 61 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 nursery, primary and 5 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 Head 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.

Inspection

In April 2019, a team of inspectors from Education Scotland visited the school and nursery.

Here are the Education Scotland's evaluation.

Quality indicators for the school	Evaluation
Leadership of change	Satisfactory
Learning, teaching and assessment	Good
Raising attainment and achievement	Good
Ensuring wellbeing, quality and inclusion	Good

Quality indicators for the nursery class	Evaluation
Leadership of change	Satisfactory
Learning, teaching and assessment	Satisfactory
Securing children's progress	Satisfactory
Ensuring wellbeing, equality and inclusion	Good

A more detailed document called Summarised Inspection Findings (SIF) is available on the Education Scotland website at:

<https://education.gov.scot/inspection-reports/orkney-islands/6003230>



Our identified improvement priorities for session 2018 – 2019

- To raise attainment in literacy and numeracy.
- To improve physical and mental wellbeing of all pupils.
- To engage with the Careers Education Standards.

Review of progress for session 2018 – 2019

Priority 1: Raising attainment in literacy and numeracy	
<p>NIF Priority: Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children.</p> <p>NIF Driver: School Improvement, Teacher Professionalism, Attainment in Children's Progress, Parental Engagement</p>	<p>HGIOS 4 QIs: 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised Support 2.5 Family Learning 3.2 Raising Attainment</p> <p>HGIOELCC QIs: 2.3 Learning teaching and assessment 3.2 Raising Attainment</p>
Progress and impact:	
<p>Nursery The nursery environment is inviting and tidy. Attractive displays are on show celebrating the activities the children are involved in. The continuation of engagement with a rich play environment is encouraging children to explore a wide range of activities within a literacy and numeracy context that enable the natural development of skills. The classroom environment has been modified and the changes to the setting are allowing the children to access materials and resources more independently. Contexts such as outdoor learning and watering plants in the polytunnel are supporting children to develop numeracy concepts like weight and capacity.</p> <p>Next Steps: Create opportunities for children to lead their own learning in literacy and numeracy contexts Establishing more regular Bookbug sessions Developing literacy and numeracy through the Beautiful Stuff Project</p>	
<p>Primary Staff attended training in the Annie Glennie approach to teaching phonics, reading and comprehension. This has proved to be a very successful introduction to the primary school where staff professional skills have increased and the knowledge of teaching enhanced. Staff have embraced the approach and have changed their pedagogy to reflect the way in which the scheme is delivered. The school has purchased Project X Origins and Project X Code as a reading scheme which has a particular focus on reading recovery. This provides pupils with a structured reading scheme with appropriate progression. Pupils are undertaking comprehension activities weekly and there is a noticeable increase in enjoyment and engagement in reading. Pupils find the scheme motivational with appropriate follow up activities which they can work on independently. The resource provides breadth and depth to the reading opportunities of the pupils and allows robust monitoring and tracking of reading progression, especially from Room 1 to Room 2 and into S1. The IDL approach has continued to be implemented and this is proving to be successful with continued progress in spelling in Room 1.</p>	



Work has been undertaken in the library which has created an appealing space for pupils from nursery to S4 which encourages the promotion of reading. The Accelerated Reading programme introduced to the library has seen an increase in pupils reading for enjoyment with the quizzes proving to be motivational and popular with pupils. The programme allows the tracking of progress through the quizzes which are quick to do and provide immediate feedback. Pupils are confident in using the library and are accessing books that are appropriate to them. These implementations are working to close the gap in attainment, and this is evidenced through assessments.

The Linda Keith literacy training has had a huge impact on pupil's learning. It allows for structured learning through play sessions which has created learners who are more independent and exploratory.

The Lynda Keith numeracy programme is providing a greater challenge in numeracy through a play-based approach that gives progression through different areas of numeracy. The approaches to teaching numeracy used in Room 1 have changed to a more open-ended problem-solving approach that is increasing motivation and excitement in learning. The physical learning environment in Room 1 has been adapted to best suit the delivery of this approach.

Learning Logs were introduced several years ago and have been used successfully in place of reporting for the past two years in primary and the effective use of these as a method of communicating learning targets and next steps with pupils and parents is increasing. In Room 2 targets are discussed at the beginning of lessons and recorded in jotters. Moderation where staff were able to share practice and ensure standards were consistent across Orkney proved useful.

