

# Summarised inspection findings

**Sanday Community School and Nursery Class**

Orkney Islands Council

3 September 2019

**School Name:** Sanday Community School  
**Council:** Orkney Islands Council  
**SEED number:** 6003230  
**Roll (Sep 2017):** 55

Attendance is generally above the national average (96.5%).  
In February 2018 31.6% per cent of pupils were registered for free school meals.  
In September 2017 no pupils lived in the 20% most deprived datazones in Scotland.  
In September 2017 the school reported that 54 per cent of pupils had additional support needs.

## Key contextual information

Sanday Community School is a non-denominational junior high school located on one of Orkney's northern islands. All-through education is provided at the school for nursery children through to S4. Young people continue their education for S5 and S6 at Kirkwall Grammar on the mainland of Orkney. Alternatively, they attend Orkney College or move into work or training.

At the time of the inspection, the headteacher had been in post for one week. Prior to his appointment, the school was led for three months by an acting headteacher whose substantive post is principal teacher within the school. A transition arrangement is in place with the acting headteacher being non-class committed. Following the inspection, the principal teacher will return to a 0.9 teaching commitment. The previous headteacher left the school in December 2018 to take up another post. She participated throughout the inspection and attended both the self-evaluation and reporting of findings meetings.

### 1.3 Leadership of change

satisfactory

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- Across the school staff know children, young people and the local community very well. Staff focus on each child or young person as an individual and use this knowledge well to plan very personalised experiences. In addition, the supportive relationships ensure that the management team engage stakeholders positively in the work and life of the school. Children, young people, parents, partners and staff were involved in updating the school's vision, values and aims. The school community recognised the need to improve the resilience of children and young people. Children and young people can talk about the revised vision, values and aims of the school and their role in taking these forwards. As planned, there is a need to continue to promote the school values and embed them in the school culture. The school community as a whole strives to ensure that practice promotes 'Sanday as the heart, soul and future of their island community'.
- School improvement planning processes involve children, parents, staff and the wider community. Stakeholders feel involved and that their contributions are valued. Staff proactively source training to support their professional learning and improve their practice. Staff work well together and the sense of teamwork is evident with individuals enthusiastically taking on leadership roles. The newly appointed headteacher aims to build on the strengths of the school. His vision is to achieve the highest possible standards for children and young people through ongoing reflection informed by robust self-evaluation. In doing so, we asked the school to revisit the school improvement planning process. Presently, improvement priorities are not integral to the planning cycle of continuous improvement or reflect the whole school context. Impact measures are not focused sufficiently well on raising attainment and achievement. The short-term measures do not lead to sustainable change. Moving forward, there is a need for the strong teamwork of staff to focus on consistent approaches to learning and teaching across the school as a whole.
- Approaches to self-evaluation are embraced by staff. Reading, peer observations, monitoring and tracking meetings in place across the school support improvement. Secondary staff departmental plans take account of improvements specific to their subject needs. Increasingly these plans use a range of evidence and link to the whole school improvement plan. Children and young people experience learning planned and delivered by additional staff visiting the school. Moving forward there is a need to involve all staff, including those in school for a short time, fully in the self-evaluation processes.
- Due to the size of the school most class teachers and middle leaders willingly take on leadership roles. They engage in the planned monitoring and self-evaluation activities to support change. The sense of teamwork amongst staff is strong and allows for regular informal discussions about change. The staffing model within the school provides opportunities for enriched experiences due to, for example, involvement of specialist staff, cross sectoral learning and teaching opportunities and volunteers. Supported by the local authority education

staff, teachers in the primary department engaged in practitioner enquiry. This approach is underpinning changes to 'Learning through Play' and 'Active learning through literacy'. Children and young people's views are sought on changes to practice within the classroom. However, the school as a whole is at the early stages of setting clear measures of outcomes. Reflections on practice do not evaluate impact sufficiently well or maximise opportunities to share good practice across the core staff team and visiting specialists. There are opportunities for more staff to engage in enquiry across the whole school to inform change and improve learning and teaching. While tracking and monitoring in the senior phase is well-developed, clear and detailed information to support learner improvement is not available across the nursery, primary and secondary departments Broad General Education (BGE).

