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**Kirkwall Grammar School.**

Standards and Quality Report

2021-22

and

School Improvement Plan

2022-23.

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# Standards and Quality Report 2021-22.

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| The context of the school:  Kirkwall Grammar School is a six-year secondary school, situated in Kirkwall, serving the east Mainland of Orkney, Orphir and all the north and south isles, excluding the island of Graemsay. The catchment area comprises of 11 partner primary school and 3 junior high schools. In September 2021, 845 pupils were enrolled with 75 full-time equivalent teachers. Approximately 40 pupils have been resident at Papdale Halls of Residence this session and the school has an integrated Curriculum Support Department with provision for pupils with social, emotional and support needs. The Parent Council meets regularly and actively contributes to the life of the school. The new school building opened for pupils in January 2014 and has a strong community role, regularly being let by a wide range of groups. Through development of partnerships in and out of school, we work as a team to support each individual pupil to ensure they leave into a positive destination, effectively contributing to life and work in Orkney, Scotland and worldwide. | |
| Vision:  A school with a sense of community where every pupil is given every opportunity to achieve and attain their potential whatever positive pathway or destination they decide to take.  A school that sets high expectations and whose focus is on learning and improving so that both staff and pupils can achieve the remarkable. | Values:  Wisdom.  Compassion.  Integrity.  Justice. |
| Aims:  The aim of the school is to provide all pupils with the opportunities and experiences that will allow them to fulfil their potential as individuals, lifelong learners and contributors to society. A school that promotes respect for others and self within the school and the wider community.  As we continue to develop our work inside the Orkney Childcare and Young People’s Partnership, we share the ambition that Orkney is a place where service providers and the community work together so that, as all children and young people grow up, they get the right help, at the right time, in the right way. | **Curriculum Rationale:**  Every young person is entitled to experience:   * A coherent curriculum. * Well-planned experiences and outcomes across a broad general education. * A senior phase which provides opportunities to attain and achieve. * Opportunities for developing skills for learning, life and work. * Opportunities to maximise their individual potential. * Support to help them move into positive and sustained destinations beyond school. |

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

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| **Improvement priority 1**: *Securing the best possible outcomes for all pupils.* | | | |
| Outcomes: | Actions / Interventions / Approaches: | Impact: | Next steps: |
| Our target was for the majority of S4 (65%), and most of S5 (84%), pupils to achieve **Level 5 numeracy.** This was based on our virtual comparator for 2020 – 2021. The previous school results were 34% and 63% respectively. | A full curriculum review for Mathematics and numeracy took place, in collaboration with external colleagues. Staff were supported with professional learning and weekly monitoring was implemented to ensure pupils received timely and effective support. | The majority of S4 and S5 pupils are estimated to have achieved L5 numeracy this session. The curriculum has now been reviewed to ensure that the department can build on these statistics moving forward.  L5 Literacy and Numeracy now above virtual comparator. | Develop the curriculum plan for S5 and S6 to maximise opportunities for pupils to develop their numeracy skills. Strengthen tracking and monitoring processes further to ensure all pupils receive timely and effective support. |
| Our target was for the majority of pupils (63%) to achieve **5+ National 5 (or equivalent) qualifications** by the end of S4. This was based on our virtual comparator for 2020 – 2021. The previous school result was 53%. | Subject and whole school ambitions (KPIs) were devised and tracking and monitoring processes were strengthened to identify individuals, and groups, needing support. This allowed staff to implement timely and effective intervention, including through study support and the use of e-Sgoil. | The majority of S4 pupils are estimated to have achieved 5+ National 5 (or equivalent) qualifications but this remains a priority focus. 5 plus N5 has gone up 58% from 53%. | Whilst tracking and monitoring processes have been strengthened, these continue to need developing. Ensuring robust quality assurance processes for all leaders across the school will also be a focus, along with including parents more in pupils’ learning throughout their time at KGS. |
| Our target was to increase the **total tariff points** achieved by our middle 60% attainment cohort in S4 to 439. This was based on our virtual comparator for 2020 – 2021. The previous school result was 396. | The core curriculum was strengthened to support more pupils to gain additional accreditation including in RMPS, Core PE and wider achievement sessions. | Almost all S4 pupils achieved a national 4 qualification in RMPS with an increasing percentage achieving unit awards in Core PE or the Duke of Edinburgh award. | An Orkney-wide senior phase review will take place. Personal Development units will be introduced alongside a return of SQA Work Experience units. Pupil profiling will be developed. A refreshed learning and teaching focus will be launched, including identification of interdisciplinary learning opportunities. |

