



# Stromness Academy.

**Standards and Quality Report**

**2021-22**

and

**School Improvement Plan**

**2022-23.**

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## Standards and Quality Report 2021-22.

### The context of the school:

#### Vision:

We encourage all our pupils to take responsibility for their learning and to aim high. To support this, we provide a wide range of opportunities to inspire pupils to find their passion, make positive life choices and fulfil their potential – both in and out of the classroom. We value Orkney's unique location, culture and history, while promoting an understanding and awareness of the wider world.

#### Values:

Positive.

Purposeful.

Proud.

Responsible.

Respectful.

Resilient.

#### Aims:

To be a positive and purposeful place, of which all in our community are proud to be part.

To support all our young people to become confident and valued members of society who are responsible, respectful and resilient.

To inspire young people to learn and equip them with the skills and self-motivation to do so effectively.

To prepare young people for modern life and work, in Orkney and beyond.

#### Curriculum Rationale:

Our curriculum provides breadth and depth, support and challenge. It is flexible to meet individual needs and allow personalisation and choice, along with a rigorous focus on the key areas of literacy, numeracy and health and wellbeing. Every pupil should leave us with skills, abilities and qualifications appropriate to their potential, enabling them to move on to a sustained positive destination.

## How successful were our improvements - progress made with the priorities from our 2021-22 school improvement plan?

<b>Improvement priority A:</b>			
Wellbeing: Support staff and pupil wellbeing in the context of covid recovery.			
<b>Outcomes:</b>	<b>Actions / Interventions / Approaches:</b>	<b>Impact:</b>	<b>Next steps:</b>
A1: Implement a consistent approach to behaviour management.	Refresh of staff knowledge of the “pivotal” programme. Behaviour policy worked on with pupil and parent councils	Covid Recovery Visit by HMIE in April 22 reported a calm and respectful atmosphere across the school.	Work on positive relationships and equality/gender issues including Rights Respecting schools is an improvement priority in the 2022-23 School Improvement Plan.
A2: Carry out staff training on equality and gender issues.	Basic training delivered to staff on LGBTQ+ issues. Guidance staff working to new Scottish Government Guidance on supporting transgender young people (August 21).	Staff have basic awareness.	Work on positive relationships and equality/gender issues including Rights Respecting schools is an improvement priority in the 2022-23 School Improvement Plan.
A3: Review the PSE curriculum and school culture in light of concern raised nationally about rape culture in schools.	A member of Guidance staff has been trained in the “Everybody’s Safe at School” programme.	Carry forward to 2022-23.	
A4: Refocus on collaborative working with staff and pupils in school decision-making.	Pupil Council helped develop behaviour policy and dress code Middle Leaders took a substantial role in self-evaluation and school improvement planning for 2022-23.	Impact should begin to be seen in 2022-23.	Plans are in place for school improvement in 2022-23 to be led by staff across the school. Improving pupil leadership and listening to pupil voice is embedded throughout the 2022-23 improvement plan.
A5: Implement the new Seemis Pastoral Notes module to ensure pupil issues are recorded appropriately in line with OIC Inter-agency GIRFEC principles to allow	Staff trained and software implemented.	System is in place for recording information in Latest Pastoral Notes and other schools benefitted from our experience in being the first school to do this in establishing process.	Work is required across Orkney on using Latest Pastoral Notes to create chronologies which are effective for multi-agency partnership work.

creation of chronologies to support intervention on welfare concerns.			
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## Improvement priority B:

Attainment: Take action to ensure that pupils continue to attain at appropriate levels despite the effects of the pandemic.

