

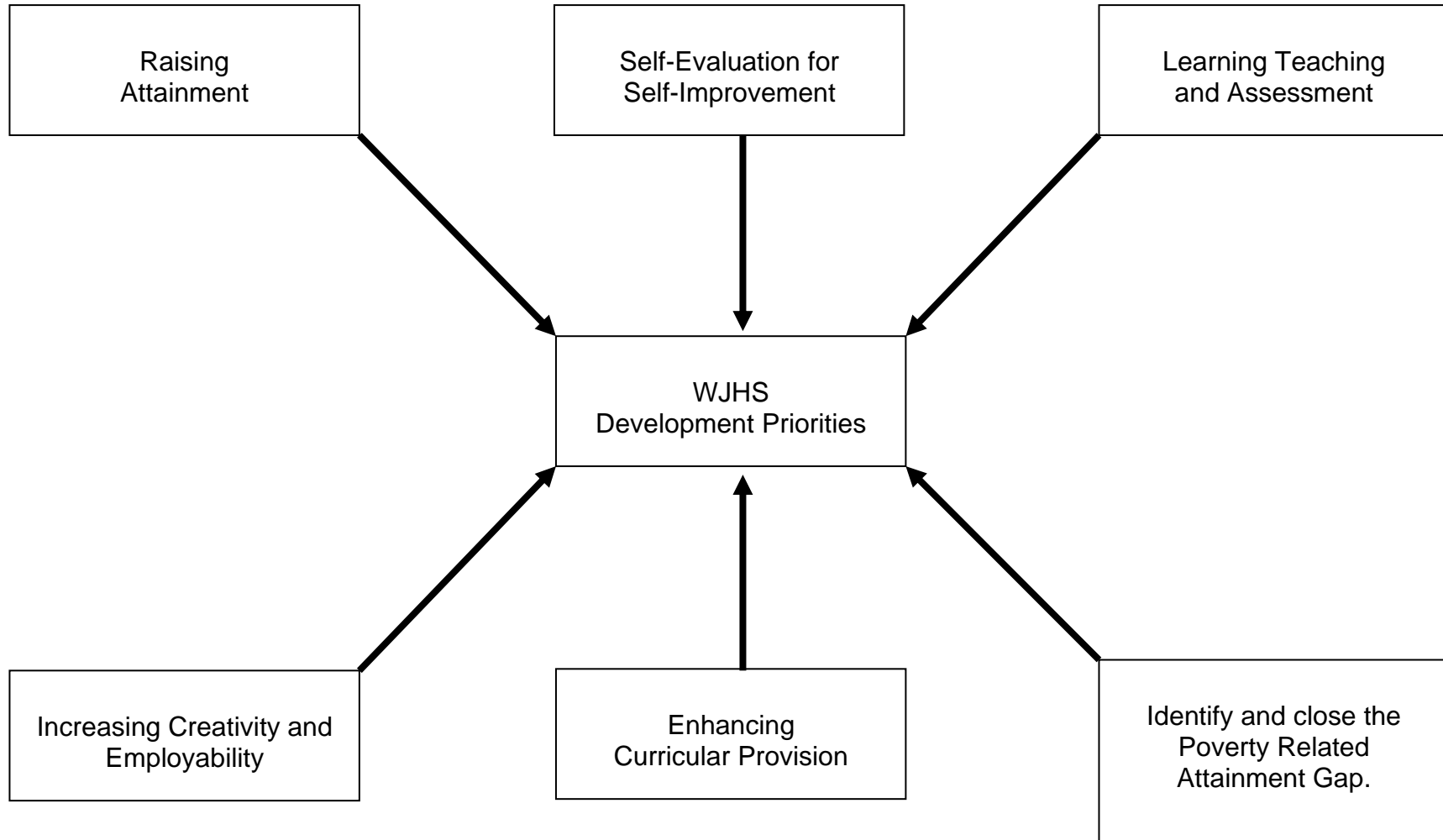
Westray Junior High School

Whole School Development Plan

December 2021



Development Priorities



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 Junior High 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 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.

The School improvement plan will take into account and include advice and guidance on the Scottish Government National Improvement Framework.

The four key priorities of the National Improvement Framework are:

Improvement in attainment, particularly in literacy and numeracy;
Closing the attainment gap between the most and least disadvantaged children;
Improvement in children and young people’s health and wellbeing; and
Improvement in employability skills and sustained, positive school leaver destinations for all young people.

