

Westray Junior High School



ORKNEY
ISLANDS COUNCIL

Westray Junior High School

<p>SCHOOL PLAN 2007 – 2008</p>

The School

Westray 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 staff is contracted out.

There is a new Westray Parent Council being formed for this session. There are good links with Papa Westray Primary School. Pupils from Papa Westray visit on a regular basis. 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.

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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. These aims will be further revised in February 2008 to be in line with HGIOS3 and Curriculum for Excellence Developments.

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

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. Fair progress had been made in improving flexibility in the choice of subjects at S3/S4.

We hope that through the SoA project Westray pupils will have increased curricular opportunities at S3/S4 level. Our SDP 07/08 has taken the SoA on board and this will therefore be an integral part of the school development plan over the next three years.

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QAI SDP 2006-07 REVIEW

Review of Action and Evidence

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

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	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.

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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.

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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.

ASSESSMENT IS FOR LEARNING

This was a key area for development in 2006/07. A baseline of knowledge was established throughout the school. All staff ensured that AifL techniques were used and through lesson observations and a study of planning it became apparent that the techniques were being used effectively throughout the school. The project is being further developed through a study into effective feedback and information obtained by staff through a recent Shirley Clarke conference. It is planned to further develop Personal Learning Planning in 2008-09.

POLICIES FOR L&T AND ICT IN L&T

Both policies will be reviewed once guidance has been published by the Education Authority.

REVIST POLICY ON SEXUALITY AND RELATIONSHIPS

This policy will be developed once guidance is given from the Education Authority.

STRATEGY FOR MEETING THE NEEDS OF THE MOST ABLE

In a small school setting it is easier to adapt the curriculum to meet the needs of more able pupils.

Courses have been developed to encourage more able pupils. These include

- Introduction of Standard Grade Music
- Introduction of Standard Grade History

The school has introduced the option for more able linguists to undertake their Standard Grade French exam at the end of S3 with the objective for them to undertake some of the higher course in S4.

The school has also significantly increased the opportunities to gain more sports coaching to ensure pupils have the ability to extend their skills. However, this opportunity has been hampered due to the refusal of Papdale Halls of Residence to provide accommodation. This therefore prevents children without relatives in Kirkwall attending enrichment activities when they involve an overnight stay.

The latest PIPs data for the end of Primary 7, S2 Mathematics results for National Tests and Standard Grades all show evidence of stretching the more able pupil.

HEALTH PROMOTING SCHOOL DEVELOPMENTS

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The school continues to promote healthy living through the curriculum. Children are aware of issues surrounding health, diet and exercise. Activities which have further developed their understanding have included:

S3 and S4	Basic Food Hygiene Certificate
S3 and S4	First Aid Course
Primary 7	Cycle Proficiency Training

ACTIVE SCHOOLS PROGRAMME

The school has developed strong links with Active Schools. This has resulted in new opportunities for pupils to undertake sporting activities in conjunction with other junior highs at the Pickaquoy Centre. This has provided an excellent opportunity to put training experience into practice.

The opportunities of having focused support in school has also been effective and these activities helped the school to gain the North Isles Schools trophy in June.

An area of slight concern was the lack of a summer active schools programme on the isle, which the previous years had been very successful.

INTERNATIONAL EDUCATION / GLOBAL CITIZENSHIP

Global Citizenship was introduced as a discreet subject into our curriculum for S1 and S2 in August 2006. The school was seeking to broaden the curriculum for these year groups and after extensive research into materials and resources available it was decided to base the course on a resource called Get Global.

The three core themes that underpin Get Global are skills-based:

1. To provide an experience of being able to make a difference through action.
2. To develop skills of enquiry, participation and reflection.
3. To develop an understanding of the world as a global community, and to discuss the political, economic and social implications of this.

Whilst taught as a discreet subject, Global Citizenship had at its heart, important principles of International Education. It sought to embed important principles and practices of International Education into the curriculum, ethos and values of the school. It was also designed to enhance our pupils capacity to become effective contributors and responsible citizens. Skills necessary to enabling our young people to participate in Global Issues such as communication, enquiry team working, decision making and problem solving were enhanced. The course lended itself to and indeed promotes an active and participatory approach to all activities undertaken.

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IMPLEMENT INDUCTION GUIDELINES / PROGRAMME FOR ALL NEW STAFF

The school follows the guidelines of the Authority and ensures new staff have access to relevant training.

