

WESTRAY JUNIOR HIGH SCHOOL

Standards and Quality Report 2009/10



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Standards and Quality Report

Each year we have a duty to report on the work of the school over the previous year outlining the developments and progress we make to improve the quality of teaching and learning for all in Westray Junior High School.

About our 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 can then 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 approximately 600 and Papa Westray approximately 60.

The number of pupils on role in 2009/10 was:

Primary Sector 29

Secondary Sector 34

The school has seen some changes in staff during this academic year. However they 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 an Early Years Worker with responsibility.

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.

Vision, Values and Aims

The schools vision, values and aims were reviewed in 2007/08. These are now presented below and compliment the vision, value and aims of the local authority.

We are particularly proud that we have encapsulated these in our vision board which is displayed throughout the school.

School Aims

We aim to develop successful learners, confident individuals, responsible citizens and effective contributors by:

Sharing creative, challenging and enjoyable learning in a safe and supportive environment.

Developing self awareness and an understanding of the needs of others.

Being responsible and treating each other fairly.

Celebrating the culture and quality of life in our island.

Actively learning and working together as a community.



Education and Recreation Services

Vision and aims

Vision: This is our Community. We want the very best for everyone.

Our core values are:

Respect

Responsibility

Enjoyment

Being Safe

Being Healthy

Being Active

Being all we can be

Our vision embraces many aspirational ambitions. We believe that by working together we will support everyone to develop as **active, healthy** individuals who take **responsibility** for their own learning and **enjoy** learning together for a sustainable future in our diverse community.

We aim to ensure everyone feels accepted, **respected** and **safe** by providing a tolerant, understanding and caring environment. We want everyone to do their **very best** in all that they do and we celebrate their successes individually and collectively.

Aims

We aim to improve achievement and attainment, health and wellbeing for all pupils, students, service users and members of the community.

In particular we aspire to help people become:

- ❖ Successful learners
- ❖ Confident individuals
- ❖ Responsible citizens
- ❖ Effective contributors

CONSULTATION PROCESS

Staff are fully engaged at each stage of the planning process. This includes reviewing progress with existing plans and agreeing the priorities for future planning.

Priorities are identified taking account of:-

The Scottish Government National Priorities for Education

The Local Authority Service Improvement Plan 2008/11.

The schools own priorities identified through self evaluation using the quality indicators contained within *'How Good Is Our School?'*

The schools own priorities in engaging with CfE.

Staff priorities as identified at review meetings.

At National, Local and School level for Excellence Curriculum is the overriding priority for development in Westray.

Parents are consulted through the Westray Parent Council which continues to evolve. The Parent Council is regularly consulted on matters relating to progress of the School Improvement Plan, as well as curricular activities within the school. 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 NHSO and Community Social Services.

The minutes of Parent Council meetings are displayed in the community foyer thus inviting consultation to the wider community.

Pupils are consulted as appropriate through Class and School Council meetings.

News Bulletins are circulated to all parents and carers.



Summary of progress made on the 2009/10 School Improvement Plan.

Priority 1 Implementation of Curriculum for Excellence

What we set out to do?

- To further develop an understanding of a Curriculum for Excellence outcomes in particular in relation to Literacy, Numeracy and Health and Wellbeing. Increase PE time.
- Begin to prepare for the new assessment guidelines.
- To further develop cross curricular links within and across secondary departments
- Develop a coherent P7 - S1 transition policy and process
- Develop wider pupil participation in aerobic activity
- Further develop Vocational skills course

What did we achieve?

- Staff began to use Literacy, Numeracy and Health and Wellbeing outcomes in their planning and teaching.

- Cross curricular links within the secondary departments were developed and meaningful projects undertaken, this included Science/English and ICT project based on Scottish Scientists.
- In the primary sector the Primary 4 to 7 class worked on an information brochure for the Heritage Centre title 'Pierowall Reflections', this was a highly successful project which encompassed the ethos behind the development of the Curriculum for Excellence.
- The school developed with Papa Westray an agreed P7- S1 transition policy which is shared with an implanted with staff.
- P.E time has been increased through aerobic activity and dance.
- Vocational course continued to develop through:
 - Food Hygiene Courses
 - Soap Making
 - Continual development of the Poly tunnel
 - Dry stone walling
 - Initial development of a crafting project.



What do we do next?

We will continue to develop all aspects of the Curriculum for Excellence which will feature in the new School Improvement Plan, with an emphasis on cross curricular themes and interdisciplinary projects. There will also be an increased focus on assessment and tracking of progress within the Curriculum for Excellence with an emphasis on S1 (the first year of secondary curriculum for excellence).

Priority 2 To develop a culture and practice of self evaluation. Area for Improvement

What we set out to do?

