



Pierowall Junior High School

Standards and Quality Report 2006 -07

The Standards and Quality report aims to set the development work undertaken in the school within the context of the local authority's service improvement plan and the national priorities for education. It does this through a process of self evaluation against quality indicators. Appropriate goals and targets are set for future development of the school.

The School

Pierowall Junior High School is a Community School which provides education for the island of Westray for children from pre-school at age 3 to the end of compulsory schooling at 16. Pupils then can transfer to Kirkwall Grammar School if they wish to do so or move on to other education, training or employment. Pupils also have the option of transferring to Kirkwall Grammar School at the end of Secondary 2, although few pupils take up this option. The school also provides secondary education for pupils from the neighbouring island of Papa Westray. The island of Westray has a population of just under 600 and Papa Westray approximately 60.

The school is staffed with a team of highly experienced staff all of whom are suitably qualified including a head teacher, a principal teacher, 5.59 FTE resident teaching staff, 1.8 FTE itinerant teaching staff, 2 support for learning assistants and a nursery nurse. The learning and teaching team is ably supported by a committed group of non-teaching staff including a full-time secretary, part-time auxiliary office-based, a part-time technician, job-share janitors and kitchen staff. Cleaning is contracted out.

There is an active and supportive School Board. There are good links with Papa Westray Primary School. Pupils from Papa Westray visit on occasion. There are frequent contacts with the other agencies involved with our children and their families such as the Health and Social Work.

Devolved School Management means that the school is responsible for a part of the school budget. Due to financial constraints the school is under increasing financial pressure and this is putting a strain on forthcoming developments. The school is also

experiencing a rising role within the Secondary sector and seeks to work with the Authority to ensure it meets the needs of the children in its care.

The main consultative bodies for the purposes of policy, planning and evaluation are the school board, the pupil council, the staff body and the local education authority, through the local authority link officer.

The school development plan and evaluation of the plan, including the standards and quality report, are discussed with the link officer, school staff and the school board before formal adoption.

Education Service Improvement Plan 2005 -2008

Aims

1. **To raise achievement in all learners** by:-
 - Improving learning and teaching
 - Improving the curriculum
 - Targeting specific areas of under-attainment
 - Developing services

2. **To support all learners and promote inclusion and access** by:-
 - Improving support for learners
 - Making services more inclusive and accessible

3. **To promote learning for life** by:-
 - Continue to develop Enterprise in Education
 - Promoting healthier lifestyles
 - Developing community learning
 - Developing young people as citizens

4. **To improve services** by:-
 - Improving the recruitment of staff
 - Improving the development of staff
 - Extending quality assurance
 - Improving the provision and use of ICT
 - Working together more effectively
 - Improving the use of resources
 - Improving facilities

School Aims

Curriculum

- To provide a wide-ranging, differentiated curriculum that enables pupils to develop educationally in the broadest sense.
- To provide a curriculum that meets pupils' needs, abilities and interests and is presented free from racial, gender, or other bias, and meets National Guidelines.

Attainment

- Within a climate of positive reinforcement to monitor and evaluate pupil progress using a variety of approaches as part of the teaching process.

Teaching and Learning (Support for Pupils)

- To provide a range of teaching and learning experiences which promote independent learning and which allow pupils to develop their individual talents and abilities to the full.
- To equip pupils with the knowledge and skills required to meet future challenges.

Management of Staff

- To establish effective team working for the benefit of the whole school community.
- To foster a sense of identity, commitment and pride in the school.
- To enable staff to develop expertise and knowledge for the benefit of the school as a whole.

Resources

- To utilise staff and resources to the best effect for the whole school community.

Ethos

- To develop the school as a community in which each member exercises concern and respect for the welfare of others and where equal opportunity, self-esteem, value and worth are enhanced.

The aims were reviewed by staff in April 2004. The school aims are due to be reviewed in February 2008 to bring them into line with curriculum for excellence.

Audit

The school was inspected by HMIe in 2003. A follow-through inspection took place in February 2005. The school was judged to have made good progress overall in meeting the original report recommendations. Progress on three of the recommendations was judged to be very good and good on two. Recent changes to the secondary curriculum have further broadened the choices of subjects at S3/4 and progress is now deemed to be good.

Development Plan Review

Priority 1: To develop a whole school approach to Assessments is for Learning

PROGRESS

There has been Good progress in this priority.

This has been a key development in the school with all staff across the school actively involved.

