

Summarised inspection findings

Sandwick Junior High School and Nursery Class

Shetlands Islands Council

17 September 2019

School name: Sandwick Junior High School
Council: Shetland Islands Council
SEED number: 6103839
Roll (Sep 2017): 257 (across primary and secondary stages)

Attendance at S1-S4 is generally above the national average.

Attendance at P1-P7 is generally in line with the national average.

In February 2018 8.7% of S1-S4 pupils were registered for free school meals and 3.2% of P4-P7 pupils were registered for free school meals.

In September 2017 no pupils lived in the 20% most deprived datazones in Scotland.

In September 2018 the school reported that 36% of S1-S4 pupils had additional support needs.

In September 2018 the school reported that 23% of P1-7 had additional support needs.

Key contextual information

Sandwick Junior High School is situated in Sandwick, Shetland Isles. The school serves the south part of the Shetland mainland, and provides education for children and young people from nursery to S4.

The school works closely with other schools in its associated schools group, Dunrossness Primary School and Cunningsburgh Primary School.

The senior leadership team consists of a headteacher and a deputy headteacher.

The school has experienced considerable challenge recently in relation to changes in staffing and recruitment difficulties.

1.3 Leadership of change

weak

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

- The school has undergone a considerable period of change in its senior leadership team over recent years. This is for a variety of reasons, including staff movement and recruitment challenges. As a result, staff across the school have not received sufficiently clear leadership and guidance around a number of key strategic issues. The school is now in a more stable position as regards its leadership team and staffing and, as a result, is well-placed for the headteacher to provide stronger, more strategic leadership.
- The school is in the early stages of working with stakeholders to develop a core group of school values. Whilst a number of possible values have been identified, the school needs to continue with its plans to explore these further over the coming months to decide which values are the most important to stakeholders. There is considerable scope for the community to develop an appropriate and motivating school vision, values and aims to underpin all of its work. This will bring a greater sense of coherence to the life of the school, helping all stakeholders to develop a common understanding about the school's core aspirations.
- A school improvement plan is in place which targets appropriate areas of improvement. The plan has very few or no measurable targets. This makes it difficult to evaluate the progress of school improvement over time. Moving forward, senior leaders need to take a more focused and strategic approach to improvement planning. They should work regularly with all staff to consider evidence they have and prioritise areas for improvement. This will help them to ensure that all children and young people experience learning and teaching across the school which is of a consistently high quality, and are successful in their learning. There is a need for senior leaders to provide clear leadership and direction in relation to improving the school's approaches to tracking and monitoring children's progress. This will support improvements in attainment across the school. Clearer approaches to tracking and monitoring attainment would allow interventions to be planned more carefully, based on robust evidence.
- School staff are continuing to engage with local authority officers to monitor the impact of the school's work in relation to the Pupil Equity Fund (PEF). Progress, barriers and challenges are discussed frequently. Senior leaders and staff should ensure that there is rigour in the way they evaluate ongoing work. This needs to have a positive effect on children and young people's attainment and close the attainment gap.
- Currently, there are no departmental or faculty improvement plans at the secondary stages. These would help teachers to identify, implement and monitor key areas of improvement in individual subject areas or faculties. Improvement plans would also help middle and senior leaders to maintain an overview of ongoing work across the school. A next step for the school will be to consider how to organise improvement planning processes more effectively, so that they lead to coherent and necessary improvements across the whole-school, individual sectors, and subject areas.