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| **Improvement priority 2**: *Promote positive behaviour and relationships.* | | | |
| Outcomes: | Actions / Interventions / Approaches: | Impact: | Next steps: |
| In September 2021, staff and pupils identified the need for a consistent approach to **promoting positive behaviour and relationships.** Our target was for all stakeholders to have a shared understanding of the approaches, leading to reduction in key measures e.g., number of duty officer calls and number of incidents of mobile misuse or dress code issues. | A working group drove the development of a whole school policy with an initial focus on non-negotiables e.g., dress code and mobile phone use. They produced a 3-stage visual to support the drive for consistency, along with weekly communications with pupils and parents. | Almost all pupils are now experiencing disruption-free lessons, maximising their opportunities to learn. Dress Code Concerns have reduced from 10 to 5 per week. Mobile Misuse incidents have reduced from 20 to 4 per week. Duty officer calls have reduced from 20 to 8 per week. | Quality assurance processes need to be developed to demonstrate clear impact on the work to maximise opportunities to learn. A focus on building positive relationships and creating a supportive environment will also be imperative. |
| Our target for **attendance and punctuality** for all pupils was 95%. The attendance rate for the previous year was 92.5% and punctuality was approximately 90%. | Policies and procedures were reviewed to work towards a more consistent implementation. Staff were supported to understand the expectations and additional support was identified for pupils and their families. | Despite unauthorised absences, predominantly related to covid, most pupils (90%) attend school regularly and almost all (96%) are punctual. Supporting individuals and key groups remains a priority though. | Strengthened procedures will be implemented, including earlier intervention and stronger QA procedures. |

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| **Improvement priority 3**: *Ensure the highest quality of universal support for all pupils.* | | | |
| Outcomes: | Actions / Interventions / Approaches: | Impact: | Next steps: |
| Our target was that the majority of pupils (55%) in key groups achieved **Level 5 literacy and numeracy** by the end of S4 and most by the end of S5. These targets were based on our virtual comparator for 2020 – 2021. The previous school results were <20% for both S4 and S5. | We increased staff awareness of these  key groups, supporting them with CLPL  and developing our TMR processes.  Pupil and parent consultations took place to ensure interventions were collaboratively designed. | An increase was seen in all statistics, but the school’s targets have not yet been met. The curriculum has now been reviewed to ensure these statistics can be built on moving forward. Earlier intervention needs to take place to ensure pupils are fully supported. | A focus on literacy and numeracy throughout BGE and Senior phase will continue through work with the 3 Islands group, along with schools across Orkney. |
| Our target was that most pupils in key groups **attended school regularly** (95%+). | Attendance was tracked weekly and,  where needed, additional support was  coordinated by our family support worker.  This included support from CLD, SEAL and i-Sgoil. | The majority of pupils attend school  regularly but we are yet to reach our target of almost all doing so. This will  continue as a priority for next year. | Strengthened whole school procedures will be implemented, along with a revised approach for our family support worker to ensure timely and effective interventions. |
| In September 21, 59% of pupils said they had someone they trusted. Our target was that almost all pupils felt fully supported in school and said they **have an adult in school they trust.** | Consultation with pupils and parents led to a review of the PSE provision, along with support sections being added to the school website.  A restructure of the Pupil  Support department has been  implemented to ensure timely and  effective support for all pupils. | *(The follow up survey will be completed at the start of term one 2022 – 2023.)* | The new Pupil Support structure will  require clear induction, promotion,  monitoring and quality assurance  processes. The system for health and wellbeing tracking will be strengthened to enable timely interventions. An increased focus on inclusivity will be delivered through the PSE programme. |