Primary Department – Primary staff have become familiar with AifL techniques as outlined by Shirley Clarke in her book, *Formative Assessment in Action – Weaving the Elements together*.

A criteria based approach has been developed to some extent in all subject areas and particularly in writing.

In the upper primary the use of talking partners and no hands up have been developed. Learning outcomes with regard to RME and Environmental Studies are now shared with pupils throughout topics in the upper primary.

Lesson observations undertaken by the Head Teacher within the Primary Department have shown some very good to excellent examples of effective use of AifL techniques.

Secondary Department – In the Secondary Department the use of AifL techniques has become wide spread.

English (Allan Forrester)	Have developed the use of Walt and Wilf to give a greater focus on lessons. Have concentrated in positive feedback on written work, using the '3 wows and a tip' method when appropriate.
Science / Maths (S Cable)	Learning objectives have been written for each maths topic which pupils have a copy of and colour in with the traffic light system. Syllabus Learning objectives given in Biology and

	Chemistry and more specific L.O. written on board during the lessons.
Science / Maths (W McEwen)	There has been a further development of self assessment approaches. More information at the start of the lesson and a summary at the end of the lesson.
Geography	Using more questioning in class to assess learning. Pupils asking me questions. Using pre-topic assessments and then post topic to see improvement.
Modern Foreign Language / PSD / Global Citizenship	Many AifL techniques in place as a result of 2 successful AifL projects. Learning logs have been successfully used in S1 and S2 including some interesting work on the use of a blog which has proved to be a very motivating tool to the pupils. The blog has also been used as a mechanism for pupils to investigate their preferred learning styles. This has been “further” developed into providing pupils within the Secondary Department with VAK study tips.
R.E.	Learning objectives given by lesson or by topic in R.E., either written by student or highlighted on worksheets. Traffic light system in operation.

Each member of staff had a different knowledge and expertise in this area. All staff have developed their skills. There is now a core level of use of AifL techniques across the school. Lesson observations have seen effective implementation of the strategies. The use of peer lesson observations has been effective in raising awareness of the issues and of gaining a greater understanding of each others roles. The recent attendance of two members of staff at Shirley Clarke conference has also led to the cascading of the latest development within AifL and how these can be effectively implemented in the classroom.

Priority 2: To investigate the effective us of IT to raise attainment.

PROGRESS

There has been good progress in this priority.

Primary Department – Two new PC’s and a laptop have replaced the Apples in the upper primary. This brings the total to 4 PC’s plus a laptop. The laptop and 4 PCs have working internet connections. All upper primary children now have a password and can log onto the server. A data projector has been installed in the Primary 5 – 7 classroom. This facility can be used by the lower primary class on request.

Two new PC’s have replaced the Apples in the Lower Primary.

These developments should ensure increased reliability of the equipment and a greater confidence in the use of ICT by pupils and teachers. It is planned to install interactive whiteboards in the Lower Primary and also the Pre-school when funds allow.

Secondary Department – The Department has benefited from a large number of new computers which have been backed up by a more reliable internet connection. This new reliability has induced extra confidence across the whole school. The school has had a significant redevelopment of the ICT suite during the summer holidays and this has resulted in a far better working environment for both pupils and staff.

The school now has IT timetabled lessons during the summer timetable for S1 and S2. This has resulted in pupils within S2 now starting to undertake the PC passport.

The school and the Authority have both invested money into installing interactive whiteboards and digital projects in most secondary classrooms. This has had a significant change in the teaching styles used across the school. The development of fixed digital projectors and laptops have resulted in further use of IT in lessons.

The school had successfully used blogs and is working with the pupils to develop the school website using Mediation 8.

Previously the school has not been able to use ICT equipment effectively, either because the equipment was old and unreliable or the internet access was not constant. This has rapidly changed in the last 9 months and with this increased reliability, pupils and staff are now happy to develop their expertise and use if IT. This is an exciting stage which promises to deliver a reliable and stimulating learning resource.

Priority 3: Celebrating Success

PROGRESS

There has been good progress in this priority.

The focus of this development was on the Secondary Department. However primary staff have been involved regarding celebrating success and primary pupils attended and took part in both celebration assemblies.