- Young people in the senior school participate in a range of leadership opportunities including lunchtime duties and organising sports clubs. Although they learn important life skills, there is scope for young people to be more involved in leading their own learning at classroom level, whole school developments and the school improvement plan. Staff could also build further on young people's involvement in Orkney-wide initiatives for developing further important leadership skills in a relevant context.
- The senior leadership team work well together and have a shared understanding of the strengths and areas of development. They actively seek professional learning to support themselves and staff across the school. There are examples of staff engaging in authority wide leadership opportunities such as moderation to raise expectations and ensure that practice in the school is up to date. The principal teacher's leadership in the primary school is effective. She knows children and young people very well. Staff support her work as she leads change. For the past few months as acting headteacher, she managed the day to day running of the school and continued to address priorities outlined within the school improvement plan. After a period of staffing changes, the newly appointed headteacher brings stability to the school. He has a clear vision about the future direction of the school. Working with the local authority education staff he plans to develop a rationale for change that is owned by all staff. His vision includes empowering staff to promote and support innovation and creativity. The senior management team aims to develop further the collaborative leadership at all levels for increased pace and evidenced base change. The school is now ready to revisit the school improvement plan, taking greater account of a range of evidence sources. There is now a need to monitor the impact of changes more effectively across the whole school. Importantly, senior leaders should ensure on-going communication to specialist and visiting staff regarding the school's agreed expectations and strategies for high quality learning and teaching.
- The school improvement plan includes information about the use of Pupil Equity Fund (PEF) to improve outcomes for targeted groups of children. We asked the school to revisit planning for PEF and through consultation establish a clear rationale for sustainable change. Presently strategies for change include resources and does not demonstrate clearly how this will lead to sustainable change and improvements for targeted groups of children across the BGE.

## 2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Across the primary and secondary stages, most children and young people demonstrate positive relationships with one another and with staff. The ethos of the learning environment is nurturing, calm and relaxed. Young people who have recently started the school report that staff get to know them well and quickly. Overall, young people feel that their needs are met well and that staff help them to develop, improve and achieve as individuals. Children and young people are confident in trying new things in their learning which, in many cases, is improving their confidence and self-belief. Most are motivated to learn and enjoy coming to school. They benefit from well-planned, relevant and motivational learning experiences. They are articulate and keen to talk about their learning. In a few examples, learning is overly teacher directed for a few children. This leads to passive learning and a lack of engagement with universal tasks and activities that are not challenging enough.
- Across the school children and young people report feeling safe and valued. Practice reflects well the school's vision and values. The school has positive relationships across the whole staff team which staff use well for children and young people to learn alongside each other across a range of age groups. We discussed with the school plans to develop further the ethos and work of the school as one context. There is scope to develop further learner participation across the nursery, primary and secondary departments in shaping curricular change and improvement. While children and young people feel supported by their teachers, they would also welcome increased opportunities to contribute suggestions for improvement in their learning more regularly. Senior leaders have already begun to redevelop aspects of learner participation and importantly, written and oral feedback to children and young people about their learning. This will help children to understand clearly that their views matter and make a difference.
- Across the primary and secondary stages, teaching is effective. Teachers know children well and use this information to motivate them to learn. Staff keep planned learning under review to capture the interests of the children and young people. They show a commitment to improving experiences and outcomes for children and a few use research evidence very well to inform their practice. Learning is enhanced by well-developed outdoor experiences permeating various areas of the curriculum. Due to the uniqueness of the school, children benefit from regular specialist input in physical education, music, art and languages. Younger children also enjoy guidance, support and regular input from older pupils, both in class and across the school. Teachers ensure that information on children's learning and progress is shared as children move from stage to stage in the primary and on into the secondary school.
- There are clear strengths in the school's approaches to planning, tracking and assessment that support children and young people to make good progress in their learning. Staff use a range on ongoing and periodic assessment data to make professional judgements about children's progress. There is room to use this data more diagnostically and remove further barriers to children's learning through targeted support and well-timed interventions. Across the school,

most teachers increasingly take account of national advice and guidance to inform their curriculum planning for learning, teaching and assessment. Staff engage in planned local authority moderation activities with schools from across Orkney Islands Council. This collaboration supports staff to develop a shared understanding of the standards required across the school at different Curriculum for Excellence (CfE) levels. We discussed with senior leaders approaches to streamline the wide-ranging assessment information to ensure it is used more effectively to inform teacher professional judgments and build on prior learning. As this develops, it will be important that staff are clear about what evidence needs to be gathered in respect of individuals and groups, to demonstrate effectively and consistently breadth, challenge and application of learning. A minority of children and young people do not benefit from sufficient challenge in their learning. In addition, for a few groups of learners, assessment information is not used well enough to establish what they already know and identify their next steps.

