



STROMNESS ACADEMY

Standards
and
Quality Report
2014



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Review of School Improvement Plan 2013/14



From seas-edge to hill-line

Introduction and Preparation of This Document

Every year it is the responsibility of the Head teacher to report to parents and the wider education community on standards and quality in the school.

The Standards and Quality Report sets the work of the school in the context of National Priorities for Education and through a process of self-evaluation, it sets out our targets for the future.

This document looks at the work and life of the school and seeks to address four key reflective questions taken from the HMIE document, How Good is Our school.

These five questions are: quality indicator QI 5.3 how well does the school meet learners needs; QI 5.1 the curriculum; QI 5.2 teaching for effective learning; QI 2.1 the learners experience as well as QI 9.3 how well does the school develop people and partnerships. A summary of the schools examination results for the academic session 2013/14 are also included.

During the year the schools two pupil councils have worked hard, contributed well and inform the life of the school, and helped set targets contained in this document. For the first time in the academic session 2014/15 the school will have a representative 'pupil voice' on the Celebrating Success working group which is tasked with reviewing the merit system.

The school has a very good working relationship with the Parent Council who provide an important link between the parents and the school. All parents of pupils attending the school are encouraged to pass ideas and comments to members of the Parent Council, which also has staff, and Senior Management representation.

The minutes of Parent Council meetings are published on the school website and all parents are informed of meetings via a text message to their mobile phones. There is also a Parent Council representative at all parent's evenings and social events in the school. The members of the Parent Council are fully involved with the appointment of a permanent Head teacher.

All school staff are involved in the workings of the school, and the more general process of personal and department self-evaluation. Through department standards and quality discussions, principal teachers, staff liaison and whole staff meetings the body of the staff have been able to come together and contribute, both individually and collectively, to the life of the school and in so doing the formation of this document.

The School and its Community

Stromness Academy is a comprehensive six year secondary school serving Stromness and the rural West mainland of Orkney. It also takes some pupils from the islands of Hoy and Graemsay. Pupils come to Stromness Academy from the associated primary schools of Dounby, Firth, Evie, Stromness, Stenness, Orphir and North Walls.

The school is a community school and the building is much used by members of the public in the evenings and at weekends, especially during the winter months.

The school roll at June 2013

S1	S2	S3	S4	S5	S6	Total
63	59	78	61	66	39	366

There are 35.15 full time equivalent teaching staff, across eighteen subject areas. There are sixteen non-teaching members of staff who provide the school with services such as support for learning, clerical, janitorial, technical support and the library.

Pupils are supported in their studies by the school's Guidance team and the wider pupil support team. Historically the school was organised into four houses but over the last few years falling rolls have meant the phasing out of Sigurd House, finally ending in June this year. The school is now organised into three houses (Magnus, Rognvald and Thorfinn) and it is planned to make more of the House system over the next few years.

In the academic session 2013/14 there were significant changes to the staffing of the school. During the year two teachers returned to the school following periods of long term sickness and several temporary appointments were in place, including those taken by three probationary teachers. At the end of the academic session the Head teacher, Hilda Learmonth, retired. The Depute Head teacher, Babette Hegarty, took up the position of Acting Head teacher over the summer. A permanent appointment is expected to be made in January 2015.

The S4 cohort that sat exams in 2014 were of a similar nature to other year groups. The S5 cohort had a number of high attaining female students. Last years S6 had some very academic and high attaining pupils. However, generally in upper school the girls were much better motivated than the boys.

Vision Values and Aims

The school last revised and reviewed its aims through a process of consultation in the academic session 2008/09. These are in line with the Orkney Islands Council School Service Vision and Values. They are clearly displayed on the home page of the school website. They are:

In Stromness Academy we all co-operate to create a supportive learning environment to enable all learners to achieve their best through a wide range of opportunities. We strive to help everyone, pupils and staff, through mutual respect and positive relationships to participate in a healthy, active community in which everyone is valued.

The vision is based on the following values:

- ◆ Being respected and giving respect
- ◆ Being valued and being tolerant
- ◆ Participating in a supportive and challenging learning environment
- ◆ Creating a mutually tolerant and caring school community
- ◆ Contributing to the wider life of the community, both as individuals and as a school

The school as a community is inclusive of pupils, staff, parents and others, who worked together to help everyone to become:

- ◆ Successful learners
- ◆ Responsible citizens
- ◆ Confident individuals
- ◆ Effective contributors

How well does the school meet learner's needs?