INITIATIVES LINKED TO AMBITIOUS, EXCELLENT SCHOOLS AND CURRICULUM FOR EXCELLENCE

S1/S2 audit across subject curriculum content and skills being taught / learnt at each stage and in each subject.

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CO-ORDINATED SUPPORT PLANS

In the past year no pupils have required a co-ordinated support plan. However recently we have been working closely with social services concerning three pupils at school. This close co-operation and regular contact has been excellent in supporting these families. Similar support has occurred with other external agencies.

ENTERPRISE IN EDUCATION PROGRAMME

The school has developed a Vocational Course. This has included:

1. Work on the polytunnel – (achieved with a grant from Hungry for Success). Cover badly damaged in a winter gale – cover shortened and refixed. Raised box beds were made and a leaky pipe system installed.
2.
 - On going planting and maintaining within polytunnel.
 - So far £490 has been raised by producing vegetables for the school kitchens and H.E. Department and selling vegetables and other plants to the general public.
 - Raised money is ploughed back into the project and 25% is given to the pupils to spend around the school for example in their common rooms (£123 so far).
3. Painting and decorating common rooms for S1/2 and S3/4.
4. Computer maintenance and website input and keeping a photographic record of activities.
5. Planting bulb and decorating pots to sell at Christmas.
6. Cooking and raising money for Red Nose Day.
7. All pupils passed a 1 day elementary food hygiene course through Orkney College on 30th March.
8. Seventeen pupils took part in a 2 day babysitting course organised through NHS Orkney on 30th and 31st May.
9. Basic house maintenance.

NURSERY / PRIMARY DEPARTMENT

Enterprise Education

Enterprise education continues to be mainly delivered through the Environmental Studies and Health and Well Being Curriculum.

Skills relevant to the workplace such as working in groups, co-operating and knowing your own strengths and areas for development were frequently visited. At times the enterprise pack 'Go for Enterprise' was used.

Regular visits to local businesses and organisations (Post Office, Fire Station, Café) gave pupils understanding of the workplace. Use was also made of visitors. (Police, Nurse, Fireman)

During session 2006-07 the upper primary completed a topic on 'The World of Work' which looked at skills and career choices. A local business woman visited the class to speak about the opportunities for setting up a small business in a remote, rural location.

The primary are also involved in supporting the local care home by visiting to perform there and supplying art work for the walls. The collection at the Christmas carol service, in which the primary played a significant part, went to the work of the care home.

In November 2006 the Upper Primary took part in a 'Dress Like a Pirate' day and raised around £90 for Children in Need. They also contributed to raising money on Red Nose Day.

Plans for 2007 – 8

1. Enterprise project involving food and design.
2. Ongoing polytunnel work and plant propagation.
3. Netted tunnel created where the polytunnel was shortened.
4. Nursery garden design.
5. Further personalising of common rooms.
6. Household DIY activities including plumbing and electrics.
7. Car engine dismantle and rebuild.

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Raising Attainment Actions for Schools 2006-2007 – Evaluation May 2007