The National Improvement Framework Key Drivers of improvement are:

1. School leadership,
2. Teacher professionalism.
3. Parental engagement,
4. Assessment of children’s progress,
5. School improvement and Performance information

The main focus for developments in Westray Junior High over the next year will be;

Effective use of data for self evaluation and self improvement
Raising the attainment, achievement and aspiration of our young people
Focus on effective learning, teaching, assessment and Moderation
Improved use of tracking and monitoring across the whole school

Forest schools

Priority 1: To fully embed outdoor learning experiences and forest/beach schools into everyday practice.		HGISELC QI: 2.2 Curriculum, Quality Framework: 1.3,2.1, 4.1
Outcomes for children and families	Implementation Strategies/Methods of change	Evidence used for evaluating success
<p>Children will be more confident in taking risks within their ability.</p> <p>Staff and parents will feel more confident that children are able to risk assess for themselves.</p> <p>Children will become very knowledgeable about their local environment</p> <p>Children develop positive relationships with community in safe and well managed situations extending the range of cultural experiences they have.</p> <p>The nursery, children and practitioners are seen positively within the community.</p>	<p>Develop the use of dynamic risk benefit assessment, engaging the children in conversations about what the possible risks are and how to put mitigations in place to reduce risk creating visual representations where appropriate. This can be used in all aspects of nursery life i.e. firepit, woodworking area, whittling, tools</p> <p>Develop a permanent outdoor firepit area (whole school). Fundraise/explore funding for a fire pit that is appropriate for whole school use.</p> <p>Trained staff will cascade knowledge and skills in fire-lighting, whittling, den building etc. to colleagues.</p> <p>Create local identification charts with the children/parents/local expert: birds, trees, plants, insects etc</p> <p>Add observations of what we notice from outdoor space to planning process. Become used to making observations, witing peedie notes and learning stories whilst using outdoors.</p> <p>Staff regularly use EVOLVE to develop familiarity and confidence when using this system. Build up a bank of risk assessments for a range of local area visits relevant to the children's interests and needs. Staff and children to use dynamic risk benefit discussions to establish and understand mitigations.</p>	<p>Photos and observations made while children explore outdoor experiences will be included in learning folders and in planning systems – progression in skill and confidence within the staff and children will be evident</p> <p>Risk Benefit Analysis created by staff and children will be evident</p> <p>Bank of Local Area Visits and evaluations</p>

Woodwork

**This priority is being continued from 2020/2021 development plan as was not able to be completed due to COVID-19 delays.
Highlighted in yellow are the areas completed in 2020/2021.**

Priority 2: Children will have regular access to woodwork supporting their holistic development across all areas.		HGISELC QI: 2.2 Curriculum, 2.3 Learning, Teaching and Assessment, 3.3 developing creativity and skills for life and learning Quality Framework: 1.3, 2.1, 4.1
Outcomes for children and families	Implementation Strategies/Methods of change	Evidence used for evaluating success
<p>To develop children's sense of agency and ability to self-regulate.</p> <p>To develop children's hand-eye – coordination, fine and gross motor skills</p> <p>To allow children to experience risk in a controlled environment and encourage perseverance with challenging tasks.</p> <p>To explore problem solving, critical thinking, literacy, numeracy, creativity, technology etc through a new medium. (See learning and development poster)</p>	<p>Staff to read Pete Moorhouse book</p> <p>Gina to engage in online training modules with Pete Moorhouse and disseminate to team.</p> <p>Gina to join Pete Moorehouse follow up sessions to share high quality practice with practitioners across Orkney.</p> <p>Create risk benefit assessment for nursery</p> <p>Speak to secondary woodwork teacher regarding building of woodwork bench for nursery</p> <p>Use nursery requisition budget 2021/22 to source materials and tools for woodworking projects including speaking to secondary department, parents and local crafts/work folk for wood off-cuts</p> <p>Share benefits of woodworking with parents and children through a letter/pamphlet/poster (Learning and development poster to be displayed in nursery and a copy shared with parents)</p> <p>Set up woodwork area in nursery and create a programme for developing children's understanding of safety and risk around use of tools.</p> <p>Introduce the children to the woodwork area and focus on progress made.</p> <p>Staff will use the questions from the course notes to support their planning of the development of woodwork in the nursery (see Pete Moorhouse course notes)</p>	<p>Woodwork becomes embedded into everyday practice at Westray nursery with regular use by a variety of children.</p> <p>Staff will observe the development of the children's skills of enquiry, critical thinking and reflection.</p> <p>Staff become increasingly skilled and confident in how to support learning in woodwork.</p> <p>Staff will be able to evidence children moving through the five stages of progression within woodwork. This will be seen in learning journey's, seesaw, floorbooks, planning etc.</p>