- The school has made a positive start to evaluating the quality of learning and teaching across the school. A number of focused classroom observations have been carried out by senior leaders and detailed feedback has been given to teachers. Senior leaders and teachers need to use this feedback more rigorously now to improve learning, teaching and assessment across the school. They should identify common areas for improvement and work together to ensure that these improvements are made in a well-planned way. Effective practice needs to be shared more consistently, with teachers from the secondary, primary and nursery stages working together more regularly. There is also scope for teachers to share practice with, and learn from, colleagues from other schools.
- The headteacher is committed to improving the school. He is open to new ideas and to providing a range of experiences for children and young people. He has established strong relationships with children and young people, staff, parents and partners from across the school. This is leading to a positive ethos and culture of achievement.
- Middle leaders need to be more involved in contributing to and leading school decision-making and dialogue linked to school improvement. There is also considerable scope for them to participate in activities which evaluate and ensure consistently high-quality work across subject departments. Teachers should also be enabled to take on board increased leadership opportunities in the school. Commendably, staff lead successful activities, such as the Duke of Edinburgh programme and sports activities. However, leadership opportunities are not provided for them in a planned or structured way. Senior leaders should begin to draw on the evidence which the school is gathering on its performance to consider how leadership opportunities could be shared in a more meaningful manner. Senior leaders need to take increased account of the knowledge, skills and aspirations of staff across the school.
- A few staff have engaged in professional learning activities, in the local authority and nationally. They have participated enthusiastically in leadership development opportunities and ongoing moderation activities. There is considerable scope for professional learning to have a higher profile in the school. There is a need for all staff to be able to access sector-specific expertise to help secure improvements. Professional review and development meetings should be carried out more regularly, in a structured and rigorous way.
- The school provides a few leadership opportunities for children and young people. These include children at the primary stages being involved in a pupil council and children throughout the school leading and taking part in Active Schools activities. At S2, all young people are involved in a six-week Leadership Academy, organised by Active Schools. This includes them building their skills in communication, problem-solving and leadership. At S3, Young Sports Ambassadors successfully encourage other young people to help them run football and netball events. Children also support one another well at other times. For example, young people at the secondary stages help children at P7 during the transition programme. There is now a need for staff, partners and pupils to work together to explore how they can build on these examples. This will help them to ensure that all children and young people have opportunities to develop their leadership skills and contribute to leading change across the school community.

2.3 Learning, teaching and assessment

weak

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

- The school has a caring ethos, which is underpinned by respectful relationships between most children and young people and staff. Whilst most teachers share the purpose of the lesson with pupils, greater clarity is needed about the expected learning and skills which are being developed. Across the school, children and young people need to develop a better understanding of what they need to do to be successful in their learning. Plenary sessions should be used more consistently to help children and young people develop a better understanding about what they have learned. A few young people are able to talk well about their learning.
- Most young people sustain their concentration and respond to tasks even when the tasks are not particularly challenging. In most lessons, the pace of learning needs to be brisker and better matched to the learning needs of individual and groups of learners. In a few classes, low level off-task behaviour interrupts learning.
- In most classes, learning is too teacher-led and children and young people are passive in their learning. Children and young people have too few opportunities to lead their learning and work with each other. Teachers and practitioners need to provide children and young people with more real-life learning experiences, linked to the Career Education Standard and the development of skills for learning, life and work. This will help to motivate and inspire them. Young people enjoy their engagement with the Youth Philanthropy Initiative at S2 and value the way this initiative helps them to develop their leadership skills.
- Whilst a few members of staff are beginning to promote nurturing approaches to support learners, this is not consistent across the school and the approaches are not fully understood by staff.
- The quality of teaching is too variable across the school. To improve the consistency of this, senior leaders and staff should develop an agreed understanding about what high quality learning and teaching should look like across the school.
- Teachers need to provide more open-ended, problem-solving tasks to encourage children and young people to develop their creativity, and engage in independent learning. They should develop their use of questioning strategies to probe children and young people's thinking and encourage them to give more extended responses. Staff provide children with appropriate verbal feedback in the majority of lessons. The quality of written feedback is variable. This needs to be improved across the school.
- During the inspection visit, there were a few occasions when teachers used digital technology to support their teaching, for example online clips. A few young people also accessed technology for writing and research. There is scope to extend the use of digital technology to

engage young people more fully in lessons. Staff make some use of the outdoors and Shetland's context to enhance learning. For example, visiting the lime kilns in Fladdabister. There is scope for this to be developed.