SCHOOL Westrayl Junior High

	IMPACT	NEXT STEPS
<p>Action 1: - AifL – developing formative assessment across the school</p> <p>Progress: - A baseline of knowledge was established throughout the school, there was agreement on the implementation of minimum levels of Aifl techniques. These have been occurred throughout the school with the majority of staff significantly exceeding the baseline.</p>	<p>Through lesson observations AifL techniques have been clearly seen to be being used effectively across the school. These have clearly had an impact on children’s learning which can be seen by the raising of attainment in certain areas. Secondary pupils have a clear understanding of VAK and their own individual learning styles. The use of weekly learning logs has also proved to be a useful tool for some pupils, especially when linked to a learning blog.</p>	<p>Two members of staff recently went to a Shirley Clarke lecture the information from this has been cascaded to all staff and has already resulted in a refinement of AifL techniques. The school is also concentrating on effective feedback and will move onto the area of personal learning plans in 2008/09.</p>
<p>Action 2: - ICT in L&T</p> <p>Progress: - The school has had significant developments in ICT, one of the most important of these is the increased reliability of the internet access. The school has also replaced the unreliable apple/ mac computers with p.c’s. The school has further enhanced the ICT equipment with the addition of interactive whiteboards in many classrooms.</p>	<p>The confidence of staff to use ICT effectively has significantly increased. Many staff now using the interactive whiteboards effectively through the school. The training provided to them on interactive whiteboards has broadened their understanding of the use of ICT in the classroom. Pupils across the school are motivated by this additional use of ICT and this has significantly enhanced their learning.</p>	<p>The ICT suite has been upgraded and now is an excellent environment to work in. The effective use of this facility across the school will need to be carefully managed. The school is producing a bid to ensure all classrooms have interactive whiteboards and visualisers can be piloted as recommended by Shirley Clarke. The school will continue to enhance teachers skills in the use of ICT.</p>
<p>Action 3: - Ethos – developing celebrating success across all stages</p> <p>Progress: - The school has developed mechanisms to celebrate success within the secondary sector. These have included the awarding of merit cards, letters to parents informing them of their pupils excellent effort/progress or attitude. Celebration assemblies have also been introduced which celebrate the achievement of pupils across the school.</p>	<p>The impact has been to produce a more positive feel among the older secondary pupils. This can be clearly seen by the raising of attainment in the standard grade exams, as few pupils showed signs of disaffection with the school.</p> <p>The more refined guidance meetings also meant that children who were under achieving and pupils who were doing excellently were also discussed. This had a positive effect on the feel of the meetings and any actions which developed from them.</p> <p>Pupils valued the merit cards and there was a positive feel towards celebration assemblies. However pupils did want to see them awarded fairly across the secondary sector and felt on a few occasions the pupils had not deserved the award.</p>	<p>The next step is to continue the process of celebrating success with the year heads carefully monitoring the awarding of merit cards through the school. This year it is important to embed the development so they become part of the culture of the school.</p>

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Development Priorities 2007 - 10

2007 / 08			2008 / 09			2009 / 10		
Q.I.	Service Plan	Development	Q.I.	Service Plan	Development	Q.I.	Service Plan	Development
1.1 5.3 2.1 5.1	1.16	AifL – effective feedback	1.1 5.3 2.1 5.1	1.16	AifL – Personal Learning Plans	1.1 5.3 2.1 5.1	1.16	AifL – Ensuring strategies in place optimise Curriculum for Excellence developments
5.1 1.1 2.1 5.2	1.2a	Curriculum for Excellence	5.1 1.1 2.1 5.2	1.2a	Curriculum for Excellence	5.1 1.1 2.1 5.2	1.2a	Implementation of full delivery of Curriculum for Excellence
9.1	1.1	Renew of school aims in light of 4 capacities and HGIOS3	5.2 5.3		Review of teaching resources / methods with the introduction of Pathfinder Glow	4.1 4.2 1.1 5.1 5.2		Schools of Ambition implementation of agreed development
4.1 4.2 1.1 5.1 5.2	1.2a 1.16	Schools of Ambition (Planning year)	4.1 4.2 1.1 5.1 5.2		Schools of Ambition (Implementation of agreed developments)	6.1 6.2 6.3 9.1		Review of policies in light of implementation of Curriculum for Excellence
1.1 5.3 2.1 5.1	4.4	Development of ICT resources to aid AifL techniques	5.1 5.2 5.3	4.4	Development of ICT skills / resources to allow effective communicate between schools involved in the Schools of Ambition project			
6.1 6.3 6.2 9.1		Revision of policies in light of recent educational developments (3 year cycle)	6.1 6.2 6.3 9.1		Review of policies			
		Health Promoting Schools						

Project 1

School Plan 2007 / 8

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Development Priority:		Related School Aim:	Attainment / Management of Staff
Service Plan	1. To raise achievement in all learners	National Priority	

Specific Target:	Explore different ways of improving the quality of feedback that pupils receive in class.
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Key Area/QIs	Action	Indicators of Success in achieving the target	Timescale	Personnel	Estimated cost (Resources/Staff Development etc)
2.1 Learners experiences 3.1 The engagement of staff in the life of the school. 5.2 Teaching for effective learning 5.4 Assessment is for Learning 5.9 Improvement through self evaluation					
1. Explore the importance of verbal feedback in learning. 2. Review current strategies used to provide good quality feedback in the classroom. 3. Establish different ways of improving the quality of feedback throughout the school.	1. ½ in-service day to introduce project, establish bench mark of understanding. Set project goals and negotiate timescale. 2. Staff meetings x 3 to review progress, and set targets for next period of project. 3. Review of teaching and learning policy in light of developments. 4. Staff to attend Shirley Clarke course.	1. Staff work as a team to develop project. 2. Feedback through the school is used effectively to enhance learning. <ul style="list-style-type: none"> • Enhanced planning • Lesson observations. • Staff and pupil interviews. • Perception indicators. • Show improving learning. 	August to January	All teaching and support staff.	£1000 on teaching staff attending Shirley Clarke course. £100 for support staff to attend meetings. £200 Resources.
Arrangements for monitoring and evaluation (a) during (b) at end of the target period	1. Concept established throughout staff. 2. Enhance through planning, lesson observation with a focus on feedback, staff and pupils 5.9, 5.4, 2.1 interviews that show enhanced feedback techniques across the school.				