- To raise awareness of current best practice in class, department and whole school self evaluation
- To develop effective monitoring and evaluating procedures within and across departments

What did we achieve?

- The whole school had support from School Improvement Officers in developing self evaluation across the school.
- Two staff meeting developed a whole school understanding of self evaluation and Helen Lumsden (Principal Teacher) took an active part in the delivery of this training.
- Primary self evaluation procedures were developed

What do we do next?

The school will continue to develop self evaluation through a revised self evaluation calendar and also through focussed evaluations which will inform the school about improvement priorities.

Priority 3: Fair Trade Status

What we set out to do?

- Create a raised awareness and understanding of Fair Trade issues, including ethical and global dimensions
- Involvement in positive action to promote Fair Trade in the school and the wider community

What did we achieve?

- The Christmas Carol concert had a Fairtrade/Ethical theme, with pupils spreading the message - through word and song - to buy Fairtrade, and treat others fairly.
- In February, as part of Fairtrade fortnight, S2 pupils organised and ran a simple tuck shop, selling bars of Dubble Fairtrade chocolate and Fairtrade bananas.
- Fairtrade Coffee afternoon with talk and presentation to the Auk Club Nov 09

What do we do next?

There was significant activity across the school in raising awareness and participating in Fairtrade events. The school have yet to achieve Fair Trade Status and this will be carried through to next year's plan.

Priority 4: Achieve Eco school status

What we set out to do?

- Raised awareness and understanding of Eco school and environmental issues, including ethical and global dimensions
- Involvement in positive action to achieve Eco school bronze flag status in the school

What did we achieve?

- In October 2009 S1-S4 Global Citizenship classes began working towards the Eco Schools' Scotland Bronze award. We achieved this award on 10th February 2010.
- As part of Eco-Schools and our Eco-School Action Plan, the Eco-Committee decided to take care of local birds.
- The S3/4 Vocational and Craft class put up bird houses and a bird bath. They also made two bird tables and attached them to the wire fence on the school grounds. .
- The S1 Global Citizenship class created bird food holders out of old yoghurt pots and string. They made bird food from batter scraps collected from Jack's Chippy and oil from the school kitchen. They mixed these ingredients together with bird food and placed them in the yoghurt tubs. We then hung them outside on the wire fence next to the bird tables.
- In the summer term, Rowan Pierce submitted a poem entitled "Glider" to the Eco Schools' Scotland competition. The theme was "Beautie and the Beastie: Scotland from Flow to Forest". Rowan won first prize in the secondary poetry section and attended an award ceremony in Edinburgh last

What do we do next?

Our awareness raising and work supporting our approach Eco Schools will continue as part of our core curriculum based round Global Citizenship.

Priority 5: Implementing the use of Glow

What we set out to do?

- Confident use of GLOW as a system.

- Improved teaching and learning through opportunities provided by *GLOW* system.
- Pupils have improved access to learning materials in event of bad weather closures.
- Papa Westray pupils have better access to learning materials in the event of boat cancellation caused by bad weather.
- Increased pupil's confidence using ICT for communicating and learning with a clear understanding on e-safety

What did we achieve?

- Staff continued to develop their skills in using *Glow* with support from the Centre creating *Glow* Groups to support learning . eg Eco Schools Group and Global Citizenship
- Pupils began using *Glow*
- School Communications and calendar of events were relayed on *Glow* and the HT used *Glow* as a communications tool in preference to always attending meetings in Kirkwall
- All staff using *GLOW* email
- E-safety materials were used by all secondary pupils

What do we do next?

The school embraced the *Glow* developments with staff and pupils using *Glow* to support teaching and learning. We will continue to develop the use of *Glow* as a tool to support core learning and teaching as well as during school bad weather closures.

Priority 6: Leadership

What we set out to do?

- Further develop opportunities for leadership across the whole school

What did we achieve?

Staff and pupils engaged in the running of numerous events and activities which gave opportunities to develop leadership skills, including:

- Produce school magazines with S1 pupils.
- Enable pupils to take responsibility and lead projects.
Pirate day (primary), Fairtrade events. Children in Need day,
School Carol Service, Burns night dinner and concert.

What do we do next?

We will continue to develop these leadership opportunities through the work of the Curriculum for Excellence. This will be through engagement in projects and events in the school and in partnership with the wider community.

Summary

The School Improvement Planning process is the key driver which helps the school develop and improve the quality of learning and teaching. By clearly evaluating the work of the school we can identify the priorities which we will bring forward into the 2010 -11 School Improvement Plan.