<b>Outcomes:</b>	<b>Actions / Interventions / Approaches:</b>	<b>Impact:</b>	<b>Next steps:</b>
B1: Amend courses and assessments to respond to national changes in content and assessment of SQA programmes.	Courses were updated.	Will be seen in Summer 2022 SQA results.	Modifications to assessment are remaining in place for 2022-23.
B2: Identify pupils who are not on track to achieve Literacy/Numeracy at a level appropriate for their stage and provide targeted support for attainment.	Tracking of S4 pupils and amended SQA presentation. Targeted support for Christmas 2021 S4 leaver and S4 pupils at risk of leaving school before 2022 exams. Covid recovery funding used to provide an additional S4 English class and intervention groups in S4 Maths.	Will be seen in Summer 2022 SQA results.	Core skills programme in S3 in 2022-23. Use of Study Support Teachers (1 year funding from OIC) to focus on Literacy and Numeracy in 2022-23.
B3: Continue to develop tracking and intervention systems, including implementation of the new Progress and Achieve reporting system.	Progress and Achieve successfully implemented.		Focus on formative assessment in 2022-23 Improvement Plan.
B4: Continue to build on the use of technology to support learning developed during lockdown: trial a 1:1 device policy and continue to support policy development and staff and pupil training in the use of relevant software tools.	1:1 devices for S3 and S4 delivered May/June 2022.	Will be seen in 2022-23.	Embedding of device use and further staff/pupil training in 2022-23.
B5: Ensure that additional staffing funded by the Scottish Government to support covid recovery is deployed effectively.	Covid recovery funding used to provide an additional S4 English class and intervention groups in S4 Maths.	Will be seen in Summer 2022 SQA results.	
B6: Review the PEF spending plan to ensure it is responding to the	PEF was used to support 1:1 device provision in 2022.	Will be seen in 2022-23.	PEF plan for 2022-23 is to support Core Skills development in S3, a

specific challenges of the current year.			cohort whose transition to secondary education was impacted by covid.
B7: Review the effectiveness of the Shine/Fresh Start programmes.	Not carried out.		
B8: Establish Accelerated Reader as a recovery tool; gather baseline data and start programmed interventions and communication with parents and pupils.	Some promising work was done with older pupils as reading mentors, but staffing challenges in English Dept prevented further development.		
B9: Implement the "Positively Mad" programme to support senior pupils' independent learning and study skills.	Sessions delivered to pupils, parents and staff.	Effectiveness of this programme was limited and we will not run it again.	Pupils taking a lead in their own learning is being addressed in the Formative Assessment improvement priority in 2022-23.

## Improvement priority C:

Ensure appropriate learning activities are available to pupils.

<b>Outcomes:</b>	<b>Actions / Interventions / Approaches:</b>	<b>Impact:</b>	<b>Next steps:</b>
C1: Work with HMI and the KGS Head Teacher to review the effectiveness of the Senior Phase curriculum offer in Orkney.	SLT and some teaching staff participated in the ADES/Education Scotland 3 Islands Review of the Senior Phase in May 2022.	Report of the review is due August 2022.	Actions resulting from the review will be taken forward across OIC in 2022-23.
C2: Establish an Eco-Committee and begin working towards the Eco-Schools Award.	A committee was established and began working towards the award.	The committee's work on litter has had some impact in lessening litter around school and in the community.	Continue to develop this work.
C3: Identify S5 pupils taking largely level 5 courses and unlikely to progress to level 6 to ensure appropriate learning pathways are available to them for 2022-23.	Achieved through course choice process and support for pupils leaving school to move into appropriate positive destinations. Additional staffing allocated to N5 Hospitality to support pupil choices. Additional courses offered by Orkney College.	Pupils are appropriately coursed.	



**Improvement priority D:**

Parental Involvement.

<b>Outcomes:</b>	<b>Actions / Interventions / Approaches:</b>	<b>Impact:</b>	<b>Next steps:</b>
D1: Appoint a Parent Council Chair and create opportunities for parents to be involved in consultation on school issues.	Recruitment to the Parent Council was a focus at the Senior Phase Awards Ceremony and the P7/S1 Transition Evening in May/June 2022.	An appropriate body of Parent Council Members has been established.	Chair to be elected at AGM in Nov 2022. The 2022-23 Improvement plan includes parent involvement in all 3 strands.

**Improvement priority E:**

Support pupil transitions to positive destinations.