Nursery Experiences to challenge and add depth to children's learning

Priority 3: All practitioners and partners are ambitious and expect high levels of progress and achievement for all children.		HGIOELC QI: 2.2 Curriculum, 2.3 Learning, Teaching and Assessment Quality Framework: 1.3, 3.2, 4.1
Outcomes for children and families	Implementation Strategies/Methods of change	Evidence used for evaluating success
<p>Almost all of the children are demonstrating a higher degree of motivation and engagement in a range of rich, challenging experiences and opportunities that are on offer both indoors and outdoors</p> <p>Learning experiences are more effective in extending and sustaining children's interests thus supporting them to make decisions and develop their resilience and independence.</p> <p>Our practitioners introduce well-considered curriculum innovations that successfully enrich children's learning</p>	<p>Evaluate our all about me/personal plans to ensure they value children's contributions and achievements from beyond our setting and seek parent's views on how to do this effectively. Do these documents help inform practitioners about children's learning, development, interests and strengths on coming to nursery – are these updated regularly and meaningfully to help practitioners plan more effective learning experiences in the nursery?</p> <p>The nursery team will find a balance between child led, adult led and adult directed experiences. They will re-establish small group experience time linked to observations made of the children ensuring that all children are being supported or challenged appropriately. This will be documented in the nurseries current planning. Time will be given each week to literacy, maths and other area of the curriculum as appropriate.</p> <p>The Principles for Curriculum design will be used to help plan these sessions and to develop appropriate next steps in children's learning.</p> <p>The team will use their team meeting time to explore any themes or topics of interest that are occurring in the nursery. They will then brainstorm with the children PLODS as well as creating their own mind map of directions the topic could go in. This will help to plan for further opportunities to add depth to the children learning as well as engage and sustain the children's interests giving them real life opportunities to build on their current knowledge.</p>	<p>Practitioners' up-to-date knowledge of early learning pedagogy is evident in all aspects of practice within the setting.</p> <p>Self-Evaluation Activities</p> <p>Pupil learning conversations</p> <p>Planning</p> <p>Children's learning folders</p> <p>Relevant floorbooks</p>

Early Level Transitions

<p>Priority 4: approaches to transitions promote children’s security and wellbeing and effective communication, throughout transition promotes continuity and progression of children’s care, play and learning</p>		<p>HGIOELC QI: 2.6 HGIOS QI: 2.6 Quality Framework: 1.5</p>
<p>Outcomes for children and families</p>	<p>Implementation Strategies/Methods of change</p>	<p>Evidence used for evaluating success</p>
<p>Children, young people and their parents and carers are actively engaged in transitions at all stages of learning.</p> <p>Children and families are supported to develop relationships and build secure attachments with key adults in their children’s education.</p> <p>Transition programmes effectively build on prior learning to support curriculum continuity and progression to meet the needs of all children</p>	<p>Consultation i.e. core group meeting with current ELC & P1 families to discussion their thoughts and opinions on current transition process from home to ELC and from ELC to p1 with the intention to develop and improve transition arrangements and programmes.</p> <p>Use these findings to evaluate current procedures:</p> <p>Home to ELC – Home/Garden Visits Nursery Visits with families then transition visits for children Settling in days Phone Calls/See Saw feedback regarding settling in each term All About Me/Personal Plan/Enrolment procedure including updates Access to additional support where required (including process to access/follow up support plans)</p> <p>ELC – P1 Handover of information and supporting documents from ELC to p1 (term 4 and term1) Communication with parents regarding transition procedures Transition plans i.e. building awareness of wider school community, meeting new staff, joining other children in the school to build confidence (COVID safely) Tracking conversations between ELC, P1, relevant support staff and HT</p> <p>A planned programme of transitions is in place for transitions from home to ELC then from ELC to P1. Clear, shared processes are in place for the exchange of relevant information about children’s care and support needs, learning and achievements across the curriculum. Planned opportunities to enable practitioners to come together to develop a shared understanding of progress and pedagogy at all stages and across the early level are planned for.</p>	<p>Feedback in self-evaluation from children and families</p> <p>Effective use is made of children’s personal plans throughout early level.</p> <p>Staff feel confident in the information being gathered and used for transition purposes.</p> <p>Children continue to make expected progress during tracking conversations in both ELC and p1.</p>

Self-evaluation for Self Improvement. QI 1.1

NIF Drivers: 1, 2, 4 and 5.