- Teachers have been involved in professional learning activities related to assessment. These have included moderation activities across the school and with associated schools. This has helped teachers to become more confident in using the National Benchmarks to plan assessments for children and young people, and assess their progress in learning. This work should continue to be prioritised to help teachers develop a shared and appropriate understanding of standards. The school is benefiting from a few staff being involved nationally in assessing standards. These staff now need to continue to share their knowledge and understanding with all staff.
- Staff at the primary stages need clearer leadership and direction to ensure that a range of assessments are used well to support children's learning. There is an immediate need to improve the planning of learning across the primary stages to ensure that children make effective progression in their learning.
- Across the school, the quality of reporting is too variable. Currently, this does not always help parents or children and young people to know what they have achieved and what they need to do to improve their learning across the curriculum.
- There are weaknesses in the school's approach to tracking and monitoring the progress of learners. At the primary stages, tracking information is available but this is not underpinned by rigorous and robust assessment of children's progress. At the secondary stages, individual teachers have devised their own recording systems to provide information on young people's progress. The quality of these approaches is too variable. Senior leaders recognise that the development of consistent and robust monitoring and tracking processes is a priority for the school. There is a need for senior leaders to develop an overview of children and young people's progress across the curriculum to ensure that appropriate and timely interventions can be planned to improve attainment. Information from this tracking information should also be used to inform the school's priorities for improvement.

2.2 Curriculum: Learning pathways

Primary stages

- A rationale for the curriculum needs to be developed which takes account of the views of parents, staff and children and the school's unique setting. This rationale should inform the work needed to design a coherent and progressive curriculum from nursery to S4.
- Senior leaders acknowledge the need for staff to work together to develop progression pathways across all curriculum areas. These should meet children's needs, build on prior learning, align assessment to learning and teaching, and link with the National Benchmarks. This work will support teachers to have a better understanding of standards and expectations and guide more effectively the pace of learning. This work needs to be addressed as a matter of urgency. At present the curriculum is driven too much by resources.
- Children have a few interesting and relevant opportunities to apply their learning within interdisciplinary learning (IDL) topics. As staff develop the curriculum it will be important for them to ensure that they have a clear overview of IDL experiences. This will ensure that they provide a balance of opportunities over time which build appropriately on children's prior learning.
- Children moving from the nursery to P1 benefit from visits to meet key members of staff in the school. P1 teachers are provided with helpful information about children's individual needs. Children's transitions from P7 to S1 are planned well and include enhanced transitions for some children based on their individual needs.
- Outdoor learning is at an early stage of development. In developing the curriculum, teachers should ensure that all children across the school benefit from progressive experiences across the four contexts for learning. Much work needs to be done to develop the Career Education Standard across the early years and primary stages.

Secondary stages

- Young people at S1 and S2 experience a curriculum which is planned using Curriculum for Excellence Experiences and Outcomes (E and Os), mainly at third level. At the end of S2, young people make choices for S3, whilst still maintaining breadth in the curriculum. Courses at S3 are constructed mainly using third and fourth level E and Os. Young people in S1-S3 experience two periods of opportunities for personal achievement each week, where they follow a local programme of activities such as the Duke of Edinburgh's Award and courses leading to first aid certification. At the end of S3, young people make choices for S4 with almost all pupils choosing to study seven courses leading to National Qualifications (NQs). At the end of S4, most young people transfer to Anderson High School to continue their education. Pastoral transitions are supported well by a structured programme of engagement events.
- Senior leaders identify correctly that there is a need to ensure that learning in S1-S3 provides greater pace and challenge so that young people are prepared for the demands of the senior phase. As part of the planned curriculum review, senior leaders should evaluate achievement opportunities and ensure that appropriate arrangements are in place to ensure that no young people miss out.
- The mathematics and English departments lead the teaching and assessment of numeracy and literacy. Staff are at a very early stage of developing young people's literacy and numeracy skills across their learning. Teachers at the secondary stages should work more closely with teachers at the primary stages to ensure that children and young people's prior knowledge is used well in planning learning, teaching and assessment.

- Currently around half of young people at S3 and S4 take part in a range of Skills for Work programmes at Shetland College and NAFC Marine Centre, as part of local authority's vocational pathways partnership initiative. The school also works productively with the Youth Services Bridges Project which provides alternative learning interventions and bespoke learning pathways for a few young people at S3. Almost all young people in S4 participate in work placements and this helps them to develop a range of useful employability skills.
- Young people are supported well by the Skills Development Scotland (SDS) careers adviser, who provides helpful career advice, including group work and individual consultations, and input at parents' evenings and career events. However, the Career Education Standard and Career Management Skills (CMS) are not yet incorporated fully in the delivery of the curriculum. This is resulting in missed opportunities for reinforcing and consolidating the CMS of young people.