School Improvement Priorities 2010 -11

- Priority 1 : Develop self evaluation through taking a closer look at meeting learning needs.
- Priority 2 : To implement Curriculum for Excellence.
- Priority 3: To improve care and welfare arrangements in the secondary stages
- Priority 4: To develop Leadership and Ethos in the School Community



Successes and Achievements

Through the work and life of the school children participate in a wide range of activities and this contributes to achievement at both individual and group level.

Secondary Sector Attainment

The school continues to offer a wide range of courses in S3/4. At the end of S4 one pupil obtained 9 Standard Grades or equivalent at Credit level, whilst a further two pupils obtained 9 qualifications with the majority of the grades being at Credit level. The remaining three pupils all obtained 8 qualifications, one of whom achieved them all at Credit Level. The pupils were therefore able to access appropriate courses at either KGS or Orkney College. Pupils in S3 in 2009 were also able to start a Standard Grade course in Computing.

Analysis of attainment at Standard Grade in individual subjects.

The school uses tests in S1 and S2 to provide indicators of progress for

each pupil. The school has also systematically analysed the attainment of each pupil, but the school is careful not to use percentages due to the very small numbers presented for examination in each year group.

In almost all subjects, pupils overall made progress beyond national expectations.

Of the pupils who sat the examinations all achieved 5 or more awards at SCQF level 4 (General Standard Grade Level or equivalent) or better and the majority achieved 5 or more awards at SCQF level 5 (Credit Standard Grade Level or equivalent).

This level of attainment has allowed all pupils to access the courses of their choice at either Kirkwall Grammar School or Orkney College.

The courses on offer are continually being refined through our evaluation of our attainment.

5-14 Attainment

Due to the nature of the small year groups the school is careful not to use percentages on an annual basis when discussing attainment. However pupil's progress is carefully tracked and each pupil has a target level which they are working towards. The Primary sector carefully monitors progress towards these targets and provides extra support as necessary.

The table below summaries attainment at key primary stages over the period 2002 - 2010 Westray, Junior High School Cluster and Orkney as a whole.

Data from 2002-2010	Percentage attaining appropriate 5-14 levels at P3, P4, P6 and P7.		
	Reading	Writing	Maths
Westray	81.6	73.7	75.4
Junior High School Cluster	78.7	70	77.8
Orkney as whole	84.6	76.1	85.0

At Secondary stages S1 / S2 monitoring of progress is also based on target setting at an individual level. The table below shows the levels over the same period 2002-2010. Over this longer period the performance shows that results for Westray are higher than in other Orkney Junior Highs and also in Orkney as a whole.

Data from 2002-2010	Percentage attaining appropriate 5-14 levels at S1 / S2		
	Reading	Writing	Maths
Westray	77	67.6	71.6
Junior High School Cluster	73	64.5	63.1
Orkney as whole	69.2	60.6	59.7

Mathematics

Attainment in Maths between 2002-2010 is lower than in Orkney Junior Highs or in Orkney as a whole. However by the time they have moved through the Secondary Sector they are achieving their predicted targets in Standard Grades. In this sector attainment between 2002-2010 is comparable to that of other Junior Highs in Orkney and Orkney as a whole.

GENDER, DISABILITY and RACE

Numbers of pupils in the above groups at Westray are very low and it is therefore not possible to report on attainment without identifying individual pupils. The Authority has collected data on the achievement and attainment of these groups for Orkney as a whole and will report on this in the Authority equality report.

Exclusions. There were no exclusions this year.



Work and life of the School

Courses and Programmes

During the academic year 2009/10 the school continued to embed some of the developments of 2007/08 these included:

Standard grade Music

Global Citizenship

Vocational Education

Primary 1 -3 French

Intermediate II Art

The school introduced Standard Grade Computing which has been a development from ECDL and thus allows the pupils to opt for Higher Computing at Kirkwall Grammar School.

In 2009/10 the following opportunities have occurred:

- A group of Master Drummers visited the school which gave all pupils the opportunity for drumming and dance.
- S3/S4 attended a Careers Convention in Kirkwall.
- Primary pupils had the opportunity to learn Tag Rugby which was delivered by Bruce Ruthven, ORFC.
- Active Schools visited and promoted Clubgolf to the Primary pupils.
- Senior pupils had the opportunity to participate in Y Dance.
- S1/S2 pupils travelled to Kirkwall to participate in a Giant Heptathlon.
- A selection of pupils took part in a Swimming Gala in Kirkwall.
- A representative from Highland Football Academy visited the school to deliver football sessions to all age groups.
- Primary pupils were present at the launch of the 'Wee Westray Wifie' at the Heritage Centre.
- Senior pupils achieved their Elementary Health Hygiene certificates.
- S2 pupils enjoyed a 3 day residential trip to Hoy Outdoor Centre.
- Senior pupils were involved in various activities through Schools of Ambition.
- Primary pupils attended a 'Zoolab' session in Kirkwall.
- A group of Primary and Secondary pupils participated in the Athletics Competition in Kirkwall.
- Senior pupils took part in a babysitting course.
- P7 pupils spent 3 days at Birsay Outdoor Centre and participated in various activities.