Features of highly effective practice:

All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement.
 We use a range of effective approaches to ensure all staff, partners, learners, and other stakeholders are actively involved in our ongoing self-evaluation activities.
 Leaders at all levels support reflection by individuals, groups of staff, and with partners across our learning community.
 Pupil participation is a strong feature of our approach to self-evaluation and continuous improvement.

Outcome	Interventions	Measures	Impact
<p>What do we want to improve / change? Who is the target group? By when??</p> <p>All staff can show that they have used data to inform professional practice during session 2021 - 2022.</p> <p>Surveys and feedback will show that parents and pupils have contributed to the life and work of the school.</p> <p>Improvement in attendance for S3 pupils.</p> <p>Improve attainment in S3</p>	<p>What are we going to do? How are we going to do it?</p> <p>Staff will receive training on what data is available and on how to access the data available.</p> <p>Setup and use pupil and parent Focus Groups to look at and discuss issues they feel are important to the life and work of the school.</p>	<p>How will we measure this? What does 'better' look like? How will we recognise better when we see it?</p> <p>SNSA, PiPs, MidYis, Attainment, moderation and cross marking activities.</p> <p>Staff confidence in using data e.g. insight, MidYIS, TMR etc.</p> <p>Group membership and minutes of meetings. Focus group findings will be linked to improvements.</p> <p>Target is to raise last year's 88.6% overall to 95% overall.</p> <p>Targets: 90% achieving Third Level in L&T, R, W, N by end of S3</p>	<p>What was successful? Ongoing challenges? Future planning and actions?</p> <p>Improved tracking & monitoring to challenge and support pupil attainment.</p> <p>Pupil attainment in BGE and senior phase</p> <p>Self-evaluation and reflection of teaching practice is embedded into our work and is an ongoing feature of school life.</p> <p>Parents and pupils contribute to the life and work of the school informing school improvement planning.</p>

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Outcome	Interventions	Measures	Impact
<p>What do we want to improve / change? Who is the target group? By when??</p> <p>Further implementation/embedding of Sounds Write combined with continued tracking and monitoring of attainment. Evaluation of Sounds Write and the impact on attainment in reading</p> <p>Work on Home/School transition and support plans - measured in the happiness of the children joining, and the extent to which parents are satisfied with transition arrangements.</p> <p>Improvements to tracking and monitoring ahead of school transition - measured in partnership with P1 teacher.</p>	<p>What are we going to do? How are we going to do it?</p> <p>Comparison of school data with SNSA and SOFA in order to measure Sounds Write impact.</p> <p>Middle Primary Teacher to train in Sounds Write (PEF Funding).</p> <p>Middle Primary Teacher to join Orkney 'P4 Learning, Teaching and Assessment Group' for moderation of P4 materials.</p>	<p>How will we measure this? What does 'better' look like? How will we recognise better when we see it?</p> <p>Target will be 50% reaching appropriate levels in P1; 100% reaching appropriate levels in P4 and P7.</p> <p>Objective is happy and secure transitions.</p>	<p>What was successful? Ongoing challenges? Future planning and actions?</p>

Leadership of Learning. QI 1.2

NIF Drivers: 2 and 4

Features of highly effective practice:

Learning partnerships between pupils, parents and teachers developed and established
 Staff making use of CLPL to inform, build and sustain effective practice
 Learning conversations are embedded into class room practice
 Pupils have a greater opportunity to lead their own learning

Outcome	Interventions	Measures	Impact
<p>What do we want to improve / change? Who is the target group? By when??</p> <p>Teachers will use the learning conversations to reflect on their learning and teaching to improve the learning experience and attainment of pupils in their classes.</p> <p>Curriculum planning to include more challenge, choice, relevance etc., so outdoor learning, photography, focus on principals of curricular design</p>	<p>What are we going to do? How are we going to do it?</p> <p>We will regularly engage learners in conversations about their next steps.</p>	<p>How will we measure this? What does 'better' look like? How will we recognise better when we see it?</p> <p>Pupil evaluation in leading the curriculum and learning and teaching.</p> <p>Learning Walks and feedback.</p>	<p>What was successful? Ongoing challenges? Future planning and actions?</p> <p>Pupils will feel challenged to take responsibility for their learning and achievement.</p>