Being a comprehensive school Stromness Academy caters for a wide variety of pupil needs, both academic and social.

The in-school pupil support network comprises of the Guidance team and the Support for Learning department who work well together and are flexible in their approach to individual students.

The school is now organised into three houses; Magnus, Thorfinn and Rognvald and each house is linked to a Guidance teacher. The pupils are allocated a house in S1 and remain in that house and with that Guidance teacher for their entire school career. This enables stable relationships and encourages good lines of communication to be established between home and school. These are strengthened by strong transition links with the associate primary schools. The Guidance Manager and PT Curriculum Support visit the primary schools prior to the two transition days.



Gold Duke of Edinburgh Expedition

Pupil needs are regularly reviewed in partnership with the Educational Psychologist, the Speech and Language therapist and the wider Pupil Support team at Papdale House, including those involved in the SEAL project. The Educational psychologist visits the school fortnightly and forms another link between the primary schools.

Over the last few years the school has introduced Staged Intervention and all teaching staff have received training in this and are familiar with the individual pupil's stage. Subject department minutes reflect how this works in practice. Where necessary pupils have Personal Learning Plans and an Individual Education Plan prepared which is regularly reviewed by the staff and parents. Through regular sharing good practice and CPD sessions knowledge on additional support needs are addressed are staff are kept up date. Pupils are individually supported S1-S6 as appropriate by classroom assistants.

MidYIS (Middle years Information System) provides a standardised assessment of Maths, Vocabulary, Nonverbal and Skills sections. It helps our staff to identify gifted pupils and those who will require additional support whilst they are with us. MidYIS is used with our S1 and S2 pupils.

Using the SEEMIS Tracking, Monitoring and Reporting system all pupil were tracked for effort, behavior and homework at intervals during the year. Pupils had tracking lessons with their Guidance teacher weekly where they were able to use the tracking schedule to have 'tracking conversations' with individual pupils. It is expected that during the next year this will become more common place across the school.

In recent years, the school has had a Sharing Good Practice working group who have been able to lead on the introduction of Assessment is for Learning (AiFL) techniques. Most teachers now regularly use these formative assessment methods in their day to day practice. It is hoped that the implementation of teacher learning communities (TLC) will become embedded in all teachers practice.

Throughout the school teachers use a wide range of teaching methods to enhance the learners experience. Peer observations are in place and teachers are encouraged to discuss their craft with other teachers. Embedded in the life of the school are classroom observations, frequently the focus of these observaions is meeting learners needs.



S2 cliff jumping on Hoy

QI 5.3 Good.

The Curriculum and Teaching for effective learning

Teachers use a wide range of techniques to convey information to pupils within the school. There is a sharing good practice group within the school where teachers are encouraged to evaluate their skill and experience. It is hoped that over the next year whilst taking part in the Tapestry project the teacher learning communities that will be formed will build on this.

Last year the school has expanded the tracking of pupils from S1 to S6, with specific lessons being given over to this. These are taught by the Guidance teachers and rely on teaching staff



2014 Swiss Trip

regularly inputting data into the schools information management system. Over the next year this will be streamlined as the lessons have been found to be most useful and effective for the senior phase and will be introduced in S3. The additional time for pupils freed up in S1 and S2 is now given over to the teaching of a Modern Foreign Language. It is hoped that this will support the greater emphasis on language education with the 1+2 initiative.

During the year the school had an increase in the provision for ICT in the classroom as we took delivery of a bank of twenty new laptops. This increases ICT in the school to two laptop trolleys and a bookable room for PC's.

Within the broad general education students study a wide range of subjects. Over the last few years these have been reviewed and subjects such as computing and business now form a part of the S1 and S2 experience. During the last academic year the period of time available for the delivery of a modern foreign language was reduced. In the light of the 1 + 2 initiative this has been reviewed and increased for the 2014 session.

For the first time this year students took 11 subjects in S3 with all non-core students having a teaching time of two periods a week. It is hoped that this combined with an option choice towards the end of S3 will result in consolidated and strengthened results in S4.

Last year saw the introduction of the new National qualifications. Pupils in S4 studied for and sat up to eight National qualifications. Generally the pupils did well (Appendix 1) and the school is pleased with its presentation policy this year. Those pupils who had studied for the National 5 course and passed the internal assessments went forward and sat the examination. All National 5 pupils also studied the Value Added Unit of National 4, this enables them to be awarded National 4 as a fall-back if they were unsuccessful in the summer exam. This is not yet reflected in the raw results in the appendix.