2.7 Partnerships: Impact on learners – parental engagement

- See choice QI.

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

satisfactory

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

Wellbeing

- Across the school, staff know children, young people and their families well and treat them with care and respect. However, senior leaders acknowledge that there is a need for teachers to develop a fuller understanding of their responsibilities in relation to ensuring wellbeing, equality and inclusion for all children.
- At the primary stages, children recognise and discuss the wellbeing indicators. They understand the importance of wellbeing for themselves and others. At the secondary stages, young people are not familiar with the wellbeing indicators and would welcome more opportunities to discuss their wellbeing.
- Senior leaders engage in limited dialogue with partners, children and young people to identify wellbeing issues which need to be addressed. However, at present, there is not a clear plan to address wellbeing in a progressive way across the primary stages. At the secondary stages, the personal and social education (PSE) programme has been designed by staff to address wellbeing issues. This programme would benefit from young people's input. This would enable them to influence the nature of the PSE programme and be more interested in its content. Learning and teaching in relation to children and young people's wellbeing needs to be improved.
- The school is at an early stage of developing approaches to monitor and track children and young people's wellbeing. There are a few good examples of wellbeing indicators being used with children at the primary stages to begin to monitor the effectiveness of universal support measures. Staff have made some use of the wellbeing indicators with groups and individual children with identified needs. Mainly, these are helping young people to discuss and contribute to their support plans. Senior leaders are aware of the need for staff across the school to develop a common language, using the wellbeing indicators, to discuss wellbeing issues and to assess all children and young people's needs.
- Most parents and staff are satisfied with the quality of experience children receive at the school. They feel children and young people are treated respectfully and in a fair manner. Staff work with children and young people to create mutually respectful relationships within a positive environment. There is scope, however, to develop children's understanding of how to treat each other fairly and respectfully so that all children and young people feel safe. As a priority, senior leaders need to work with staff and stakeholders to clarify a strategic approach to the promotion of positive behaviour in the school. This needs to be consistent with their aspirations to develop a whole-school approach to nurture.

- While the school has experienced challenges in recruiting physical education (PE) staff, there is, nevertheless, insufficient planning to develop children and young people's learning in this area. Senior leaders need to ensure that children and young people extend their learning progressively in PE, to develop their skills and to be as fit and healthy as possible.
- Children and young people demonstrate a good understanding of their rights, although there is scope for much more work to be done to develop their understanding of rights more fully.

Fulfilment of statutory duties

- Senior leaders are aware of appropriate legislation, guidance and codes of practice in relation to health, wellbeing, equality, inclusion and equity.
- Support plans are in place for most children and young people who require them. However, there is a need to use these to demonstrate clearer evidence of progress. Targets and outcomes should be specified in more detail and progress towards these should be reviewed more often. Learning support staff ensure that programmes are appropriate and individualised to meet the learning needs of young people with severe and complex additional support needs.
- Staff need to review their approaches to the provision of religious and moral education (RME), religious observance (RO) and PE to ensure that children and young people across all stages receive their full learning entitlement.
- Improvements are required to school food provision to ensure full compliance with the nutritional regulations of the Schools (Health Promotion and Nutrition) (Scotland) Act 2007.

Inclusion and equality

- There are strategies in place to support young people facing challenges and barriers to their learning. It is not always clear how successful these strategies are over time in enabling young people to progress well in their learning. The use of part-time timetables should be reviewed to ensure that all young people benefit from their full entitlement to education and are able to access pathways which lead to sustained positive destinations.
- School leaders and staff seek to address issues which related to equality and diversity through the PSE programme, as well as wider achievement opportunities. As identified, the PSE programme should be better informed by the needs of the school and its community. It should embody clearly the school values, informing how these values can be modelled consistently and embodied across the school.
- There is considerable scope across the school for children and young people's views to be considered and acted upon in a more systematic manner. This will help children and young people to feel included and more valued.
- Pastoral transitions are planned well, and there is good communication between children and young people, staff, parents and partners. Effective enhanced transitions are put in place for children and young people who require them. This helps them to feel included, engaged and involved in the life of the school. It also helps staff to ensure that they are aware of all children's needs and can intervene appropriately.