Culture of praise and focus on individual achievements of pupils
Stickers used for particular achievements – academic/behaviour
Star writer – award and display board (P1-4)
Regularly changing displays of pupils’ work including photographs
Significant achievements shared between primary rooms
Celebration of achievements- showing and telling about work at weekly assemblies
Pupil progress files
Certificates for particular achievements
Display of art work and musical performances at Kalisgarth
In class focus on achievements e.g. presentations, reading out of written work, celebrating National Test results, SfL testing
Presentations to parents

In the Secondary Department a series of new initiatives have occurred to celebrate success. These include:

- Merit cards
- Celebration Assemblies
- Development of Year Heads
- Letters home to acknowledge success following guidance meetings
- Vouchers awarded by Year Heads and also linked to numbers of merit cards

The effectiveness of the strategies has been carefully monitored. Pupils valued Merit Cards when awarded for excellent effort and attitude and only became concerned when they felt they were given for little reason. S4 interestingly also valued these and at one point during the year made comment on the limited numbers they had received.

This strategy has been effective in lifting the morale of pupils and I believe it has resulted in a positive effect on their attainment.

The development of a vocational course has also aided a positive ethos as pupils have enjoyed these activities and see they are valued by the staff.

National Priority 1 Attainment and Achievement

Given the small numbers in each cohort (class/year group) and the variability of ability/performance of different cohorts, averaging results over time is not particularly informative. It is more valuable to compare pupil outcomes, national test results and teacher expectations (targets).

As noted above, small cohorts mean that it is difficult to draw conclusions with respect to trends and longitudinal progress because individual pupil variations in ability have a disproportionate effect on the group. Generally though, national test results are in line with teacher expectations.

Courses and Programmes

During the academic year 2006/07 the school successfully introduced a range of new courses, these included:

- Standard grade Music
- Global citizenship
- Vocational education

- Advanced ECDL
- Primary 1 -4 French
- 1 year standard grade French course

The success of these developments is shown by the fact that; all pupils who undertook the 1 year standard grade French course attained a grade 1 at standard grade, and three pupils attained the advanced ECDL qualification and were the youngest pupils in Scotland to achieve this.

The refinement of access courses within S3 and S4 has enabled the less able child to access the curriculum. In 2007 two pupils successfully completed their access courses easing their transfer to either Kirkwall Grammar or Orkney College.

The work undertaken by the Learning Support Teacher has provided alternative strategies to support differentiation within the school. These developments are having a positive effect on attainment and attitude of pupils within the school.

Teaching Process

The school employs a wide range of teaching approaches to meet the needs of the children within its care. The interactions between pupils and teachers are of a high standard and aid pupils' learning. Systematic monitoring of learning and teaching by the Head teacher has shown the effective use of Assessment is for Learning throughout the school and good practice demonstrated through the school has been shared among the staff.

Meeting Pupils' Needs

Within the support for learning department an appropriate balance is struck between withdrawing pupils for individual programmes of study and providing in class support. This is regularly monitored to ensure best use of resources.

The school effectively monitors the children within its care and targets those requiring extra support. Children in general make good progress whatever their ability and the curriculum is differentiated to meet their needs.

The Structure of the Curriculum

The school attempts to provide a broad and balanced curriculum within the resources made available to the school through the authority. However, it should be noted that the school, in part, does rely on itinerant teachers who, due to travel arrangements, often are not available for a full day's teaching.

Self Evaluation

The school produces an annual development plan. This contains, aims, audit and action sections. The development plan is drawn up in consultation with staff, pupils (through the school council) and the school board. Department development plans link into the

whole school priorities. The development of the action plans are carefully monitored to ensure that appropriate progress is made. A mid term review of the action plans occurs during the spring term.

Leadership

The head teacher and the principal teacher work to give the school a clear strategic direction within the context of a shared vision for quality and improvement. This takes place in a culture of mutual trust and support with a strong emphasis on consultation, professional development and collaborative working. Leadership is characterised by a clear commitment to building partnerships within the school and with the wider educational and general community.

Summary

Attainment is a key strength of the school. This is, in part, achieved by rigorous monitoring of progress and the setting of challenging but achievable targets.

The 2006/07 key areas for development have been identified as;

- Exploring different ways of improving the quality of feedback that pupils receive in class.
- Reaching a shared understanding within the school of the four capacities of the curriculum for excellence.
- Reviewing the aims of the school in light of the four capacities and HGIOS3.
- Further enhancing ICT opportunities within the school.

National Priority 2 Framework for Learning

Staff training requirements are established through review meetings and aligned to the school development plan. The CPD budget is used to provide a range of courses including those provided nationally. All staff have undertaken training to improve knowledge and skills during the academic year.

