

Westray Junior High School

School Improvement Plan - 2017/18



Our school aims:

- 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 on our island.
- Actively learning and working together as a community.

Our development aims:

Attainment and progress at Westray school is already good, however there is always room for improvement. Following the National Improvement Framework, and the local Orkney Improvement Strategy, our key priority for this year is to raise attainment even further, and improve progress for all pupils, including those in vulnerable groups such as children who are looked after, living in social or economic deprivation, and children with additional support needs. Our small size means that we can identify the individual children who form our “attainment gap” and target Pupil Equity Funding closely and appropriately.

We will improve attainment and progress for all children this year through a continued focus on:

- **Classroom pedagogy:** All class teachers will engage in pedagogical research and reflection in an area of their choice, leading to improvements in teacher confidence, pupil enjoyment and engagement, and pupil attainment and progress.
- **Assessment, tracking and monitoring:** All class teachers will develop their use of, and confidence with, the new benchmarks, using them more regularly in planning, teaching and assessment. The Head Teacher will introduce tracking systems that support class teachers in identifying when children are not making good progress, and providing support and intervention to address this, so that all children make good progress and overall attainment is improved.
- **Evaluation:** The Head Teacher will develop systems that allow us to continually and collaboratively reflect on our school, and that involve pupils and parents more fully in this process, so that everyone in our school community knows about and agrees on our strengths and the areas in which we believe we can improve.

These priorities have been chosen after extensive analysis of the evidence of attainment at Westray School, consultation with parents, evaluation and planning exercises with staff (see attainment and outcomes document, end of year parent survey, Standards and Quality Report, and whole school evaluation and planning exercises).

Aim: Raise attainment for all through a focus on classroom pedagogy. All class teachers will engage in pedagogical research and reflection in an area of their choice, leading to improvements in teacher confidence, pupil enjoyment and engagement, and pupil attainment and progress.					NIF improvement area: raising attainment; NIF driver: teacher professionalism HGIOS indicators: 1.2, 2.3, 3.2 HGIOELC indicators: 1.2, 2.3, 3.2
	Tasks that we will do on the way to achieving this aim	Who will do this task?	What do they need to do it? (time, money, support, training etc)	Is there a particular time it needs to be done by?	What evidence can we look at to see if progress has been made?
Secondary	Re-introduce regular TLC meetings in the secondary, using the discipline of noticing as a method for reflection and change.	Sarah Jones All secondary staff to participate	<ul style="list-style-type: none"> TLC meetings prioritised over administrative ones on the calendar 	Throughout the year	Pupil attainment data Staff end of year survey and ongoing reflections Student voice Peer observation feedback
Secondary	Secondary staff to do regular peer observations on the theme of the TLC and meet after for one to one professional dialogue.	All staff	<ul style="list-style-type: none"> Time in the working time agreement A structure for peer observations and discussion 	Throughout the year	Peer observation feedback Pupil voice
Primary	Explore and evaluate different methods of teaching reading that replace the Ginn scheme in the upper primary (reading circles, read and respond, novel studies etc).	Helen Lumsden	<ul style="list-style-type: none"> PT time Collegiate time to discuss with Primary team Funding for additional resources 	Throughout the year	Pupil attainment data Pupil voice Parent feedback
Primary	Explore and evaluate a “learning through play” approach in the middle primary.	Louise Harcus	<ul style="list-style-type: none"> Lynda Keith course Funding for cover/resources Collegiate time to discuss with Primary team Practical support and observation from PT Time with Morag on visits 	Throughout the year	Pupil attainment data: children in this class making better progress than average End of year parent and pupil feedback: parents and pupils confident and happy with approach

Primary	Introduce Oxford Reading Tree resources into the Lower and Middle Primary.	Angie Stout Louise Harcus	<ul style="list-style-type: none"> • Pupil Equity Funding for ORT books and training • Time on calendar for training and collegiate discussion 	Training before Christmas Resources to be used from January Evaluation of implementation in Summer term	Pupil attainment and progress data Pupil voice – engagement and enjoyment of reading Parent voice – end of year parent survey
Primary & Nursery	Introduce Numicon resources in to the Nursery and Lower Primary class	Gina Rendall Angie Stout	<ul style="list-style-type: none"> • Pupil Equity Funding for Numicon resources and training • Time on calendar for training and collegiate discussion 	Training before Christmas Resources to be used from January Evaluation of implementation in Summer term	Pupil attainment and progress data in the lower primary class Pupil observations in the nursery Pupil voice – engagement and enjoyment of maths Parent voice – end of year parent survey
Nursery	Continue the evaluation cycle in the nursery that we began last term.	Sarah Jones to lead	<ul style="list-style-type: none"> • Collegiate time in meetings prioritised 	Throughout the year	Child observations Evaluation materials, including case studies of changes made
Nursery	Introduce a theory-into-practice element, where a piece of reading or new idea is shared and discussed, and activities planned that make use of it.	Sarah Jones to lead initially Other staff taking responsibility for selecting materials etc throughout the year	<ul style="list-style-type: none"> • Collegiate time in meetings prioritised 	Throughout the year	Reading materials and planned activities in meetings