3.2 Raising attainment and achievement

weak

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

- Staff provided the inspection team with data on children and young people's attainment during the broad general education from P1 to S3. This was based on a range of in-class assessments, Scottish National Standardised Assessments (SNSAs) and holistic assessments. Staff have identified correctly the need to continue to develop the school's approaches to assessment. There is also a need to develop further moderation opportunities within and beyond the school to support staff make more reliable judgements in relation to whether children have achieved Curriculum for Excellence levels.
- Teachers meet with members of the leadership team to discuss children's progress and attainment, and identify any gaps in the learning of individual children. Staff need support from the leadership team now to use collated data effectively to help them close identified gaps in learning to raise attainment. Staff are unable to demonstrate the progress of children as they move through the school based on robust evidence. This includes children requiring additional support. As the number of children at the primary stages is small, the following text discusses their overall progress rather than attainment. This is to prevent individuals being identified.

Attainment in literacy and English

- Overall, progress in literacy and English across the school is weak. A significant number of children could be making better progress.

Listening and talking

- Across the school, children are not making enough progress in developing their skills in listening and talking. Children at the early level are encouraged to take turns and contribute to discussion in class. Children at the first and second level have opportunities to work in pairs and in groups. However, there is a need to teach the skills of listening and talking formally in a planned and progressive way. Children across the school need to focus more clearly on developing the skills needed to work in pairs and groups effectively. At the second level, children need to develop the skills to contribute relevant ideas, information and opinions when engaging with others. They need to be more confident in building on the contributions of others by clarifying points or supporting the opinions or ideas of others.

Reading

- Progress in reading is weak across the school, although there are signs of an improving picture at the early level and first level. At the early level and first level, children enjoy exploring and reading books for pleasure. At the early level, children are learning to read by exploring letter sounds. They enjoy stories and choose books to look at and read to themselves. At the first level, children work collaboratively and are learning to use clues to help them understand texts. However, they are aware of a limited range of authors and are not able to speak confidently about the features of different genres. At the second level, there is a need to develop children's

love of reading for enjoyment. Providing children with regular opportunities to develop their understanding of texts through regular reading lessons will support them to develop higher-order reading skills.

Writing

- Across the school, children's progress in writing is weak, although there are signs of an improving picture at the early level. Staff across the school now need clearer leadership, direction and support to improve and develop a consistent approach to the teaching of writing across the school. At the early level, the majority of children are learning to form letters and use a range of materials to write and make marks as they play. At the first level, children can write independently and the majority can use correct spelling and punctuation in their writing. Children working at the second level need to write for a wider range of purposes using appropriate structure. Children at the second level would benefit from more regular opportunities for extended writing.

Attainment in numeracy and mathematics

- Children's progress in numeracy and mathematics is weak. Across the school there is scope to provide a few children with a greater level of challenge and a faster pace of learning through the levels. The development of numeracy and mathematics needs clearer leadership direction across the school.

Number, money and measurement

- Across all stages, children are beginning to improve their mental agility skills through a recent focus in this area. There is scope to ensure regular teaching strategies for mental mathematics. The majority of children at the beginning of the early level engage well in a range of active learning opportunities to develop their understanding of number bonds to ten and beyond. A few children need further challenge. There is a need to increase the pace of learning in numeracy and mathematics. By the end of first level, most children can order and recognise simple fractions but they cannot find half or quarter of a whole number. They are confident in using time and simple durations but they are not confident in using written calculations for addition, subtraction, multiplication and division. At the first level and second level, most children are not fluent enough in their times tables. Across the levels, children lack confidence in tackling two-step problems. Much work needs to be done to improve attainment, particularly at the first level and second level in numeracy and mathematics. Across the school there is a need to increase the pace of progress through the Curriculum for Excellence levels. There is a need to build in time for reinforcement and consolidation of previous learning. Children are not confident across the range of organisers within mathematics and numeracy.

Shape, position and movement

- Across early level and first level, almost all children are able to identify 2D shapes and 3D objects as appropriate to their stage. At first level, only a few children can identify right angles. By the end of second level a majority can calculate the area and perimeter of simple shapes but they are not confident in naming angles.

Information handling

- Across the school, children have opportunities to gather information on a range of topics and display this, mainly on bar graphs. Most can describe how they would gather information for specific purposes, for example using class surveys. There is scope to develop children's understanding of a wider range of graphs to display a range of information.