### Primary stages

- Most children in the primary stages benefit from well-planned, relevant and motivational learning experiences. They enjoy school, are articulate and are keen to talk about their learning. Staff help younger children to explore new ideas through play. When given the opportunity, children work together very well in pairs and in groups and are learning how to assess their own work. Children recognise how they are developing skills for life and work through classroom-based and outdoor learning. Most children work well as individuals and in small groups, and planned learning reflects a range of approaches to promote collaboration. As discussed, teachers should consider how skills development can be more integral to learning. There is scope for teachers across the school to have a more consistent approach to oral and written feedback to children.
- In most lessons at the primary stages, teachers match tasks well to children's learning needs. Teachers use a number of strategies such as pupil groupings, commercial resources and technology to support children to learn better. Teachers use ICT well to make lessons more interesting, such as using film clips to help children assess progress in physical education. Senior leaders and staff work together effectively to identify children who require additional support in their learning and to plan how they will meet those needs. Support staff make highly valuable contributions to children's learning. They work in a range of ways, with individuals or groups, to meet the needs of children better.
- The school is aware of the need to build on the strengths in assessment information the school uses to record on children's attainment and ensure improved progress in CfE levels. Planning in most lessons is aligned to national expectations, taking account of Experiences (E) and Outcomes (O) and the National Benchmarks. Primary staff regularly gather important assessment information highlighting children's progress, attainment and achievements. This is informed by both commercially produced assessment tools and teacher professional judgement. In the best practice, teachers use a range of assessment strategies well, including effective use of questioning. The school plans to continue to improve the use of questioning and further embed national benchmarks into practice.

### Secondary stages

- Across secondary classes, some creative examples of planning for learning, teaching and assessment are helping young people visualise their progress through Es and Os against national standards. These approaches afford young people meaningful and regular opportunities to discuss targets and details of what they need to do to achieve CfE levels. There is scope for staff to share more regularly identified effective practice which exists in a number of subject areas, in order to foster improved consistency across the school.



- Across the secondary years, the majority of lessons are planned around activities which are sufficiently challenging, and which best meet the needs of learners. Overall, planning of lessons aligns to national expectations and include pupil and teacher feedback on progression. Lessons take account of Es and Os and the National Benchmarks for assessment. There are a few very effective examples of planning which fully involves young people. Structured opportunities to share these examples of planning and feedback to young people should be shared with all teachers across the school, in order to provide more consistency in approaches to planning. As planned, staff should continue to review the reliability of commercially available assessment tools as indicators of children's progress. Develop further the analyses of commercially produced assessment instruments when making clear decisions around suitable interventions to support young people.
- Across the secondary stages, there are robust, clear approaches to tracking and monitoring for key curriculum areas. Regular conversations that involve reviewing interventions and progress of every young person take place termly with all teaching staff and senior leaders. Given the small numbers of young people at the secondary stages, this allows staff to regularly cross reference young people's progress, engagement, achievement and needs across the school. Staff work well with staff in Kirkwall Grammar and the college to track progress and support transition arrangements. Moving forwards, senior leaders and teachers should plan for tracking and monitoring to include key skills for learning, life and work for young people. This should encompass skills developed both through the curricular areas and also, through activities beyond the classroom. Senior leaders are aware of the need to explore opportunities for young people's skills development to be more formally recognised.