Next Steps:

Review the delivery of the IDL Spelling Programme to ensure optimisation of the programme to best benefit the pupils

Further embed Project X

Further develop the Accelerated Reading Programme

Introduce opportunities to further develop enjoyment of reading

Continue to develop number talks and play based problem solving

Secondary

The changes implemented in the library are encouraging greater use by secondary pupils with all S1 and S2 pupils borrowing books and choosing to read during registration time. Pupils were given an opportunity to influence the changes in the library such as book choice, furniture and wall colour. Pupils report that the library is a much more inviting place, the books are better organised with a greater selection on offer and they are likely to use the library more often since the improvements have taken place. Pupils in secondary have accessed the AR programme, although not on the same level as the primary pupils, and they are not routinely used in the secondary. Further work needs to be done to identify and purchase more books with a secondary interest level. Some moderation of N5 Physics occurred across Sanday and Westray. Learning Logs are not being used consistently in secondary and the discussion and sharing of targets is inconsistent across subjects.

Next Steps:

Create opportunities to increase secondary participation in the Accelerated Reading programme

Investigate strategies that increase the use of the library by secondary pupils

Develop consistent methods for learning conversations, communicating targets and tracking attainment



Priority 2: To improve physical and mental well being	
NIF Priority: Improvement in children's and young people's health and wellbeing. Closing the attainment gap between the most and least disadvantaged children and young people.	HGIOS 4 QIs: 3.1 Ensuring wellbeing, equality and inclusion
NIF Driver: Assessment of children's progress	HGIOELCC QIs: 3.1 Ensuring wellbeing, equality and inclusion
Progress and impact:	
<p>Nursery 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 regularly attending nursery. They have also developed friendships and have confidence to take part in the life of the class. The nursery garden is well used for outdoor play and the children regularly make use of the plantation. This increases the children's access to physical activity and allows opportunities to explore the natural environment. The addition of a water wall to the nursery garden increases the interest of the children and stimulates greater motivation for interaction between the children promoting positive relationships in the playground, classroom and wider community.</p> <p>Next Steps: Continue to ensure that vulnerable families are not disadvantaged by not having access to transport. Increase parental involvement through PEEPs Greater involvement with the wider community</p>	
<p>Primary / Secondary Pupil equity funding has allowed access to transport for pupils to attend after school activities and youth club ensuring opportunities to improve well-being, equality and inclusion. This was successful with young people attending clubs and activities with access to transport being key to this success. Where necessary, parents were provided with transport to attend school events and meetings.</p> <p>Swimming has been provided to those pupils who required extra support to become more confident in the water and as a result more pupils are becoming deependers.</p> <p>Toast time has had mixed success. It had been noted in the past 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. There are opportunities here to involve older pupils, possibly through Dynamic Youth Award and there is the need to consider timing.</p> <p>Jigsaw has been used throughout the primary and alternative resources are used in the secondary. Pupils experienced Safer Internet Day sessions during March, and they have been provided with reminders on a regular basis in regards to online safety. This is an ongoing priority due to the dynamic nature of the online environment.</p> <p>Next Steps: Continue supporting access to after school activities and youth club</p>	



Develop a sustainable approach to providing toast time to pupils
 Focus assemblies on SHANARRI indicators
 Promote the role of the school Nurse in supporting the health and well being of pupils

Priority 3: To engage with the career education standards	
NIF Priority: Improvement in employability skills and sustained, positive school leader destinations for all young people.	HGIOS 4 QIs: 3.3 Increasing creativity and employability
NIF Driver: Performance information, teacher professionalism	HGIOELCC QIs: 3.3 Developing creativity and skills for life and learning
Progress and impact:	
<p>Nursery Members of the community have been invited into the nursery to talk to the children about the jobs and hobbies that they do. Interactive storytelling allows the children to explore the roles of different job types. These experiences help the children to think more creatively about skills required for life within the context of different jobs people can do when they are older.</p> <p>Primary / Secondary Primary have had the opportunity to learn about different careers through trips eg waterpump house, cinema management, Sanday Development Trust, Garden Centre. In secondary, S1 and S2 follow a programme that is incorporated into PSD and S3 and S4 have used 'My World of Work' to match skills and interests to jobs and further education courses. As part of the S4 course, they follow a work experience programme. This allows pupils to identify their skills and see links to the world of work.</p> <p>Next Steps: Ensure pupil engagement with SDS and My World of Work Facilitate opportunities for pupils to engage with career-based awareness days Make full use of visitors at assemblies to showcase employability skills Raise staff awareness of INSIGHT</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	Satisfactory
2.3 Learning, teaching and assessment	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Good
3.2 Raising attainment and achievement	Good	Good

Improvement Priorities for session 2019-2020

- To raise attainment in Literacy and Numeracy
- To close the attainment gap between the most and least disadvantaged children
- To improve children and young people's health and well-being
- To improve employability skills and sustained, positive school leaver destinations

Ongoing and maintenance projects

- Accelerated Reading Programme and Project X
- Developing numeracy through a play-based approach
- Developing a consistent approach in the secondary sector for facilitating learning conversations and communicating targets
- Tracking and monitoring in secondary