Attainment over time

- Recently, at the start of term, the school introduced a new system to track children's progress in literacy and numeracy. This has the potential to provide a more reliable picture of learner

attainment as well as supporting staff to target support more effectively. However, it is still at an early stage of development. There is an urgent need to underpin teachers' judgements with robust and reliable assessment information. The analysis of data from tests, the SNSAs, holistic assessments and teacher's professional judgement have not yet been used to inform targeted interventions to raise attainment.

Equity for all learners

- The leadership team and staff demonstrate a good awareness of children who may face barriers in their learning due to socio-economic circumstances. However, their progress in learning requires to be tracked in a more robust and rigorous way. Clear interventions need to be put in place for these children with the impact of these being monitored closely. Staff need clearer leadership and direction to be able to facilitate this. The school has a small amount of PEF which has been used largely to develop the use of nurture across the primary school. Approaches to nurture need to be developed more fully across the school. There is a now a need to measure the impact of nurture on raising attainment.

Secondary stages

- 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.

Broad general education (BGE)

Attainment in literacy and numeracy

- Over the past three years, almost all young people achieved third Curriculum for Excellence level in reading, writing, listening & talking and numeracy by the end of S3. Staff recognise the need to continue to develop the school's approaches to moderation to help improve the reliability of their judgement on achievement of a level.

Attainment over time

- At present, the school cannot evidence progress over time for young people in the BGE. Although individual teachers have created their own approaches to monitoring and tracking, such approaches are inconsistent and variable in quality. Senior leaders have identified correctly the need to introduce a robust monitoring and tracking system, at pace. This will allow them to measure the attainment and achievement over time for all courses and programmes offered by the school. Further work is also necessary to ensure that reliable attainment information from the primary stages is used appropriately by secondary teachers to strengthen children's progression in their learning.

Senior phase

Attainment in literacy and numeracy

- In S4, over the past five years, almost all young people have achieved literacy at SCQF level 4 or better. Over the last three years, there is an improvement to most young people achieving literacy at SCQF level 5 or better. In S4, over the past four years, almost all young people have achieved numeracy at SCQF level 4 or better. Over the last three years, the majority of young people have achieved literacy at SCQF level 5 or better. Overall the school is in line with the VC.

Attainment over time

- In S4, the school has improved complementary tariff scores for the lowest attaining 20%. Complementary tariff scores for all pupils are in line with the VC.

Breadth and depth

- In S4, over the past five years, most or almost all young people have been successful in gaining six or more National Qualifications at SCQF level 4 or better. Attainment at SCQF

level 5C or better is variable. Less than half of the young people have gained seven qualifications at this level over the last five years.

- The school is aware of the need to ensure that young people experience sufficient depth and challenge in their learning across all year groups in secondary. This will help the school to raise attainment further for young people in S4. At present the quality of passes at SCQF level 5 is too variable across subjects. There are too many young people presented for National 5 qualifications who do not achieve a course award. Senior leaders acknowledge the need to address this through improving learning and teaching, and through ensuring that young people are presented at the appropriate level.
- Senior leaders agree that there is scope to improve partnership working with Anderson High School to track the progress of young people as they leave Sandwick and progress through their senior phase. Focussed dialogue will allow staff to assess how prepared young people are for the challenges of study at SCQF level 6 and beyond. As part of a raising attainment strategy, senior leaders are well aware of the need to introduce regular attainment meetings to ensure that targeted interventions are put in place for those young people who are not currently achieving expected levels of attainment.

