

# Scalloway JH School



## School Standards and Quality Report

September 2009

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## **SECTION 1**

### **THE SCHOOL AND ITS CONTEXT**

Scalloway JH School is situated in the village of Scalloway and the central Mainland of Shetland. It is a junior high school with a secondary department, a primary department and a nursery on campus. The school is non-denominational and caters for pupils from nursery to secondary four. The school is part of a central Mainland cluster group, which includes Scalloway JH School, Hamnavoe Primary, Tingwall Primary, Nesting Primary and Whiteness Primary. The secondary role includes pupils from these associated schools and a small number of pupils from other catchment areas.

The school has close links with Shetland College and the North Atlantic Marine Centre and well-established partnerships with parents, the Parent Council, further education establishments, outside agencies and the wider community.

114 secondary pupils, 124 primary pupils and 21 nursery children Scalloway are presently enrolled in Scalloway JH School.

The school operates an inclusive policy and where it is practically possible all pupils are educated within their home area. The school works in partnership with Bells Brae Additional Support Needs Department to provide successful split placements for a small number of pupils.

The school is well staffed. Additional Support Needs staff in primary and secondary support the inclusion of pupils with additional support needs. The school library has a full-time library assistant and the associated primary schools have access to the library facilities, which are situated in a new Learning Zone. Peripatetic staff offer a range of individual music instruction to primary and secondary pupils. There are two office staff, two janitors and a number of auxiliary staff who support teachers and pupils. The Devolved School Management Officer for the cluster group is based in Scalloway JH School.

## **SECTION 2**

### **SCHOOL AIMS**

In Scalloway J H School we aim to:

- provide a safe and friendly environment where everyone feels happy and valued and able to achieve his/her full potential;
- place high value on learning, attainment and achievement;
- support pupils to develop the four capacities as set out in Curriculum for Excellence: responsible citizens, successful learners, confident individuals and effective contributors;
- offer a broad curriculum that extends beyond the school.

We work to achieve these aims in partnership with parents/carers and with the wider community.

## **SECTION 3:**

### **DEVELOPMENT PLAN REVIEW 2008-2009**

#### **Development Priority 1: To the focus on continuous improvement with an emphasis on promoting leadership at all levels.**

Leadership at all levels has been further developed and is having an identifiable impact on the curriculum. A number of staff have successfully led school developments and/or have been instrumental in setting up teams to take forward areas for improvement. The senior management team has built up a culture where staff are able to exercise initiative and develop their expertise. There are numerous examples of the positive changes to pupils' experiences across the school as a result of effective leadership. A group of staff have developed links with France, Norway and Japan and visits to schools in Norway and Japan were a highlight of the year for some secondary pupils. A working group has led innovative work in the delivery of RME through a conferencing approach, which is attracting attention from other schools. Within the Biology department, a principal teacher set up an Enterprise project. Pupils on the course developed a business growing plants and vegetables, which were later sold to staff. At the same time the pupils supported children in a local primary school to start a similar scheme. Auxiliary staff, under the guidance of the primary ASN teacher, have developed high quality provision for pupils with support needs at break times. The library assistant has been instrumental in implementing a number of highly successful initiatives to promote reading.

Pupils have been encouraged to develop their leadership skills both in class and in the wider school community. Examples of effective pupil leadership impacting on school improvement were evident across the stages in 2008-09: primary seven pupils organised the annual primary sports day; S4 pupils were successful in holding a School Christmas Dance; S2 pupils demonstrated their entrepreneurial skills during Purple Friday, a local fundraising day for Clan 123; nursery to S4 pupils led the Achievement Day at the end of term, presenting and performing to an audience of around four hundred children and adults.

Promoting leadership is valued as having a key role in school improvement and the development plan for 2009-10 will give further opportunities for pupils and staff to engage in the development of learning and teaching, curriculum and self-evaluation.

#### **Development Priority 2: To meet the requirements of the Equality Act 2006**

Senior staff have received training in promoting equality and diversity. Policies reflect the requirements of the Act and are up-dated in line with local and national advice. Practice reflects policy across the school, with all staff promoting an understanding of, and encouraging, good practice in relation to the contents of the Act.

Pupils show a good awareness of the issues connected with equality and diversity. The new programmes for Religious and Moral Education (RME) give opportunities for pupils to openly debate equality and diversity issues. A Careers Event for P7 and S2 pupils held in June 2009 focused on alternative careers and this was backed up by visits to the school by a number of adults whose roles challenged stereotypes in the workplace. The delivery of the Personal and Social Education programmes is to be reviewed in 2009-10. One of the purposes of this

review is to ensure that a wide range of issues connected to equality and diversity is taught in a way that engages and challenges pupils. Senior managers along with Additional Support Needs staff will continue to review provision for pupils and staff in line with the requirements of the Act.

### **Development Priority 3: To continue to implement Glow**

Most of the network infrastructure is in place to support Glow. A planned programme of work has been carried out by the school and ICT technicians to augment the existing hardware. To date all primary classrooms and a number of secondary departments have interactive whiteboards. However, it will take at least three years before all classrooms in the school have whiteboards installed due to the high cost of the hardware. A planned programme of implementation and budget spend is in place to support the final phase.