## 2.2 Curriculum: Learning pathways

- Staff have engaged with Es and Os and National Benchmarks to plan programmes of learning and assessment for children and young people that meet the design principles of Curriculum for Excellence. Due to the nature of the school community, staff are also aware of the need to be very flexible in the curricular offer to young people. Progression pathways have been developed within some curricular areas in the primary, including for literacy and numeracy and for aspects of health and wellbeing. Children and young people benefit from outdoor learning experiences and from the vibrant community opportunities offered in Sanday. Staff plan for interdisciplinary learning and on some occasions this has resulted in a whole school focus where pupils of all ages have been able to work together. Experiences include inter-island sports, Orkney instrumental tuition and performances at the Picky centre. Commendably, the school capitalises on the community pool to ensure swimming is embedded in the curriculum from early years through to S4. Staff need to keep the curriculum under constant review to support their vision of the school being at the heart, soul and future of their island community. Next steps will be to extend planning in all curricular areas and across the four contexts for learning. In addition, continue to monitor experiences and ensure that all pupils receive their entitlements within the BGE. As an all-through school for three to sixteen-year-olds, there is scope for much greater collaborative planning between and across sectors to ensure appropriate progression of skills and knowledge for all pupils. As the curriculum evolves the school should further extend opportunities for pupils, parents and partners to shape provision
- The community context in which the school operates lends itself well to developing individual plans for S4 leavers. In S4, all pupils continue to study English and mathematics and they all choose five additional subjects. Relationships with guidance staff and young people are purposeful and mutually respectful. Staff clearly know their pupils well and use this knowledge effectively during learning conversations to discuss course choices. They are provided with a broad range of senior phase options which are delivered at Kirkwall Grammar School on mainland Orkney. These include school college partnership opportunities which prepare young people well for employment or further learning. A small number have taken up a college course one day a week as part of the Orkney offer. All pupils have the opportunity to engage in a work experience placement, usually on the mainland. This is well-organised and evaluations are very positive. As well as developing crucial employability skills this prepares pupils well for their journey beyond S4.
- The school has close working arrangements with partners to develop approaches that meet the needs of young people well. In most cases, pupils progressing beyond S4, learn and stay on mainland Orkney. The school works well with partners to prepare young people for these transitions. Teaching staff link lesson delivery well with routes to employment. Members of the local community are invited regularly to add value to lesson delivery by contextualising learning for particular employment sectors. The school has introduced a comprehensive programme of work placements, providing S4 pupils with valuable industry experiences, which helps them make informed career decisions. Staff access a central regional database of work placement offers from local employers which helps to personalise experiences for individual young people. MyWoW is well used by the school and young people, there is currently no MyWoW ambassador and the school plans to reintroduce the MyWoW Ambassador programme shortly.
- The school correctly identified the need to develop a coherent and progressive programme to embed digital skills. In doing so, they should embrace the evolving plans for digital and distance learning that would enable a greater choice of subjects, including more opportunities for vocational qualifications.



## 2.7 Partnerships: Impact on learners – parental engagement

- Parents and carers are proud of the school and the key role it plays in their island community. Most parents who responded to the pre-inspection questionnaires indicate that their child likes being at Sanday Community School, that they feel safe and that they are treated fairly and with respect. Attendance at regular parents evenings and learning afternoons is high although a number of parents would like the format of formal consultation evenings to be reviewed.
- Parent and community partners are encouraged to be involved in the life of the school. Volunteers support the school, for example, in undertaking 'bikeability' training, helping in the library, running a 'Get Growing Project' in the gardening club and through providing instrumental tuition. The community pool in the school is staffed by a team of volunteers including staff, senior pupils and parents. This ensures all pupils and young people can access swimming from nursery onwards.
- The Parent Council has representation from nursery through to secondary. Members undertake fundraising to support trips and excursions around the island and further afield. This helps to ensure that all children and young people can access these activities as they move through the school. The Parent Council has also organised events to engage parents and carers in learning, for example, in maths workshops and sessions on internet safety.
- There is scope for extending the role parents and carers in determining the future priorities for the school and to engage them more in activities to support learning, particularly in the drive to raise levels of attainment in literacy and numeracy.
- The school has a productive partnership with Skills Development Scotland (SDS) which results in important support for all pupils. The school agreement with SDS is jointly negotiated, agreed and monitored routinely to review progress towards delivery. The work placement programme supports the understanding of industry and employment practices and is useful in informing future career option choices
- Music tuition in Sanday Community school reflects the rich tradition of music on the island. Visiting music teachers provide young people with opportunities to develop important life skills. For example, young people from Sanday Community School are preparing for a concert performance in mainland Orkney as part of a large school orchestra. Young people benefit from these experiences which develop important skills such as confidence, team working and self-discipline.
- The school has a range of mature partnerships with the local community. Partners understand the school's context and provide a wide range of opportunities for young people such as the very successful Duke of Edinburgh's award. Partners, including the Community Development Trust and the Community Council, provide financial support and travel grants to help remove barriers to participation. Community Learning and Development (CLD) staff run youth groups using Pupil Equity Funding (PEF) to help address social and emotional needs. However, the school has more to do to ensure that the impact of these interventions are measured. Volunteering is an integral part of the life of the school and young peoples' contributions are valued.
- Sanday Community School benefits from being part of the 'Orkney offer' which provides a collaborative focal point for partners to engage productively in improving outcomes for young people. For example, DYW Orkney provides vital funding for young people to participate in Insight Days at NHS Orkney to develop their career aspirations. The 'Orkney Offer' provides greater clarity of roles for partners and is developing strong collaborative approaches that

support young people. Orkney College UHI senior staff regularly attend headteacher's meetings which develops purposeful relationships between schools and the college.