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Development Priority:	1. To raise achievement in all learners 3. To promote learning for life.	Related School Aim:	<ul style="list-style-type: none"> To establish effective team working for the benefit of the whole child. To equip pupils with the knowledge and skills required to meet future challenges.
Service Plan		National Priority	

Specific Target:	To reach a shared understanding within our school of the four capacities.
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QIs	Action	Indicators of Success in achieving the target	Timescale	Personnel	Estimated cost (Resources/Staff Development etc)
5.1 The development of the curriculum. 5.4 Planning learning experiences and activities. 5.9 Commitment to self evaluation. 2.1 The extent to which learners are involved and actively involved in their own learning.	<ul style="list-style-type: none"> To explore on in-service days shared understanding of four capacities. Develop pupils perspective on the meaning of four capacities. To begin to developing planning strategies which link to the four capacities Share outcomes Parents' evening introducing 4 capacities. Develop cross curriculum links with four capacities. Theme weeks to develop four capacities. 	Staff, pupils and parents have a clear understanding of the four capacities. Overview planning sheets start to reflect links to the four capacities. Secondary Department start to look for <u>effective</u> cross curricular links to deliver 4 capacities.	In-service days used in August/February to share developing practice. Projects between departments / schools develop between February and July.	All teaching staff.	<ul style="list-style-type: none"> Cost of inservice and inter isle travel to develop understanding / ways forward. £3000 (School of Ambition link) Cost of non-contact time to develop cross curricular links. £1000
Arrangements for monitoring and evaluation (a) during (b) at end of the target period	<ol style="list-style-type: none"> Monitoring of the understanding by staff and pupils of the capacities, through teacher/pupil discussions. Monitor planning for evidence of links to the four capacities. Identification of cross curricular projects to develop 4 capacities for the following session. Evaluate the effectiveness of theme weeks in developing 4 capacities through pupil survey. 				

Project 3

Westray Junior High School

Development Priority:		Related School Aim:	
Service Plan	1.1 Improving learning and teaching	National Priority	Values and citizenships

Specific Target:	To review the aims of the school in light of the four capacities and HGIYS3.
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Key Area/QIs	Action	Indicators of Success in achieving the target	Timescale	Personnel	Estimated cost (Resources/Staff Development etc)
9.1 Appropriateness and coherence with corporate and community vision values and aims. Sharing and sustaining the vision.	In-service day in February to overview school aims.	Mid June staff meeting / parent and pupils councils agree aims.	February and June 2008	All stakeholders	Cost of itinerants attending In-service day. Cost of part time resident staff attending In-service day. Cost of non-teaching staff attending in-service day. Cost of signs around school displaying aims.
Arrangements for monitoring and evaluation (a) during (b) at end of the target period	Monitoring 2008 the effectiveness of aims though audit of pupils, staff and parents perceptions.				

Project 4

Westray Junior High School

Development Priority:		Related School Aim:	
Service Plan		National Priority	

Specific Target:	Further enhance ICT opportunities within the school.
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Key Area/QIs	Action	Indicators of Success in achieving the target	Timescale	Personnel	Estimated cost (Resources/Staff Development etc)
1.1 Improvements in Performance 2.1 Learners experience 5.2 Meeting learners needs	To place a bid to enhance ICT facilities to include interactive white boards in all rooms and to pilot the use of visualiser units as recommended by Shirley Clarke.	<ol style="list-style-type: none"> 1) Bid successful 2) Effective use of ICT resources 3) Enhanced motivation in pupils and staff 4) Raising attainment 5) Use of new learning techniques 	September 2007 to August 2008	All teaching staff	In excess of £10,000
Arrangements for monitoring and evaluation (a) during (b) at end of the target period	<ol style="list-style-type: none"> 1) Monitor planning and lesson observation for evidence of effective use of new resources. 2) Pupil interviews show increased motivation / enhanced learning. 3) PIPs and other value added data shows progress appropriate for ability. 				