The school's Glow mentor and pioneer have increased their expertise in developing Glow in school and are now more able to advise other staff on how to use the technology. A number of CPD events were held during the session on aspects of Glow and other areas of ICT. Feedback from staff showed that this training was useful in raising awareness of what Glow could offer, but that the majority of staff still felt that they required additional training specific to the sector and subject they work in. Increasing staff's skills will impact positively on pupils' ability to access to Glow. This action point will be taken forward in the School Development Plan for 2009-10.

A small number of staff are confident in the use of Glow and are using it to great effect with pupils. Pupils are benefiting from the technology, as is seen in their communication with a school in Norway and in their accessing of homework on the Glow site.

### **Development Priority 4: To continue to improve attainment at 5-14**

5-14 data and SQA results are examined annually during August to September. Senior management staff have met regularly with departments to discuss planning for improvement in attainment

The school will work on the implementation of the new assessment framework in line with national guidance. Achievement will be an action point in the School Development Plan for 2009-10.

The introduction of SEEMIS will, in time, give all staff access to pupils' data and make it easier to monitor and track progress. A number of key staff have received training in the use of SEEMIS and further training will be held in 2009-2010. Investigation into the potential of the Roy Tracker programme showed that it did not deliver an effective monitoring system and that SEEMIS was a much better option.

A focus on able pupils is supported by the school's two SNAP tutors. Monitoring of able pupils pointed to a need to provide more challenging work in S2 towards the end of S2 when pupils' motivation seems to drop. The introduction of inter-disciplinary projects and beginning S3 coursework earlier in some subjects have gone some way to make the S2 curriculum more challenging and motivating.

**Development Priority 5: With support from Central Service, schools and Parent Council work together to encourage parents to learn with their children.**

The Parent Council discussed over the session a number of ways that parents could become more involved in their children's education. A successful evening of workshops on Drugs Awareness was well attended in November 2008 and feedback was extremely positive. Due to commitments of the members it was not possible to hold other planned events. However there are plans for further workshops (for example ICT security) during 2009-10.

Consulting with parents through pupil/parent interviews did not take place as the organisation of this was difficult and time consuming. It was felt that the outcomes were hard to define and that this action point needed to be revisited in the development plan for 2009-10.

Secondary subjects and primary stages are continuing to produce subject/curricular guides, but are mindful that, as Curriculum for Excellence (CFE) brings changes to delivery and content, parents and pupils will need regular up-dates and information. The school has begun to produce a series of short informative brochures aimed at pupils and parents which will be ready in term one of 2009-10. Assemblies and Parents' Evenings will be used to give more detailed explanations of some of the content of the brochures.

**Development Priority 6: To take forward A Curriculum for Excellence (CFE) in line with local and national guidelines and time frame.**

Very good progress has been made on taking forward changes to the curriculum in line with national guidance and timeframes. Not only have staff become familiar with the outcomes and experiences, but also have begun to revise primary topic work and S1 programmes. This work will continue into the new session, with the in-service day in September providing an opportunity for a number of staff to complete work started in 2008-09.

The school has begun to make changes to the way the curriculum is delivered:

- Interdisciplinary learning has been further developed so that pupils can make connections between different areas of learning and work with different partners in a variety of settings.
- RME for S3/4 pupils is now in place in the form of compulsory modules. A team approach to teaching the modules has provided a very good solution to the lack of a specialist RME Teacher.
- S3/4 module courses have been revamped to include interdisciplinary working, new module choices and more use of partners to deliver learning and teaching. The first module block will be evaluated in term one in 2009-10 and adjustments made depending on the findings.
- Following on from a review of the S1/2 curriculum, Electives for S2 pupils are being piloted in session 2009-10. Secondary staff were asked to suggest electives within their areas of expertise and pupils were consulted on what types of courses they would like to see offered. A wide range of electives are on offer from welding to forensic science. If evaluations point to a positive impact on pupils' learning, the pilot will be extended in 2010-11.

- Transition arrangements for P7 were enhanced by attendance at a careers event with S2 pupils.
- One-off projects in primary provided rich opportunities to deepen and broaden learning. Of particular note were Sing Opera, Eco Schools 2<sup>nd</sup> Flag Project and the Fair Isle Knitting Project in nursery.
- International Education has been successfully led by a small team of secondary staff, two of whom have undertaken Masterclass training. Further developments are planned for next session in order to increase the number of pupils across the school who participate in International Education.

Staff are positive about improving learning and teaching through Assessment is for Learning (AIFL) and Cooperative Learning and there are areas of very good practice across the school. Embedding AIFL could be improved further and there is work to be done on giving staff confidence in how to make changes to learning and teaching approaches. With this in mind, a large number of staff have signed up for Tapestry Communities, a two year project designed to develop AIFL through the planned setting of targets, discussion and peer observation. All staff will be trained in Cooperative Learning over an extended period of time.