## 2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

### 3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The school's approach to wellbeing for all children and young people is reflected in the day to day practice of individual staff members. Staff are caring and strive to achieve the very best for each child and young person. Children and young people respect each other and display supportive interactions with their peers across the school. They feel that they can approach almost all staff with issues of concern. The development of resilience is well-placed and underpinned by a clear rationale involving discussions with young people and the wider community. Building on the supportive ethos of the school, staff are well placed to enhance further their approaches to wellbeing. Senior leaders are aware that there is now a need to develop a more strategic approach to wellbeing, equality and inclusion. This should involve more coherent planning to identify the key priorities for improvement in this area and ensure that all staff fully understand their roles and responsibilities. The main focus needs to be on how approaches to wellbeing across the school will lead to improved outcomes for children. By clearly identifying the intended outcomes at the start of the planned improvements, it will be possible to more effectively evaluate success through the identification and analysis of relevant evidence of impact. Children and young people are not yet able to talk about the range of wellbeing indicators and how this applies to them as individuals. There is a need for a consistent and planned approach across the school that monitors closely children and young peoples' individual wellbeing progress taking full account of the health and wellbeing indicators.
- The health and wellbeing programmes take account of the local context of the school. Personal and Social Education (PSE) is appropriately broad and enhanced by staff who know children very well as individuals. Children and young people understand the benefits to their health of eating fruit and vegetables and how eating habits need to improve. They have developed skills in practical food preparation. There is information around the school for young people regarding sources of help and advice in relation to mental and emotional wellbeing and sexual wellbeing. They are positive about the games and activities approach to explore their views on LGBT+ and stereotypes in PSE. Primary children are confident in having a trusted adult to share any issues with and they also feel supported by worry or talk boxes which they can use to raise issues anonymously.
- Staff know children and young people very well and use this information to support them as individuals. Regular informal discussions ensure children and young people can raise issues or concerns with members of staff. Staff and pupils are aware of value based education and are wellplaced to build further upon this strength of the school. Attendance is analysed and as a result of planned interventions, there are positive patterns of improvements in attendance data. The ethos of anti-bullying is embedded in day-to-day practises and overall the ethos is equitable. As a result, incidents of bullying behaviour are rare. Moving forward, consideration needs to be given to recording information using a sustainable process that can identify patterns and possible issues, intervening when necessary. For example, there is a need to

revisit the latest guidance from the Scottish Government on the recording and monitoring of bullying incidents.

- The specific duties of the HPN Act to provide free access to drinking water, to promote the uptake of school lunches and to protect the identity of those entitled to free school meals, are being met. Commendably the uptake of school meals is high. Observations indicate that the relevant food and drink standards are being met at lunchtime. A review of food and drink provision outwith lunch at 'toast time' or any other food provision throughout the school day should take account of the requirements of the Health Promotion and Nutrition Act.
- Staff are aware of their statutory duties and have a good understanding of the staged intervention model in place across the school. They provide high levels of targeted support to children, young people and their families. There are effective approaches to meet the needs of learners requiring support in the school. Staff are skilled at including children and ensuring they access education and receive pastoral support where necessary. A small number of children receive very well planned support provided by a highly committed and effective support staff. Support staff commendably access professional learning to meet the needs of children more effectively. Although extracted from their class, the school is developing well children's understanding of self-regulation strategies to support them to overcome their individual barriers to learning. There are clear targets and outcomes for children and young people. They are involved fully in discussions about their next steps. There is a need to review the planning process and ensure an appropriate range of evidence is used to identify needs, evaluate progress and inform next steps for children. Planned focus discussions with teaching and support staff will enhance further the complementary approaches already evident. The headteacher is aware of the need to continue to keep all staff working with children and young people up to date with understanding and implementation of statutory duties and codes of practice.

## 3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

### Primary stages

#### Attainment in literacy and numeracy

- It is important to note that due to small numbers at the various stages in the school, statements about progress have been made to ensure the anonymity of individuals.