<b>Outcomes:</b>	<b>Actions / Interventions / Approaches:</b>	<b>Impact:</b>	<b>Next steps:</b>
E1: In the context of large cohorts in S5 and S6 and an uncertain employment market, ensure early identification of pupils who intend to leave school this session and targeted support to move on to a positive destination.	Early identification was carried out for leavers from S4-6 and collaborative work to support this cohort done with DYW Orkney and SDS.	The majority of leavers are in positive destinations; final figures will be available in 2022-23 session.  The small number of leavers not yet in a positive destination continue to engage with SDS.	Continue to embed this work.
E2: Establish a workplan for the new Employability Worker to support transition beyond school.	As for E1.	As for E1.	Continue to embed this work as funding has been continued for 2022-23.

## Improvement priority F:

Governance.

<b>Outcomes:</b>	<b>Actions / Interventions / Approaches:</b>	<b>Impact:</b>	<b>Next steps:</b>
F1: Implement a programme of regular review of risk assessments for all areas of the school.	Not completed.		Carry forward to 2022-23.
F2: Update the PRD process to respond to the new GTCS standards.	Many teachers now record their professional learning in MyGTCS.	Easy linking of CPD to the new GTCS standards.	Improvement priority 1 for 2022-23 includes all staff using MyGTCS to record professional learning.
F3: Create a new structure for information sharing and document control.	The Staff Handbook was established in SharePoint.	Web-based access to key documents for all staff.	Continue to embed and develop, and add a document version control process.

## School Improvement Plan 2022-23.

Summary of key improvement priorities for 2022-23:	
<b>School priority 1:</b>	Deliver High Quality Teaching and Learning.
<b>School priority 2:</b>	Embed Formative Assessment.
<b>School priority 3:</b>	Create a school environment in which all members of our community feel safe and respected.

### How will we know if we are achieving our key improvement priorities?

We will measure and evaluate the progress we are making to achieve the key outcomes identified in this plan. We do this using quality assurance activities that include:

- Review and progress discussed at meetings of the group responsible for each of the 3 strands and reported to the relevant SLT member.
- Surveys (learners and parent/carer).
- Learning Walks
- Data analysis (using the BGE toolkit and school tracking and monitoring process).
- Self-evaluation using HGIOS4
- Review of PRD records

## Improvement priority 1:

Deliver High Quality Teaching and Learning.

### Data/evidence that informs this priority:

School self-evaluation of HGIOS 2.3, Note of Covid Recovery Visit.

**NIF priorities:** Improvement in attainment, particularly in literacy and numeracy, Closing the attainment gap between the most and least disadvantaged children and young people.

**NIF Key Drivers:** School leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement • School improvement • Performance information.

**HGIOS4 QIs:** 2.3, 1.2.

Outcomes for learners:	Actions / Approaches / Interventions:	PEF:	Measures:	Impact:
<p>Pupils routinely have opportunities to express their views on teaching and learning in all subjects.</p> <p>Pupil survey shows an increase in observable features of high-quality teaching and learning.</p> <p>A target of 20% of S6 pupils are learning mentors to younger pupils.</p> <p>A target of 10% of S5 pupils are learning mentors to younger pupils.</p> <p>Improvement in pupil attainment against MidYIS estimate scores begins to rise annually with an expected peak in May 2026.</p>	<p>Establish a teaching and learning group or groups, with sub-groups as required, involving pupils and staff, with a remit including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Work with staff and pupils to identify the features of high-quality teaching and learning.</li> <li>• Identify and share with staff appropriate professional reading to support the development of each feature.</li> <li>• Organise professional learning groups based around features of high-quality teaching and a programme of collaborative activities including discussion of reading and peer observation to improve classroom practice.</li> <li>• Survey pupils on their current experience in class in September and May.</li> <li>• Create a lesson observation framework to support collaborative improvement of</li> </ul>	<p>All school trips are provided free to PEF pupils, and most trips to those who were PEF pupils in S4/5/6.</p>	<p>Lesson observations by SLT in Michaelmas and Summer term show an increased use of the identifiable features of high-quality learning and teaching.</p> <p>Results from pupil survey improve from Sept 22 to May 23.</p> <p>School HGIOS self-evaluation of Teaching Quality will improve by at least one level in May 2023 compared to May 2022.</p> <p>Refreshing of the Dept and Faculty Minutes to allow CPD activities to be captured</p> <p>Weekly staff notices to include a CPD Bulletin</p> <p>By November 2022, all</p>	<p>By beginning of September 2022, all staff have a shared understanding of what high quality teaching and learning looks like.</p> <p>Departmental pupil feedback demonstrates improved evaluation of teaching and learning.</p> <p>Senior pupils have increased opportunities for leadership roles in school.</p> <p>By June 2023, all staff have completed their GTCS Professional Learning Log, showing the activities they have undertaken and the impact it has had on their classroom practice.</p> <p>Parents feel as though they have more input into this year's SCIP and are consulted on</p>