Leadership of Change. QI 1.3

NIF Drivers: 1, 3 and 5

Features of highly effective practice:

A shared vision, values and aims relevant to the school and its community
Strategic planning for continuous improvement

Outcome	Interventions	Measures	Impact
<p>What do we want to improve / change? Who is the target group? By when??</p>	<p>What are we going to do? How are we going to do it?</p>	<p>How will we measure this? What does 'better' look like? How will we recognise better when we see it?</p>	<p>What was successful? Ongoing challenges? Future planning and actions?</p>
<p>Staff, pupils, parents and partnership evaluations will show that senior leaders have provided good leadership to enable strategic planning for continuous improvement.</p> <p>Targeted Literacy intervention (Sounds Write?) pilot project.</p>	<p>HT to established strong links with Principal Teacher through weekly meetings.</p> <p>HT will strengthen links with parents and pupils and look to involve them in whole school development groups.</p> <p>Pupil Council meetings are held regularly throughout the school year.</p>	<p>Working group memberships Staff Focus Groups Pupil focus groups Feedback from pupils, parents and staff.</p>	<p>A school with a focused aspirational vision for the staff, pupils and community it serves.</p>

Features of highly effective practice:

- Embed Lesson Observations in both Primary and Secondary classes
- Improved consistency of pupils experiences of L&T
- TMR embedded into school calendar
- Look for Opportunities to undertake Moderation as part of Self Evaluation

Outcome	Interventions	Measures	Impact
<p>What do we want to improve / change? Who is the target group? By when??</p> <p>Pupil feedback will show that learners experiences are appropriately challenging and enjoyable.</p> <p>Teachers will have evidence of moderation for BGE levels.</p>	<p>What are we going to do? How are we going to do it?</p> <p>We use a wide range of teaching approaches to promote curiosity, independence and confidence to enable higher order thinking skills in all learners</p> <p>Moderation activities where appropriate during Inservice Days</p>	<p>How will we measure this? What does 'better' look like? How will we recognise better when we see it?</p> <p>Improve triangulation process of measuring progress</p> <p>Observed L&T practice and follow up discussion with staff on the observation.</p> <p>Meetings with teachers and support staff to discuss and share good practice.</p> <p>Evidence to support BGE TMR levels.</p>	<p>What was successful? Ongoing challenges? Future planning and actions?</p> <p>Consistency in learning experience leading to raised attainment and achievement.</p> <p>Data based evidence to show rigor of BGE levels for literacy and numeracy.</p>

Features of highly effective practice:

Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual. Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.
 Each child and young person is treated as an individual with his/her own needs, risks and rights.
 All learners are included, engaged and involved in the life of the school.

Outcome What do we want to improve / change? Who is the target group? By when??	Interventions What are we going to do? How are we going to do it?	Measures How will we measure this? What does 'better' look like? How will we recognise better when we see it?	Impact What was successful? Ongoing challenges? Future planning and actions?
WJHS will provide a climate where children and young people feel safe and secure Staff and partners will model behaviour which promotes and supports the wellbeing of all.	Raise awareness among staff to provide and share information so we are all aware of the needs of the individual, leading to a more inclusive school for every child.	pupil Interviews and pupil feedback	

Literacy, Numeracy, Health and Wellbeing. QI 1.5, 2.4, 3.1, 3.2

NIF Drivers: 1, 2, 3, 4 and 5

Outcome What do we want to improve / change? Who is the target group? By when??	Interventions What are we going to do? How are we going to do it?	Who & when	Cost	Impact What was successful? Ongoing challenges? Future planning and actions?
<p>Improved confidence and attainment in literacy and numeracy skills</p> <p>Explore opportunities for colleagues to attend STEM activities during in service days.</p> <p>Increase hours of RR to provide pastoral support for secondary aged pupils</p> <p>Increase Admin hours to support the efforts in working with hard to reach parents and help remove barriers to learning experienced by some pupils.</p> <p>Explore provision of in school counselling service to support all pupils.</p>	<p>Support liaison between secondary and primary colleagues to develop a shared language and confidence in numeracy skills.</p> <p>PEF money to support 0.5 FTE</p> <p>PEF money (6 HRS per week) to support Improving family learning and parental / pupil engagement with the school.</p>			