# School Improvement Plan 2022 – 2023.

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| Summary of key improvement priorities for 2022 – 2023. | |
| School priority 1: | Securing the best outcomes for all pupils. |
| School priority 2: | Developing Positive Behaviour and Relationships. |
| School priority 3: | Orkney Islands Council Priority: Listening and Talking. |

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| 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 whole staff, leadership team and department meetings. * Surveys (learners, parent/carer and staff). * Focus groups, including pupil and parent council. * Observing learning and teaching, including learning rounds and learning walks. * Data analysis. * Self-evaluation using HGIOS?4. |

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| Improvement priority 1: Securing the best outcomes for all pupils. | | | | |
| Data/evidence that informs this priority:  Comparing attainment at senior phase over the last few years is unreliable due to the different assessment arrangements, but there are subjects where attainment can be identified as needing focus. Raising attainment in mathematics, numeracy and physics are key priorities, along with ensuring all pupils (including those from key groups) leave with the very best possible qualifications. | | | | |
| NIF Key Drivers: 1, 2, 3, 4, 5 and 6. | | | | |
| HGIOS4 QIs: 2.3, 3.1 and 3.2. | | | | |
| Outcomes for learners: | Actions / Approaches / Interventions: | PEF: | Measures: | Impact: |
| Most pupils to leave with **Level 5 Literacy and Numeracy**, with almost all achieving at least Level 4. We also have a target for almost all pupils to gain CfE third level literacy and numeracy at the end of S3, with the majority achieving fourth level. A particular focus will be ensuring pupils in key groups achieve these measures. | We will continue to develop our tracking and monitoring processes, working with partners across Orkney and the 3 Islands group, ensuring we identify pupils in need of support and provide timely intervention. We will strengthen our quality assurance processes ensuring all pupils benefit from high quality universal support.  S5 who haven’t attained level 5 will do this as part of their S5 Wider Achievement.  S6 Pupils who haven’t achieved this will be doing as part of Wider achievement. |  | Tracking toolkit will provide data on the ongoing attainment for BGE pupils. A similar toolkit will be used to track attainment in the senior phase. The moderated body of evidence will support TPJs and the attainment information for all stages. |  |
| **Most pupils to achieve 5+ National 5** (or equivalent) qualifications in S4, with almost all achieving 5+ National 4 (or equivalent) qualifications. | We will refresh our learning and teaching strategy using the Great Teaching Toolkit and build in whole school focus fortnights. An IDL working group will be established to build on the subject pathways created last year which will build on pupil and parent engagement. |  | The toolkit will be used to track attainment. Quality assurance information will be collated to support L&T conversations. Surveys will be undertaken to understand pupils’ and parents’ engagement with the curriculum. |  |
| Our target is that **all pupils leave to a positive destination**, with the qualifications they need. | We will review our senior qualifications offer in line with the Orkney-wide senior phase review. We will develop our pupil profiling and use of wider achievement to maximise pupils’ opportunities. |  | Possible destinations will be regularly reviewed. A tracking system will be developed to track and monitor pupils’ wider achievements. |  |