Effectiveness and Deployment of Staff

Team work is promoted through regular staff meetings. These take the form of whole staff and departmental meetings. The school has used its available resources to the best effect, ensuring specialists are available to teach the appropriate subjects. Classroom assistants have a weekly opportunity for consultation with the Support for Learning teacher. This is used to provide guidance and training.

There were no fixed-term or permanent exclusions. No pupils have needed to participate in a mentoring or buddying scheme and there have been no major pupil incidents.

Climate and Relationships

The pupils and staff have a clear understanding of the identity of the school and are proud to be part of it. This culture is supported through assemblies, displays of work, the developments initiated through the school council, and competition with other establishments.

The school has a purposeful atmosphere and in general the morale of pupils and staff is very good. As a school we are constantly looking for subtle changes which improve the climate and relationships. An ethos survey carried out by the authority at the end of the 2006/07 session found relations among all stakeholders to be very good.

Accommodation

At the end of the 2006/07 sessions considerable refurbishment of the ICT, Craft and Home Economics rooms occurred to enable the school to accommodate a large S1 cohort. The school has also undertaken an accessibility review, and from this, an authority action plan has been produced.

Links with Local Authority

The links with the authority are in general very good. However, it is hoped that the authority will continue to see the need for an excellent school in Westray which is funded to meet the needs of pupils in the 21st Century. The service improvement officer regularly meets the head teacher to provide advice on the latest national/authority initiatives and also undertake a monitoring role for the authority. The links with other agencies are very good.

Provision of Resources

The school is very well resourced with adequate finance available to support learning. In the spring of 2007 money made available through the Scottish Executive enabled the school to purchase a wide range of resources to enhance the delivery of the curriculum.

The reduction in teaching staff through a series of staff reviews has resulted in further significant constraints in the timetable and reduced teaching time in some subjects.

Summary

The school has developed excellent relationships both internally and with the broader community.

National Priority 3

Inclusion and Equality

We recognise that we have a statutory and a moral responsibility to provide each child with the best education possible. We are committed to reflecting on our practice, our curriculum, and all our structures and systems continually to ensure that they support the meaningful inclusion of everyone in the full learning experience. Our commitment to inclusion and equality extends beyond the narrow confines of the classroom experience to the full range of curricular and extra curricular learning opportunities in and out of school. We are also committed to teaching the pupils in our school to embrace these same principles of inclusion and equality as they formulate their understanding of their place in society.

Effectiveness of Support for Learning

Within the support for learning department an appropriate balance is struck between withdrawing pupils for individual programmes of study and providing in-class support. This is regularly monitored to ensure resources that are available are used effectively and are targeted to the areas of most need. Children in general make good progress whatever their ability and the curriculum is differentiated to meet their needs.

Implementation of Legislation Relating to Special Educational Needs and Disability

Training has been provided to all teaching staff by the Senior Education Psychologist. We believe we meet the legal requirements and have effective procedures for implementing legislation.

Summary

A key strength of the school, in the context of this priority, is its provision for pupils with additional support needs. Data to track pupil progress and standard grade outcomes show that all pupils, including pupils with additional support needs, do very well.

National Priority 4 Values and Citizenship

The school has a clear sense of the need to prepare pupils for a meaningful place in a global society and to recognise the importance of making positive contributions to the well-being of all. We understand that to do so, the school must help pupils, in partnership with parents and the community, to develop a sound value system and to understand the workings of democracy and political inclusion. Our long-term goal is to ensure that all pupils leave with high levels of respect for others and a commitment to participate responsibly in political, economic, cultural and social life.

Personal and Social Development

Programmes of study are in place within both the primary and secondary sectors for PSHE. These are where appropriate supported by external professionals.

The school continues to develop children's individual, personal and social development through the whole curriculum in both the primary and secondary sectors. The school is working with pupils to set individual targets to personalise their learning.

The children have a wide range of extra curricular activities available provided either by the school, within the community or through organisations linked to the authority e.g. Active Schools. The school also undertakes residential trips for primary 7 and secondary 2 pupils. These trips encourage independence and also allow for the development of team skills. Pupils are introduced to new experiences/ challenges which they relish and through them develop their self esteem.