Maintenance Issues

2007 / 08

The following items are no longer whole school targeted areas for development but are being refined and embedded into the curriculum / school and are therefore classed as maintenance issues. These include:-

- Secondary procedures for celebrating success.
- Development of access courses to enable pupils to access the whole curriculum. (Access 3 Physics course being developed 2007/08).
- Race relation policy developed and now being embedded into the school.
- All teaching staff have undertaken training and are kept informed of any developments within ASL legislation.
- Implementation of Global Citizenship, ICT classes in S1 and S2, lower Primary French, Vocational Course and Standard Grade Music have all occurred and programmes of study are under constant refinement.
- Use of enhanced ICT facilities with more reliable internet connection has significantly increased the use of ICT within the school. In 2007/08 the objective is to embed the effective use of ICT and enhance skills of teachers, support staff and pupils.

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Development Plan	Course Description	Key Area	Member of Staff	Preferred Time	Source
	Assessment is for Learning (Formative Assessment)	Development of strategies to further develop AifL techniques	All teaching staff	½ day inservice August	In-house
	A Curriculum for Excellence / Assessment is for Learning	Orkney (Peedie) Learning Festival	Teaching and support staff	25 th and 26 th October	Authority
	Assessment is for Learning (Shirley Clarke lecture)	Enhancing knowledge and practical skills	Two members of teaching staff	June 2008	Paid by school CPD budget
	Further development of expertise in the use of interactive whiteboards	Support in class in developing IT skills and knowledge	All teaching staff	Session 2007	Authority
	Maths / Assessment is for Learning	Further develop expertise in the teaching of maths and its links to AifL	Sarah Cable	Session 2007	Authority / paid by school
	Child Protection Training	Fulfil legal requirements	Most staff	Session 2007	Authority
	Visiting Primaries within Orkney	Enhance teaching skills / investigate approaches to the delivery of Curriculum for Excellence	Helen Lumsden	Session 2007	Authority
	Solution Orientated Schools	Initial investigation into this approach	All staff	18 th September 2007	Authority (Valerie Webster)
	High impact lessons in Geography	AifL Techniques used in Geography	Ishbel Borland	October 2007	DSM - Paid by school
	Enhancing behaviour through support from Steve Bunning	Ensure pupils have a positive attitude	Teaching staff	Session 2007	Authority

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3 Year Rolling Programme for Policy Development

2007 / 08

Term 1	Behaviour Standards and Quality Report School Profile Emergency Procedure Plan Disability Policy
Term 2	Learning and Teaching (Review) Learning and Teaching using ICT Guidance Policy
Term 3	Anti bullying Learning and Teaching (Review) Learning and Teaching using ICT
Term 4	Homework Policy School Development Plan Healthy Schools

2008 / 09

Term 1	Staff handbook Standards and Quality Report School Profile Review of Programmes of Study 3 – 18
Term 2	Review of Pre-School Policies Review of Programmes of Study 3 – 18 Celebrating School Achievement
Term 3	Pastoral Care / Health and Wellbeing Policy Review of Programmes of Study 3 - 18
Term 4	School Development Plan Review of Programmes of Study 3 - 18

2009 / 10

Term 1	Standards and Quality Report School Profile Assessment
Term 2	Reporting English as an additional language Equal opportunities
Term 3	Parents and partnership Staff handbook
Term 4	School Development Plan

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Monitoring by Andrew King

to look at the books/work for the following subjects:-

Term 2 w/b 05.11.07	Term 3 w/b 21.01.08	Term 4 w/b 12.05.08
English / Maths	Science / Music	PSD / History

Observation by Andrew King

08.10.07	Lorraine Rendall
12.11.07	Angie Stout
29.11.07	Helen Lumsden
17.01.08	Allan Forrester
31.01.08	Sarah Cable
14.02.08	Jim Meason
19.02.08	Ishbel Borland
21.02.08	Mary Rackstraw
27.02.08	Lynn Procter
13.03.08	Emma Taylor
20.03.08	John Cable

I will be trying to identify areas of development within AifL in part through your planning and will be asking through the year to review this evidence.