#### SECTION 4:

### HELPING CHILDREN AND YOUNG PEOPLE BECOME SUCCESSFUL LEARNERS, CONFIDENT INDIVIDUALS, RESPONSIBLE CITIZENS AND EFFECTIVE CONTRIBUTORS



Fundraising for CLAN123



Pupils visit Japan



Exploring the local environment



Christmas Concert Performers

In session 2007/08 our pupils achieved across a wide range of contexts including through the ethos and life of the school as a community, the curriculum areas and subjects, interdisciplinary learning projects and in their lives beyond the classroom/school. It is not possible to note all the successes at individual, group and whole school level in this report, but these are regularly showcased in our termly newsletter, around the school and in the local press.

### **Ethos/Life of the School:**

Our children and young people are encouraged to contribute to the life and work of the school and the community it serves. Some of their achievements in this context included:

- S2 pupils planned a charity fun day for Clan 123 and raised over £600, which combined with S4 pupils' profit from their Christmas Dance, an amount of £1100 became the highest total out of all the Shetland Island Council's departments.
- Two drama groups performed in the youth and primary sections of the Drama Festival.
- Primary and secondary pupils attended a Remembrance Day ceremony and laid a wreath in memory of those who lost their lives during the conflict in World War 2.
- A successful Christmas Dance for secondary pupils was organised by S4 year group.
- S4 Business Administration class produced a CD of musical items performed by pupils from the school and launched it at a concert in the hall. The CD was dedicated to the memory of a teacher who died recently in post.
- The School Eco-Committee continued its good work across the school, including participation in the RSPB birdwatch campaign and a school energy saving project. A second green flag was awarded in September 2009.
- Nursery pupils made their contribution to the wider community by enlisting the support of their family and friends to raise £500 in a sponsored toddle for Barnardos.
- A small but creative and enterprising group of pupils from P5-7 turned the Learning Zone into an art gallery and unveiled a large piece of group art to invited guests. This work is now on display in the main school.
- The primary play leaders ran a range of activities for all ages at break times.
- Local areas were cleared of litter during the Shetland Redd-Up.
- Secondary music pupils performed at a variety of school and community events including visits to local care homes.

### **Curriculum Areas/Subjects**

Within the context of the school curriculum our pupils' achievements have been notable. Some examples are:

- The participation of Home Economic pupils in Future Chef 2009 challenged pupils to produce a high standard of cooking and introduced them to the commercial side of the subject when they worked with a local chef at Shetland College. After winning the Shetland heat, one of entrants from the school competed at national level.
- Two secondary pupils were highly commended for their entries to "A Shetland Odessa, 2050" when their poems on how they imagined Shetland might be in forty years from now caught the judges' attention.
- S3/4 pupils from a Multi-Media module, made a number of short films and successfully entered them in the local film festival.

- A new module in archaeology introduced pupils to a study of Shetland's past and to the work of archaeologists. Pupils worked independently on school-based research based on practical fieldwork.
- Musical achievement is well documented in the school and this year the showcase for secondary pupils was the Music Festival. Outstanding individual and group entries were praised and certificated by the adjudicator.
- Primary Sports Day was revamped by primary 7 pupils who organised new events and activities.
- Homework took on a new meaning in P5 when the pupils began to design, at home, wind turbines and windmills as part of an energy project. The experience of parents and grandparents were used by pupils to ensure that designs were workable.
- Primary 1-7 took up the Summer Reading Challenge with enthusiasm and by the end of the event had added considerably to the number of books on their "have read" list!

### **Interdisciplinary Learning:**

Learning across subject areas has become a feature of curriculum design and a number of successful projects have helped pupils make connections between different areas of learning. Some of the learning experiences have included:

- The development of RME modules for S3/4 with a focus on providing opportunities to explore a wide range of issues from a range of viewpoints.
- An international project between the school and a partner school in Norway was further enhanced by a visit from pupils and staff to Selje School and a number of Norwegian work places. This project was linked to previous work experience opportunities in Norway for senior pupils and to an international interdisciplinary Food Project.
- ICT, film making and writer's craft were all combined to give a new slant to Religious and Moral Education when P5's undertook a very effect project on turning the story of the Good Samaritan into a modern animation.
- The nursery's Fair Isle Knitting project involved the children working with adult knitters and spinners, parents and museum staff as well as researching the role of sheep in the production of a jumper!
- A two-day Modern European Languages event which celebrate the diversity of languages spoken in the European Union.

## **SECTION 6**

### **School Development Plan Priorities for 2009-2010**

- To further develop Curriculum for Excellence: assessment
- To further develop Curriculum for Excellence: achievement
- To further develop Curriculum for Excellence: learning and teaching
- To further develop Curriculum for Excellence: curriculum design
- To further develop Curriculum for Excellence: familiarisation with Glow leading to early work on using it with pupils
- To further develop Curriculum for Excellence: to introduce planned ways of improving partnerships with parents to focus more closely on learning
- To further develop Curriculum for Excellence: self-evaluation