	<p>classroom practice.</p> <ul style="list-style-type: none"> <li>• Establish tools for recording professional learning undertaken across the school and its impact.</li> <li>• Arrange for good practice identified by professional learning groups to be shared with all staff.</li> <li>• Establish tools for measuring the impact on pupils.</li> <li>• Establish a department-based programme of gathering pupil voice evaluation of teaching quality on a termly basis.</li> <li>• Develop opportunities for older pupils to act as learning mentors to younger pupils.</li> <li>• Share with parents and pupils what is being worked upon and the impact it has had.</li> </ul>		<p>teaching staff are members of a professional learning group and are carrying out collaborative work to improve their classroom practice in at least one area of teaching or learning.</p> <p>Staff self-evaluation of Teaching Quality improves by at least one step by May 2023 compared to May 2022.</p> <p>Parent council minutes show evidence of SCIP consultation throughout the year.</p>	<p>next years as it is being written.</p> <p>Comparison of estimate SQA grades with MidYIS baseline shows an improvement.</p>
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## Improvement priority 2:

Embed formative assessment.

### Data/evidence that informs this priority:

School self-evaluation of HGIOS 2.3 and 1.2, Note of Covid Recovery Visit.

**NIF priorities:** Improvement in attainment, particularly in literacy and numeracy, Closing the attainment gap between the most and least disadvantaged children and young people.

**NIF Key Drivers:** School leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement • Curriculum and assessment • School improvement • Performance information.

**HGIOS4 QIs:** 1.2, 2.3.

Outcomes for learners:	Actions / Approaches / Interventions:	PEF:	Measures:	Impact:
<p>All pupils experience opportunities for formative assessment in the classroom.</p> <p>All pupils in S3 produce a Profile.</p> <p>Meeting OIC target in both literacy and numeracy.</p> <p>Every pupil In S3 has been assessed for both literacy and numeracy. OIC targets for % level 3 and level 4 are achieved and some are stretching to level 5.</p>	<p>Establish a tracking and assessment group or groups, with sub-groups as required, involving pupils and staff, with a remit including but not limited to:</p> <ul style="list-style-type: none"><li>• Refresh the tracking and reporting system in collaboration with parents and pupils.</li><li>• Undertake professional reading on formative assessment approaches.</li><li>• Create an effective approach to formative assessment and feedback which is implemented across the school, includes pupil-led target-setting and is linked to formal tracking periods in the school calendar and reporting to parents.</li><li>• Include within the approach formative assessment within curriculum subjects of Literacy, Numeracy and Health and Wellbeing.</li><li>• Skills developed in S3 Core Skills programme should support learning across the curriculum and as far as possible be delivered in the context of subject-based learning, such as literacy, numeracy, IT, research and presentation skills.</li><li>• Establish tools for measuring the impact on pupils of implementation of this approach.</li><li>• Trial online shared pupil profile documentation across all subjects with S3.</li></ul>	<p>Posts of Literacy and Numeracy co-ordinators established (PT1 FTE 0.1).</p> <p>Deliver a Core Skills programme for S3 pupils.</p>	<p>By Sept 2022 a refreshed tracking and reporting framework has been established with staff.</p> <p>Departmental records show effective formative assessment carried out and used to inform tracking and reports.</p> <p>S3 profiles demonstrate the achievements of pupils.</p> <p>Staff GTCS professional learning and PRD records show learning undertaken and impact on classroom practice.</p> <p>Updated reporting process is in place.</p> <p>Survey staff and consult</p>	<p>By June 2023 the refreshed tracking and reporting framework has been reviewed and amended as necessary for the 2023-24 session.</p> <p>S3 pupils understand where they are in their learning and are ready to enter the SP.</p> <p>A higher percentage of S3 pupils with literacy levels at level 4 and 5 that in 2020.</p> <p>By January 2023, all SP pupils are able to articulate their current</p>