Overall quality of learners' achievement

- Children and young people develop skills for life and work through participation in a range of achievement opportunities, including cultural and sport-based groups, community events, uniformed organisations and residential trips. Whilst young people have access to a wide range of activities, staff changes have led to a reduction in opportunities, including pupil voice at the secondary stages and the previously well-attended intergenerational community cafe.
- Children and young people are gaining music and theatre-related skills through a varied programme of performing arts activities in the school. They regularly perform successfully at Shetland-wide music events and perform for the local community.
- Active Schools Scotland supports a wide range of activities for children and young people. This includes targeted programmes based on needs which are identified through data analysis, such as Fit For Girls. These event are appreciated greatly by children and young people and are well-attended.
- All children get the opportunity to try a range of activities during Friday Club Time and the annual Nurture Week. Children are positive about the practical skills they develop, such as sewing, model making and cooking. There is now a need to ensure that all of these activities are sufficiently challenging, developing children's skills progressively. Older children at the primary stages would welcome the chance to be more involved in leading these activities.
- All young people at S1-3 take part in achievement opportunities as part of the wider achievement time (WAT) element of the curriculum. Activities such as cooking, pet care and gardening support young people to build their practical skills. For a few young people, this links well to their intended careers. Young people in the Under the Bonnet WAT programme, run by the school with partners including the Young Peoples Service, value highly the opportunity to learn directly from experienced practitioners in a real-life garage situation. For a few young people, this is re-engaging their interest in learning. Staff and partners should now work together to ensure that all WAT options have sufficient challenge and enable young people to build relevant skills for life and work.
- Young people volunteer through WAT and community activities, for example helping to run the Primary Youth Club. School staff are pro-active in encouraging young people to undertake

Saltire Awards. Sandwick Junior High School has sustained strong levels of young people gaining Saltire Awards over the last three years. Each year a few young people from the school gain awards which show that they have completed 500 hours of volunteering.

- Young people gain confidence and a range of skills including resilience and team-working through participation in the Duke of Edinburgh's Awards scheme. This scheme is very well established and supports young people to progress effectively through award levels, including establishing the first route to achieving gold in Shetland.
- Children and young people would benefit from school staff and key partners working together to develop a systematic approach to capturing and tracking participation in achievements both within and out with school. This should include identification of the skills they are learning. Currently many achievements are celebrated through noticeboards, scrap books, local media, awards and attendance at events such as the annual Shetland Young Volunteer Awards. However, there is scope to develop a more systematic approach to recognising and celebrating all young people's progress and contributions to school and community life. Staff are working with partners to extend the range of awards that young people gain. This will support further the recognition of their skills and achievements.

Equity for all learners

- Senior leaders target young people to take part in vocational programmes in S3 and S4 through the Shetland College vocational programme. As a result, this is helping to improve the attendance and engagement of a few young people in the school.
- The school needs to focus more clearly on raising attainment, in particular for those children who are the most vulnerable. There is scope to strengthen the way in which it is using its PEF allocation, and other targeted supports, to ensure that they are having a measureable impact on raising attainment. While current PEF funding has been used to develop the school's approaches to nurture, this work is at a very early stage of development and has not been evaluated yet.

Attainment versus deprivation

- All of the young people in the school reside in SIMD deciles 7 and 8. Attainment in the latest five years has been mostly in line with those living in similar deciles across Scotland.

Destinations

- Most young people leave the school to continue their studies in Anderson High School. The school works closely with colleagues at SDS to ensure that young people not moving to Anderson High School move onto a positive destination when they leave Sandwick Junior High School. We have asked staff, along with partners, to review their approaches to monitoring the progress of potential school leavers. Specifically, there is a need to ensure that carefully-considered plans are in place so that all young people leave school having attained literacy and numeracy at SCQF level 4 or better.

Choice of QI: 2.7 Partnerships

This indicator aims to capture the schools success in developing and maintaining strong partnership approaches which improve outcomes for learners and continued self- improvement for the school and community. All partnerships are based on mutual trust and respect for the particular contribution each partner brings. Partnerships are integral to the way a highly effective school works.