### Primary stages

- The school has continued to improve its approaches to developing children's literacy and numeracy skills and provides opportunities for children to use these skills in different contexts across classes, including in aspects of outdoor learning. It will be important to monitor and review the impact on attainment of the initiatives and programmes used in the school over the last year.
- Children use their literacy skills well to research, take notes and write reports. There is scope for children to write at greater length across all levels. Children's listening skills are well developed and they talk with confidence to share their learning with others. The school has correctly identified that reading needs to be improved and has taken steps to develop children's interest in reading with improvements to the school library, for example. Commercially available assessment tools have also been used to help define children's progress in reading as they move through the stages. Most children understand how their numeracy skills will be of use to them in everyday life. There is scope to provide children across all levels with increased challenge, as well as increased opportunities to apply their learning in a variety of contexts.
- Most children are making good progress in numeracy and mathematics. School data shows that children are improving their skills in number and mental calculations. However, the school is aware that children could achieve more, especially at early and first levels.
- Across the school, children are learning how to stay safe, including online safety. They are also exploring aspects of leading a healthy lifestyle and are aware of how they can use their skills learned in physical education in different contexts.

### Attainment in literacy and English

- Across the school, children's attainment in literacy and English language is good. Most children are making good progress in reading, writing and listening and talking. Senior leaders and teachers have already participated in professional engagement activities to moderate, not only the assessment of writing, but also the planning for learning and teaching of writing. There is a need to improve children's reading for enjoyment and increase the quality of writing building on what they learn at the early stages. Across the school, children are less able to apply literacy skills in real life contexts.



## Reading

- At the early stages, children can read aloud familiar texts with confidence and good intonation. Children are developing their ability to engage with stories and characters more deeply and discuss key words to help their understanding. Improvements to the school's library and measures taken to ensure children are engaging with appropriately mature and challenging books, are helping to improve children's overall ability, skill and motivation in reading. By the end of first level, most children can read aloud a familiar piece of text with expression and they can show understanding. The majority are motivated to read for enjoyment and talk to others about what they are reading. Most children can explain different genres and can transpose key techniques used by authors to their own writing. By the end of second level, most children can recognise techniques used to capture the attention of the reader and can identify and reproduce aspects of technical language and literary techniques. Older children regularly select appropriately challenging and mature texts for enjoyment or to find information for a specific purpose.

## Writing

- Overall, progress and attainment in writing is good. Children at the early level write regularly for a variety of purposes in imaginary and real-life contexts across their learning. They enjoy, for example, being encouraged to develop ideas through writing in the class 'pen den' and when writing in play. Staff report that recently these approaches have improved children's motivation to express themselves through writing. Children are developing their awareness in the use of punctuation and basic structure in their writing. As they progress through first level, most children are developing skills in using a range of punctuation and structures to organise their writing. By the end of first level, almost all children write independently and for a range of purposes. They demonstrate ability to link sentences well and use appropriate punctuation. Most children write imaginatively and creatively in a range of contexts and are able to deploy an increasing range of effective literary techniques to enhance their writing. At second level, most children create texts for a range of purposes and audiences. They are becoming increasingly aware and adept at deploying more complex technical language for specific purposes and are able to write to stimulate the attention of the reader in a variety of chosen genres.

## Listening and talking

- Progress and attainment in listening and talking across the stages is good. The rapport between children and staff is positive and relaxed, which leads to effective and positive communication and discussion, both formally and informally. At the early stages, children listen well to their teacher and follow instructions. They are adapting to taking turns to allow their peers to have a voice, and are able to respond appropriately, both verbally and non-verbally, to simple questions to communicate their ideas and understanding. At first level, almost all children can contribute ideas and opinions and are increasingly able to respond to non-verbal prompts. At the upper stages, most children can select and listen to spoken texts to find information for a specific purpose. Most children listen well to each other, share their ideas and demonstrate recognition of each other's contributions.

## Attainment in numeracy and mathematics:

- Overall, attainment in numeracy is good with overall most of children making appropriate progress in mathematics. Children working at early and first level are benefiting from a good range of interesting contexts where they can apply their knowledge. Across the school, there is scope to build on the range of contexts children use to apply their knowledge. This will ensure all children experience appropriate pace, challenge and depth in their numeracy and mathematics across a range of real-life contexts.

- Recent development work in the early and first level is supporting challenge in maths through a play-based approach. Although at the early stages, staff report increased motivation and engagement in learning. At second level, children are benefitting from approaches to support mental agility. This is supporting children to feel more confident when explaining and understanding strategies to support their calculations.