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| Improvement priority 2: Promoting positive behaviour and relationships. | | | | |
| Data/evidence that informs this priority:  Staff, pupil and parent feedback stated that a more consistent approach is needed to ensure a supportive environment and maximise opportunities to learn for all. Negative incidents are not yet rare and engagement with school is not yet leading to strong outcomes for all. | | | | |
| NIF Key Drivers: 1,2,3 and 5. | | | | |
| HGIOS4 QIs: | | | | |
| Outcomes for learners: | Actions / Approaches / Interventions: | PEF: | Measures: | Impact: |
| We will create a supportive environment for all pupils so that **almost all pupils attend school regularly** and they report high levels of confidence with how the school support them, including they have an adult they trust to talk to. | Working alongside other schools, we will create an Inclusive Schools Orkney strategy. This will include a refresh of the anti-bullying policy, along with launching the Equally Safe at School initiative and our continued work on equity. We will track pupils’ health and wellbeing, ensuring we provide timely interventions, and we will develop our neurodiverse school strategy, along with our house identities. |  | Feedback from focus groups and all stakeholder surveys will be analysed and actioned. We will track the SHANARRI indicators, ensuring timely interventions. Attendance statistics will be analysed weekly and effective actions taken. |  |
| We will maximise the opportunities for all pupils to learn by ensuring rules are applied consistently and fairly by staff and expectations are clearly understood by all stakeholders. Our target is **for incidents to be rare and almost all pupils report a consistent application.** | A whole school approach will be established to ensure a consistent approach is implemented and experienced by all. Fortnightly foci, assemblies, observations, stakeholder feedback and staff CLPL have been calendared. |  | The quality assurance calendar includes direct observations, stakeholder feedback and tracking and monitoring data (including positive and negative incidents). |  |

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| Improvement priority 3: Orkney Islands Council Priority: Listening and Talking. | | | | |
| **Data/evidence that informs this priority:** In December 2019, the published ACEL showed that Orkney was the lowest attaining authority in Scotland. The underlying cause of this is based in TPJ and the assessment and moderation process. The current evidence for listening and talking across the authority shows that there is still a lack planned assessment within learning and teaching and therefore evidence to determine the levels that learners achieve in the BGE.  ***2019 LA targets: P1 – 89%; P4 - 87%; P7 – 88%; P1,4,7 combined 88% and S3 – 3rd 93% and 4th 59%.*** ***2021 LA results: P1 – 85%; P4 – 81%; P7 – 87%; P1,4,7 combined 84% and S3 – no data.*** ***2021 number of schools reaching LA targets: P1 – 53%; P4 – 47%; P7 – 63%; S3 – no data.*** ***2022 LA results:*** ***2022 number of schools reaching LA targets: FINAL STRETCH AIMS TO BE DETERMINED AND SHARED.*** | | | | |
| NIF Key Drivers: 2, 4, 5 & 6. | | | | |
| HGIOS4 & HGIOELC QIs: 2.2, 2.3, 3.2 | | | | |
| Outcomes for learners: | Actions / Approaches / Interventions: | PEF: | Measures: | Impact: |
| Practitioners’ confidence in teaching, planning and assessing L&T will increase.  **School:** Attainment in L&T will improve for learners:   |  |  |  | | --- | --- | --- | | **Current level:** | **Targets:** | **% increase:** | | S1: |  |  | | S2: |  |  | | S3: | 88% | 3% | | All schools will participate in an authority-wide programme for improving the learning, teaching and assessment of L&T:   * Headteachers and managers will be briefed on the improvement priority. * Two days are arranged in October for practitioner in-service. Half LA staff each day and input repeated. * ES’s NIF officer the EO for Literacy and the AA will provide input. * Trios established.   **October – December:**  Minimum of **two** trio meetings required, plus twilight:   * Trios work together to plan L&T activities. * Practitioners carry out the learning activity with their learners and upload evidence to the Team’s site. * Trios moderate the evidence of learning. * Twilight – Moderation of L&T.   **January – March:**  Minimum of **three** trio meetings required, plus twilight:   * Twilight - L&T professional learning. * Trios work together to plan L&T activities. * Practitioners carry out the learning activity with their learners and upload evidence to the Team’s site. * Trios moderate the evidence of learning.   **Term 4:**   * Twilight led by AT and QAMSOs. * Trios moderate the pieces they have uploaded. * Evaluation of the project. |  | * P&A data in SEEMiS. * SNSAs. * SOFAs. * Practitioner confidence levels – NM will do baseline evaluation. * Pupil voice - baseline on their own evaluation of their strengths and their next steps. * Termly assessment and moderation activities. * Anecdotal evidence from practitioners. * Feedback from QAMSOs. |  |