Pastoral Care

A designated member of the secondary staff has responsibility for guidance issues in this sector of the school. The recent development of the Year Head post (which teaching staff undertake on a voluntary basis) has also enabled the school to focus on meeting the emotional, physical and social needs of individual pupils, which is also helped by the small numbers present within each year group. This development has had positive results in supporting children with pastoral issues.

Within the primary sector the pupils needs in this area are met by the individual class teacher with support from the principal teacher. Child protection training has been undertaken by the management of the school and some teaching staff.

School and Community Links

The school holds regular parents' meetings to discuss individual child's progress. The school also sends annual reports to parents. If a child has a perceived individual need then this will be communicated to parents by the teacher and the support for learning teacher as appropriate.

The school also organises a series of information evenings. These provide advice for pupils transferring to Kirkwall Grammar School and for pupils entering P1 and S1. An annual curricular information evening is held to focus on a specific area of the school development plan.

The school provides parents with a handbook on arrival to the school. It is aimed that the school web site will be used to provide information in conjunction with the already present school information letters.

The school has had excellent links with the school board.

Summary

Our links with the community, and the general ethos of responsible and caring attitudes amongst pupils, are key strengths of which the school community is justly proud. The school will continue to focus on the needs of pupils and on providing them with a wide range of experiences and opportunities.

National priority 5

Learning for Life

The school aims to develop for its pupils, learning opportunities from within as wide a context as possible.

During 2006/07 a wide range of extra curricular activities has included participation in, artistic, musical, sporting, dance and drama events. Visits have been made to places of cultural and historical significance in Westray and beyond. The following list of activities are indicative of the types of activities undertaken by the school through 2006/07.

- Primary 7s attending the Hockey Festival in Kirkwall
- S1 and S2 trip to Skara Brae
- S2 joint Junior High trip to Hoy Outdoor Centre
- North Isles football and netball trip to Kirkwall for Secondary 1 – 4
- Visit from “Dasat” road show for Secondary pupils
- Whole school 4 day drama festival
- Whole school Athletics training
- Visit from “Determined to Broadcast”
- Instrumental Road Show for whole school
- S3 and S4 attended a Food Hygiene Course
- Cycling proficiency for Primary 6 and 7 / Secondary 1 and 2
- Primary 7 trip to Transition Sport
- Babysitting course for most secondary pupils
- Primary 5 – 7 trip to Maeshowe
- Primary 7 Trip to Hoy with pupils from North Walls School
- S3/4 Physics class attended Young Engineers event in Glasgow
- Primary 1 – 4 visited the Lempen Puppets in Kirkwall

The school holds an annual Christmas Carol Service which is extremely well attended by members of the Westray community. There is also participation in the Christmas Tree Lighting Ceremony and pupils regularly entertain at the Kalisgarth Care Centre.

Learning about work has taken place in the form of work experience on the Orkney mainland for all pupils in S3. Visits from Careers Scotland have provided valuable advice on job and training opportunities.

Impact

Summary

A key strength of the school is the attainment of the pupils, this is evidenced by excellent standard grade results. In 2007 the school attained the best set of standard grade results for 5 years.

Opportunities provided for pupils' learning outwith the classroom have been extended through the development of a vocational course.

New projects include; the development of the school polytunnel within the context of vocational education, extending the range of after school sporting clubs and a drama festival organised for November.

The school has also enhanced the range of courses open to all abilities. These have resulted in pupils gaining in confidence and self esteem. The school is beginning to offer a wide range of courses/ experiences which will ensure that no pupil is disadvantaged by a lack of opportunity in the future.

Conclusion

Westray Junior High, I believe, provides high quality education for its pupils. However the school is not complacent and is always striving to develop to ensure that pupils are well equipped for their future lives.

The school is entering an exciting time with the implementation of the curriculum for excellence which will further enhance the quality of learning in Westray. This will be aided by the Schools of Ambition project in which the 6 Orkney secondary schools are working together on key educational developments.

Finally the viability of Westray Junior High relies on everyone working together and ensuring as many pupils as possible complete their education on Westray until the end of S4. This will also require the Education authority to provide a staffing capacity which takes into account the loss of teaching time through the use of itinerant teachers.

Priorities at the end for 2006/07

- The development of the Schools of Ambition Project
- Exploring different ways of improving the quality of feedback that pupils receive in class.
- Reaching a shared understanding within the school of the four capacities
- Reviewing the aims of the school in light of the four capacities and HGIOS3.
- Further enhancing ICT opportunities within the school.