Aim: Raise attainment for all through rigorous assessment, tracking and monitoring. Class teachers will develop their use of, and confidence with, the benchmarks, using them more regularly in planning, teaching and assessment. The Head Teacher will introduce tracking systems that support class teachers in identifying when children are not making good progress, and providing support and intervention to address this, so that all children make good progress and we improve overall attainment.				NIF improvement area: raising attainment and closing the gap; NIF driver: assessment of children's progress HGIOS indicators: 1.1, 2.3, 3.2 HGIOELC indicators: 1.1, 2.3, 3.2	
	Tasks that we will do on the way to achieving this aim	Who will do this task?	What do they need to do it? (time, money, support, training etc)	Is there a particular time it needs to be done by?	What evidence can we look at to see if progress has been made?
Primary & Secondary	Introduce class data sheets, where all the information we have about children is collected together in one place and used by teachers (resident and itinerant) and SFL staff for planning and teaching.	Sarah Jones to collate Class teachers to use regularly	<ul style="list-style-type: none"> • Training in understanding the data 	Class data sheets in place for after October holidays	Teacher planning referencing class data sheets Teacher feedback on the use of class data sheets
Whole school	Class teachers to explore different ways of using the benchmarks for planning, teaching and assessment	All teaching and nursery staff	<ul style="list-style-type: none"> • Collegiate time to discuss ideas and reflect on what is working 	Throughout the year Points in the calendar for sharing ideas	Examples of good practice from sharing meetings, and examples of pupil work showing this has had an impact
Primary, Secondary	Introduce regular holistic assessments by all teachers (class teacher to do 3 per year for each child, itinerants to do 1 per year)	All teaching staff	<ul style="list-style-type: none"> • CPD on what a holistic assessment is • Collegiate time to plan and moderate holistic assessments 	CPD throughout first term In school moderation in second term Moderation with LA in February	Examples of holistic assessments by pupils showing progress over time

Whole school	Introduce termly tracking meetings between HT and class teachers	Sarah Jones and all teaching and nursery staff	<ul style="list-style-type: none"> • Whole school meeting cancelled in the week of tracking meeting to protect teacher time/workload • Support in meetings to analyse data, and plan and evaluate interventions 	First tracking meeting after October holidays, every term thereafter	Pupil attainment and progress data Minutes from consecutive tracking meetings
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Aim: Develop a systematic approach to ongoing evaluation of our school The Head Teacher will develop systems that allow us to continually and collaboratively reflect on our school, and that involve pupils and parents more fully in this process, so that everyone in our school community knows about and agrees on our strengths and the areas in which we believe we can improve.					NIF improvement area: raising attainment and closing the gap; NIF driver: school leadership; school improvement
					HGIOS indicators: 1.1 HGIOELC indicators: 1.1
	Tasks that we will do on the way to achieving this aim	Who will do this task?	What do they need to do it? (time, money, support, training etc)	Is there a particular time it needs to be done by?	What evidence can we look at to see if progress has been made?
Whole school	Introduce regular slots in meetings where staff consider a HGIOS/HGIOELC QI.	Sarah Jones to lead All staff to participate	<ul style="list-style-type: none"> • Calendared meeting time 	Throughout the year	Evaluation documents Changes in practice/curriculum etc that happen after evaluation exercises
Whole school	Introduce regular collaborative activities for quality assurance e.g. team moderation of planning, peer observations	Sarah Jones to lead All staff to participate	<ul style="list-style-type: none"> • Collegiate time for quality assurance activities 	Throughout the year	Materials from sessions Case studies of changes in practice over time
Whole school	Set up a pupil council to improve the ways in which pupils contribute to evaluation of the school.	Sarah Jones	<ul style="list-style-type: none"> • 	First meeting of pupil council before Christmas	Pupil voice Parent voice
Whole school	Develop the ways in which parents feed into evaluation of the school.	Sarah Jones	<ul style="list-style-type: none"> • 	Parent survey at the end of 2016-17 Response to survey after October holidays Parent discussion groups set up before Christmas	Parent voice (end of year survey)