### **Number, money and measure**

- Children working at the early level are able to recount the days of the week and recognise numbers from zero to twenty and the corresponding value. A few can partition quantities to ten into two or more parts and recognise that this does not affect the total. Most children are developing their awareness of how money is used. The language of measure is used to describe common objects including tall, heavy and full. The majority of children working at first level are able to round to ten and one hundred and the majority are able to use the correct notation for common fractions. They can use strategies to determine multiplication facts, for example repeated addition. By second level, most children can round whole numbers to the nearest 100,000 and can explain the link between a digit and its place for whole numbers to 1000,000. The majority of children would benefit from opportunities to consolidate knowledge between equivalent forms of common fractions, decimal fractions and percentages. Children working at second level are at the early stages of confidently calculating perimeters, area and the use of an appropriate measuring device for the task.
- There is scope to develop real life, meaningful opportunities to solve problems across all levels. For example, money calculations calculating profit and loss when dealing with a budget. This will enable children's application of skills in order to demonstrate depth of learning.

### **Shape, position, movement**

- Most children across the school can recognise and describe common 2D shapes and 3D objects. At early level most children can describe and sort common 2D shapes and 3D objects for example round and flat. Children working at second level know a range of angles. The further development of children's understanding of coordinates and complimentary and supplementary angles would be a positive next step in learning.

### **Information handling**

- Across the primary, most children have an understanding of types of graphs and how to interpret data as appropriate to their age. There is scope to develop children's understanding of uncertainty and chance as appropriate to their stage. The use of technologies to collect, analyse and display data would ensure the school's plans for expanding the use of digital technology to enhance learning is achieved.

### **Attainment over time**

- Due to the small numbers of children at each of the primary stages, trends in attainment over time cannot be identified. Therefore, based on teacher professional judgement and data supplied by the school, there is clear evidence that most children make good progress over time in literacy and numeracy. Senior leaders and teachers conduct termly tracking meetings for every child. As a result, they have a very good overview of pupil progress and are therefore well placed to make decisions around interventions to match the needs of the children.

### **Secondary**

- As the number of young people in each of the secondary years is small, care has to be taken when interpreting and analysing data. In order to ensure individuals are not identified attainment is not described using the usual quantitative threshold statements.

- Over the past three years, data based on teacher professional judgement indicates that all young people achieved third level in literacy and numeracy. For literacy, the percentage of young people achieving fourth curriculum level by the end of S3 was below the local authority and national figures in 2018. However, in numeracy, attainment has been above the local and national figures over the past two years. Continued work on moderation of achievement of a level across the curricular areas will help to ensure data on BGE attainment is robust.

### **Attainment over time**

#### **BGE**

- Senior leaders and teachers have designed helpful approaches to monitoring and tracking young people's progress from S1 to S3. A whole school approach should be developed to show progress over time seamlessly through the primary stages and secondary years. Staff should also review the abundance of standardised and diagnostic assessment used to inform tracking and monitoring information on young people's progress. Senior leaders and staff have created agreed, consistent approaches to using universally agreed definitions of progress within and across CfE levels.

### **Secondary**

- As the number of young people in each of the secondary years is small, care has to be taken when interpreting and analysing data in order to ensure individuals are not identified.

### **Literacy and numeracy**

#### **BGE**

- Over the past three years, all young people achieved third level in reading, writing and numeracy by the end of S3. Continued work on moderation of achievement of a level across the curricular areas will help to ensure data on BGE attainment is robust.

### **Attainment over time**

- Senior leaders and teachers have designed helpful approaches to monitoring and tracking young people's progress from S1 to S3. There is further scope to develop this across the whole school to show progress over time seamlessly through the primary stages and secondary years. Staff should also review the abundance of standardised and diagnostic assessment used to inform tracking and monitoring information on young people's progress. Senior leaders and staff have now developed agreed, consistent approaches to using definitions of progress within and across CfE levels. This will support an improved approach to analysing the progress of children and young people.

### **Senior phase**

#### **Literacy and numeracy**

- In S4, over the past five years, all young people achieved literacy and numeracy at SCQF level 4 or better. Attainment at SCQF level 5 or better in literacy and numeracy has been variable.

### **Breadth and depth**

- Young people at S4 are presented for 7 national subjects although there is flexibility with this depending on the individual needs. In S4 over the past five years, all young people have been successful in gaining six or more National Qualifications at SCQF level 4 or better. Attainment in National Qualifications at SCQF level 5 or better is variable. The school has correctly identified achievement and challenge at SCQF level 5 or better, as a priority for improvement. Teachers should build on existing engagement with staff from Kirkwall Grammar School, to design courses for young people that prepare them well for the remainder of the senior phase and that best meet their needs and aspirations.