Pupil Interviews

Pupil interviews will take place during a two week spell starting Monday, 12 th May	Primary 4, 5, 6, 7 Secondary 1, 2, 3
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Westray Junior High School

WESTRAY SCHOOL CALENDAR 2007/8

AUGUST	Monday, 20 th August	9.00 a.m. Staff Meeting In-service to inc. ½ day AifL and ½ day on CfE
	Tuesday, 28 th August (period 6)	School Council
SEPTEMBER	Tuesday, 4 th September	Curriculum for Excellence Mtg
	w/b Monday, 10 th September	Pr 1 Parents to visit
	Tuesday, 11 th September	Guidance Meeting (+HL re. S1)
	Thursday, 13 th September (period 7)	Secondary Assembly
	Tuesday, 18 th September	Valerie Webster Solution Orientated Schools
	Tuesday 25 th September	S3/4 Target Setting
	Tuesday, 25 th September (period 6)	School Council
OCTOBER	Tuesday 2 nd October	Curriculum for Excellence Mtg
	Tuesday, 9 th October	Staff Meeting
	Thursday, 25 th / Friday, 26 th October	In-service (Mini-festival)
	Tuesday, 30 th October	Work on AifL
NOVEMBER	Thursday, 1 st November	Secondary Assembly
	Tuesday, 6 th November	Staff Meeting
	Tuesday, 13 th November	Guidance Meeting
	Thursday, 22 nd November	5-16 Parents' Evening + Parental Council AGM
	Tuesday, 27 th November (period 6)	School Council
	Tuesday, 27 th November	Work on AifL
	Thursday, 29 th November (period 7)	Secondary Assembly
DECEMBER	w/b Monday 3 rd December (till 11 th Dec)	S4 Prelims
	Tuesday 4 th December	Staff Meeting
	Tuesday, 11 th December	Guidance Meeting
	Tuesday, 18 th December	Team Building Games
	Thursday, 20 th December	Christmas Lunch and Parties
	Friday, 21 st December	Candlelight Service
JANUARY	Tuesday, 8 th January	Staff Meeting
	Tuesday, 15 th January	Guidance Meeting
	Tuesday, 15 th January (period 6)	School Council
	Thursday, 17 th January	S4 Parents' Evening
	Friday, 18 th January	Celebration Assembly
	Tuesday, 22 nd January	Staff Meeting (working on AifL/ CS)
	Tuesday, 29 th January	Staff Meeting (working on AifL/ CS)
	Thursday, 31 st January (period 7)	Secondary Assembly
FEBRUARY	Tuesday 5 th February	Guidance Meeting
	Thursday, 7 th / Friday 8 th February	In-service : School Aims, ½ day CfE ½ day AifL
	Tuesday, 12 th February	Staff Meeting
	w/b Monday 25 th February	S2/4 KGS Evening
MARCH	Tuesday, 4 th March	Guidance Meeting
	Thursday, 6 th March	Secondary Assembly
	Tuesday, 11 th March (period 6)	School Council

Westray Junior High School

	Thursday 13 th March	S2 Parents' Evening
	Tuesday 18 th March	Staff Meeting (working on AifL/ CS)
	Tuesday, 25 th March	Meeting re. School Aims
APRIL	Tuesday, 15 th April	Staff Meeting
	Tuesday, 22 nd April (period 6)	School Council
	Tuesday 22 nd April	Primary Mtg / Secondary Mtg
	Tuesday, 29 th April	Meeting re. School Aims
	Thursday, 1 st May (period 7)	Secondary Assembly
MAY	Thursday, 8 th May	Primary 1-7 Parents' Evening
	Thursday, 8 th May	S1 Parents' Evening
	Tuesday 13 th May	Primary 1-7 Parents' Evening
	Wednesday, 14 th to Fri 23 rd May	S3 Exams
	Tuesday 20 th May	Staff Meeting
	Thursday, 22 nd May	Team Sports Events
	Monday, 26 th May	Sports Day
	Tuesday, 27 th May	Guidance Meeting
	Friday, 30 th May	Celebration/Leavers Assembly
JUNE	w/b Monday, 2 nd June	S3(4) Work Experience Week
	w/b Monday, 2 nd June	Timetable Move on
	Tuesday, 3 rd June	Staff Meeting
	Tuesday 10 th June	Primary 7 to S1 Meeting
	Wednesday, 11 th June	Pre-school Meeting
	Thursday, 12 th June @ 6.30 p.m.	Primary 7 Parents' Meeting
	Thursday, 12 th June @ 7.15 p.m.	New Primary 1 Parents' Meeting
	Thursday, 12 th June @ 7.30 p.m.	S3 Parents' Evening
	Tuesday, 17 th June	Guidance Meeting
	Thursday, 26 th June (period 7)	Secondary Assembly