- The development and promotion of partnerships
 - Collaborative learning and improvement
 - Impact on learners
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- The Parent Council has been involved in recent work on revisiting the school's vision, values and aims. This started with a consultative survey of staff, parents and pupils to develop an agreed set of values for the school. There is considerable scope now for this work to be further developed. Further collaborative work with parents is also needed to support self-evaluation and improvement activities.
 - Parents who responded to the pre-inspection questionnaire told us that the school has improved some aspects of communication but that there is further work to be done in this area. Consideration should be given, across early years, primary and secondary, to improve the way that the reporting process provides more consistent and specific messages about children and young people's progress in their learning. Staff need to work closely with the Parent Council and wider parent forum to consider ways in which parents can become more active and engaged partners in their children's learning.
 - Partner organisations are positive about the school and feel that their contribution to the curriculum is welcomed and valued. Partners find communication with the school to be effective. It would be beneficial for the school to involve partners further in self-evaluation and school improvement activities. Whilst working relationships with existing partners are strong, there would be merit in providing joint professional learning to embed partnership approaches further.
 - Several partnerships with local organisations, businesses and community groups are increasing the range of learning experiences from which young people are benefiting in Sandwich Junior High School. For example, a link with the Hillswick Wildlife Centre has provided children in the early-years setting with opportunities to find out more about conservation. Community links help young people at the secondary stages to develop citizenship and social responsibility. For example, the collaborative link between the school and Hoswick Visitor Centre has enabled young people to support members of the local community at risk of isolation and loneliness. The Youth Philanthropy Initiative has created structured opportunities for young people at S2 to make links with local charities and to explore their roles in the community, while also developing key skills in communication. Early years and school links with South Mainland Up Helly Aa (SMUHA) allow children and young people to engage with local cultural heritage.
 - Partnerships have been used to enhance the curriculum, especially at the secondary stages. For example, a link with e-Sgoil has enabled three S3 pupils to study history this session while developing their skills in online learning. Numbers for this course next session will increase to nine. A hospitality course was run for S4 pupils in collaboration with Shetland College in session 2018/19, providing progression for young people moving from the broad general education to the senior phase and helping young people to develop skills in a vocational area that is very important in the local economy. The school should consider ways in which

engagement with partners can contribute to improved outcomes for children and young people in attainment, particularly in literacy and numeracy.

- The school has a productive partnership with SDS which supports young people well as they prepare for the world of work. The School Partnership Agreement with SDS is negotiated jointly and is monitored to evaluate its effectiveness. SDS staff provide useful advice for young people and families about career options and choices.
- Partners are contributing to the development of skills for work at the secondary stages. In particular, the link with Sumburgh Airport has allowed young people to experience the working environment. Plans are in place for young people from the school to help to produce an autism-friendly visual guide to travelling through Sumburgh Airport. The school has a formal partnership agreement with the airport. This has led, for example, to airport firefighters delivering a certified first aid course to S4. This course has helped young people to develop skills in leadership, communication, self-confidence, and teamwork.
- Local businesses and other partners (mainly but not exclusively from South Mainland) have been involved in mock interviews with young people at S4 which will help them to prepare for the transition to the world of work. Shetland Island Council partners are also involved in supporting young people to develop employability skills. Plans are at an early stage for further partnership development to support skills for work, including in the early-years setting and at the primary stages. It is important that future plans reflect the diversity of career opportunities on South Mainland and beyond. These plans include establishing a careers fair to promote community and business engagement with all children and young people. As the school continues to develop partnerships, it should engage fully with the Career Education Standard, the Work Placements Standard, the Guidance on School/Employer Partnerships and the CMS Framework for Scotland. This will help it to ensure that all developments are well-informed.
- A variety of partners provide opportunities for personal achievements to children and young people. These include sporting and expressive arts activities and organised school-based programmes such as the Duke of Edinburgh Award Scheme and the John Muir Award. Partnerships have been formed to add value to wider achievement activities in the school. For example, former pupils of Sandwick Junior High School, who have developed skills in theatre crafts at Shetland College, are working alongside school staff and pupils in preparation for this year's school show. These links provide learning opportunities for children and young people relating to lighting, choreography and stage make-up. These opportunities are appreciated by children, young people and their families. There is scope now to involve partners in the development of progressive tracking of wider achievement engagement and to plan how such partnerships can be used to address identified needs for individuals and groups of young people.
- A more strategic and structured approach is needed to partnership engagement to further enhance the experiences of children and young people. This engagement should be firmly based on the school's reconsidered vision, values and aims. Careful planning of partnership input should include consideration of how skills development can be supported by partnership interventions, and how data and other intelligence from the school and wider community contribute to this work. The school should work collaboratively with partners to harness the transformative potential of learning for sustainability. Engaging partners with curriculum planning will allow a clearer understanding of the way partnership working with children and young people is leading to improved outcomes in health and wellbeing, attainment and achievement. Developing a comprehensive evaluative overview of the impact of current partnership working will be an important first step in this process.

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.