- As a result of the small numbers of young people and the context of the school nature of the local community, we have discussed with senior leaders the need to build packages of more diverse and vocational, bespoke courses and pathways. This will allow an increasing number of young people to be more successful through the senior phase in subjects, areas and levels more suited to their needs, aspirations and interests. Importantly, this will also lead to increased recognition of achievement in a more diverse range of courses to suit the needs of all young people as these change from one session to the next.

### **Leaver destinations**

- On leaving Sanday Community High school, over the past few years almost all young people transfer to Kirkwall Grammar School.

### **Achievement**

- Young people are confident and contribute well to the life of their local community. Those participating in the Duke of Edinburgh's Award recognise that they are developing skills for life and work. Through the partnership with CLD and good support from local volunteers in the community, almost all young people who start the award progress to Gold. Young people are particularly aware of the context of their community. Many use these experiences in other aspects of their learning and volunteering. They are developing social skills through supporting younger children across the school and volunteering as lifeguards. All children are taught to swim from a young age and many use their Lifeguarding qualifications to gain employment as they progress their learning beyond Sanday. They recognise that qualifications they are gaining both in and out of school will help with future study and employability.
- Across the primary and secondary, a few young people excel in sports and music. Sports Ambassadors actively encourage younger children to participate in a range of clubs and groups. The primary department gained a Silver Sport Award. Several young people in the senior school are improving skills in badminton, netball and football. Others are performing in public as part of the Belkies Group. Young people are adding value to their achievements through gaining Dynamic Youth and Youth Achievement awards. Through partnerships with CLD, young people from Sanday contribute to Chamber Debates with senior council officers. This in turn is influencing council policy and the Children's Services Plan. However, the school would benefit from tracking and monitoring young peoples' achievements beyond individual Learning Logs. This should help them to identify next steps in their learning and add value to their achievements.

### **Equity for all**

- All staff are committed towards equity and success for learners. They are aware of children and young peoples' socio and economic backgrounds. PEF plans embedded within school improvements show increased access to learning. Examples include transportation to develop a child's skills in, for example, sport or music. Impact on attendance and children's confidence is improving. There is a need to revisit the planned use of PEF with clear outcomes and measures. In doing so there is a need to revisit the National Improvement Framework improvement plan measures and submeasures to align developments and interventions with sustained improvements over time.
- Use of the PEF is supporting work with groups of children to help them access learning and improve their attendance.

## Choice of QI: 2.4 Personalised support

- Universal support
- Targeted support
- Removal of barriers to learning

- Staff provide a caring, safe environment in which almost all children and young people are motivated to learn. All staff know children and their families very well and are responsive to their needs. Teachers work well with the support for learning lead teacher to discuss specific needs of children and young people and to help identify appropriate interventions. Approaches to supporting children and young people in their learning are effective.
- In the primary stages, children have regular focused opportunities to discuss their learning with a key adult and describe their next steps. A variety of approaches are in place in the secondary stages, including the use of form tutor time and the mentor approach. A review of universal support is needed to ensure it best meets the needs of children and young people across the school. Teachers should continue to explore ways to ensure that children and young people are aware of their progress across learning and use this to evaluate and identify learning targets and next steps. In the best practice, teachers plan learning experiences which allow for appropriate challenge for all children and young people. Across the school, teachers need to evaluate their own practice and ensure learning provides pupils with enough challenge.
- All class teachers have regular opportunities to discuss children and young people's progress with senior leaders and with colleagues. Staff provide a wide range of interventions in the key areas of literacy, numeracy and health and wellbeing. There are robust, clear approaches to tracking and monitoring progress of learners. Regular conversations that involve reviewing intervention and progress of every child and young person take place termly, with all teaching staff and senior leaders. The size of the school allows staff to cross-reference children and young people's progress, engagement and needs right across the school. Senior leaders and teachers should continue to formally track the impact of the different interventions. This will ensure that there is clear evidence of improvements for learners.
- Support for learning assistants are highly valued and provide very well targeted support for identified children and young people. They work closely with class teachers and the lead support for learning teacher. They have regular discussions with teachers to ensure that they are developing their understanding of the range of children and young people's needs.
- Staff work effectively with a range of partners to identify and reduce the impact of barriers to learning. They are proactive in seeking appropriate supports to meet the needs of children and young people in a timely manner. Partners provide staff with support and advice on developing practice for specific children and young people's needs and contribute well to planning for individual learners.

## Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.