'Pierowall Reflections' A Thoughtful Walk Along Our Village Shoreline.

This project was undertaken by Pr 4, 5, 6 and 7 during the summer term of 2010.

It resulted in the production of a professionally printed brochure which was gifted to our local Heritage Centre to help them raise funds for their ongoing work.

The work undertaken in the production of the brochure arose out of a desire to work within The Curriculum for Excellence, and at the same time, to broaden the experience the children were having within the area of religious observance.

What we did

During the summer term the children of P4, 5, 6 and 7 made many trips outside the school within our village. The children observed, drew, and asked questions. Finally we decided on 9 areas within our village environment which we wished to find out more about.



Our brochure was launched on June at an event organised and hosted by the children. Parents, community members and those who had helped out were invited to the school where the children gave a presentation on the work which they had undertaken.

We then left the school building and walked to the Heritage Centre, reading our information and sharing our reflective pieces on the way to a very appreciative audience. The brochure was then handed over to members of the Heritage Centre. It sold well over the summer.

A large print version of our brochure, our learning story and all the art work generated during the project were gifted to Kalisgarth, our local care centre.

Eco Schools' Scotland Bronze award.

We achieved this award on 10th February 2010.

As part of Eco-Schools and our Eco-School Action Plan, the Eco-Committee has decided to take care of local birds.

The S3/4 Vocational and Craft class put up bird houses and a bird bath. They also made two bird tables and attached them to the wire fence on the school grounds. We hope that the bird boxes will encourage birds to nest and that the food will provide the birds with vital energy over the winter months. The bird bath will collect rain water and will provide a place for birds to bathe and drink water.

The S1 Global Citizenship class created bird food holders out of old yoghurt pots and string. They made bird food from batter scraps collected from Jack's chippy and oil from the school kitchen. They mixed these ingredients together with bird food and placed them in the yoghurt tubs. We then hung them outside on the wire fence next to the bird tables.

As a class we also discussed the importance of feeding birds in the winter. Pupils recognised that birds needed extra energy in the winter to keep them warm. A discussion also took place regarding the important role that birds have in keeping insect numbers low in the summer months.

In the summer term Rowan Pierce submitted a poem entitled "Glider" to the Eco Schools' Scotland competition. The theme was "Beautie and the Beastie: Scotland from Flow to Forest". Rowan won first prize in the secondary poetry section and attended an award ceremony in Edinburgh last term.

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.

The school has also had a several changes in staff, including the appointment of:

- Miss Bell who teaches Modern languages/Global Citizenship/PSD
- Miss Cruickshank who teaches Computing and Mathematics
- Mrs Seatter who teaches Geography and Drama.
-

We also look forward to the arrival of Mr Garson who will be teaching English/ History and RME and Mrs Evans our new Home Economics teacher.

Inclusion and Equality—promoting equality

The school is aware of its duties, general and specific under the Race

Relations (Amendment) Act, the Disability Discrimination Act and the Equality Act 2006.

Equality issues are discussed and ethnic, religious, cultural and linguistic diversity is recognised, valued and promoted as a positive feature of the school. There is no barrier to participation in activities through culture and language, disability, race, religion, sexual orientation or additional support needs.

All staff are informed about the legal aspects of racial discrimination and are aware of ensuring that there is no racial harassment or sexual discrimination. Equality issues are addressed through the PSD curriculum. Circle time is used in primary classes and anti-bullying/anti-racism are some of the topics for class discussions and assemblies.

We believe that the promotion of equal access to sport is an important priority.

Our Active Schools Coordinator plays a key role in our developments. Access to the school buildings and classrooms for disabled pupils is assessed regularly and necessary improvements identified.

Vision and leadership

The school continues to develop a wide range of initiatives and through these experiences, staff gain considerable leadership opportunities. The school also strives to develop leadership opportunities for the pupils and considerable work occurred in this area through the Schools of Ambition project. Examples of this include the development of:

- Eco schools
- Fair trade
- Pierowall Reflections brochure
- Mock elections

Conclusion

In 2009/10 I was absent due to illness and Mr McEwen took the role of Acting Head teacher. I would like to thank Mr Mc Ewen for stepping into the role and continuing to develop a range of initiatives within the school.

We look forward to 2010 with many developments occurring as we embrace the Curriculum for Excellence and develop the new team of staff who, with the existing staff are highly motivated to support and develop the children of Westray.

Andrew King , Head teacher