	<ul style="list-style-type: none"> <li>• Share good practice on self- and peer-assessment techniques and encourage their use.</li> <li>• Co-ordinate the school's participation in Orkney-wide work to improve the assessment of pupil attainment in listening and talking from P1 - S3.</li> <li>• Co-ordinate the school's participation in Orkney-wide work to improve the tracking of S1 pupils' attainment in literacy across the curriculum.</li> <li>• Establish tools for measuring the impact of the group's activities on pupils.</li> </ul>		<p>data to identify key skills required by pupils in S3, within subject-based learning.</p> <p>Contribution to S1 Tracking across Orkney completed to schedule throughout the year.</p> <p>Data has been gathered to establish the impact of the assessment group's activities.</p>	<p>performance level, target and what they need to do to achieve their target, in all subjects.</p> <p>S3 pupil profiles completed.</p>
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### Improvement priority 3:

Create a school environment in which all members of our community feel safe and respected.

#### Data/evidence that informs this priority:

School self-evaluation of HGIOS, Note of Covid Recovery Visit.

**NIF priorities:** Placing the human rights and needs of every child and young person at the centre of education • Improvement in children and young people's health and wellbeing.

**NIF Key Drivers:** School leadership • Parent/carer involvement and engagement • School improvement.

**HGIOS4 QIs:** 3.1.

Outcomes for learners:	Actions / Approaches / Interventions:	PEF:	Measures:	Impact:
<p>Based on survey data:</p> <ul style="list-style-type: none"> <li>• Awareness of diversity increases in all pupils from September to April.</li> <li>• Pupils feel supported in recognising and challenging incidents of disrespectful language.</li> <li>• Learners are aware of how well their House is performing.</li> <li>• Pupils have an increased sense of pride in the school.</li> </ul>	<p>Establish an Inclusion/Diversity group or groups involving pupils and staff, with a remit including but not limited to:</p> <ul style="list-style-type: none"> <li>• Carry out a survey of pupil wellbeing and awareness of rights and use the data to shape activities of the group.</li> <li>• Carry out activities to ensure all members of the school community are aware of and respect each other's rights (Rights Respecting Schools will be investigated as a potential framework to support this).</li> <li>• Introduce LGBTQ Charter as a means to achieve silver Rights Respecting School in 2023/24 session.</li> <li>• Ensure that incidents of disrespectful behaviour and language are reported and recorded, and that the record is regularly reviewed.</li> <li>• Undertake staff training and create an action plan on Building Racial Literacy for the 2023/24 session.</li> <li>• Launch the updated house point system and create strong links between house points and the school values.</li> <li>• Develop more leadership roles for pupils and ensure impacts are sustainable by introducing tiered systems for entry into leadership roles.</li> <li>• Ensure that pupils and parents are fully involved in determining the activities of the group.</li> <li>• Consider the introduction of a school uniform, in</li> </ul>	<p>N/A.</p>	<p>Repeated pupil wellbeing survey in Sept 2022 and April 2023 demonstrates improvement.</p> <p>Bronze Rights Respecting achieved by April 2023.</p> <p>Training for LGBTQ Charter takes place in Feb In-service.</p> <p>Reports of disrespectful behaviour and language increase initially as awareness has been raised, but will decrease by the end of the year.</p> <p>House points are totalled in a visible way.</p> <p>Uniform consultation</p>	<p>Pupils feel safe and respected.</p> <p>Pupils and staff feel confident to address behaviour and language which is disrespectful of difference.</p> <p>Staff feel more knowledgeable on LGBTQ rights.</p> <p>Pupils have an increased sense of pride in their House.</p> <p>Pupils demonstrate a sense of pride in their school by their attire.</p>

	consultation with pupils and parents, to foster an ethos of being part of one team.		completed by January 2023 to allow implementation for August 2023 if required.	
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