The assignment component of the new courses was well developed in some subject areas. Generally the subjects that performed well in the assignment also performed well in the overall National 5 exams.

The assignment component of the new courses was well developed in some subject areas. Generally the subjects that performed well in the assignment also performed well in the overall National 5 exams.

In some subject areas the attainment at National 5 was poor. Principal teachers and subject staff are working together to ensure that our pupils are better prepared for the 2015 exam diet.

For most subjects this was the last year of the old Higher course with most subject areas undertaking the CfE Higher in the summer of 2015. Within the school there are areas of good practice where pupils performed well, and a few pupils did exceptionally well. However on the whole the results for pupils in S5 and S6 were disappointing in several subject areas.



S4 guitarist who represented the schools at Celtic Connections

Subject uptake is of particular concern in some subjects areas and classes in the senior school are sometimes very small. Over the next year there will be a thorough review of the course choice options to ensure in the light of the Wood Commission Report that we are delivering the best courses possible for our students.

Due to the constraints in the Option Choice in the Senior Phase QI 5 The Curriculum - Adequate.

QI 5.2 Teaching for Effective Learning - Good.



Christmas Concert in Stromness Parish Church

The learner's experience

Pupils experience a wide variety of teaching approaches within classrooms and have access to a very wide range of opportunities and experiences at Stromness Academy. Friday Activities afternoons have been running for many years and allow pupils the opportunity to work with staff outside the usual constraints of formal lessons. It is also a time when members of the wider community are welcomed in to the school and their skills enrich the curriculum.

The Duke of Edinburgh Awards Scheme is very strong in the school and 18 pupils successfully achieved their Bronze award this year, 6 pupils achieved their Silver award and at the end of the academic session 4 pupils undertook their Gold expedition. Pupils are supported in these endeavors by a group of dedicated staff who devote many weekends and energy into enabling pupil success. Stromness Academy is rated first in Scotland for performance at D of E.

The Children in Need charity was again recognised within the school as the S6 pupils worked with Mr Colston to raise money through a range of activities in a week in November culminating in a lunchtime fundraiser on the Friday.

In April OYA Designs, our Young Enterprise company competed in the regional finals of the competition. During the year they designed and produced a range of cards, table mats and coasters. These were extremely well received and a second run had to be produced. At the awards ceremony the group was rewarded when the managing director of the team received the 'Best Director' award and the group as a whole earned the 'Best Report' trophy. Throughout their time they were ably assisted by both staff members and two outside business advisors who came in to school on a weekly basis.



OYA designs placemats

In May of each year the S2 pupils have the opportunity to attend a three day residential experience on the island of Hoy. This is an interdisciplinary learning project with all pupils studying for a food hygiene certificate before preparing their food for the activity.

For the first time this year pupils were able to use their Hoy experience as evidence towards a Dynamic Youth award. All but three pupils successfully achieved this award which has a SCQF Level of 3.

There is a strong sporting tradition within the school and last year the annual sports day was moved to allow senior pupils to take part. This was successful and after evaluating the day it has been decided that the timing of the sports day should always allow for this.



Sports Day



After the summer examinations the new S5 and S6 were welcomed back to school with an induction morning for S5 and a conference day for S6.

The S5 pupils had a chance to reflect on themselves as learners and what they want for the future and S6 were able to begin to look forward to both what they can get out of S6 but also what they can give back to the school over the coming year. At the end of the summer term five teachers took a group of over forty students in S5 and S6 to Switzerland for a geography field trip.

S6 Student Conference

Every year senior students have the opportunity for foreign travel; alternating between France and Switzerland. This broadens their horizons and introduces them to different cultures.

During the past year there have again been many successful music performances. These include Christmas, Spring and Autumn concerts as well as the annual Band Comp on the last day of term.

Pupils are enabled to sit ABRSM music grades at school and all pupils in S1 and S2 are encouraged to take part in the annual Band Comp. This not only improves both their skills and confidence but also ensures a positive end to the academic session.

2014 was an important year for Scotland. We celebrated the coming of the Commonwealth Games when the baton arrived at the end of the school year.

In May we prepared our students for the Referendum by holding a debate involving two voices from Yes and two from the No campaign. The audience was made up of all pupils in S4, S5 and S6 who were able to ask questions of the panel. This was followed by a vote at lunchtime.

S1 pupils worked with renowned artist Liz Rowley to produce a wonderful piece of stained glass entitled 'from seas/edge to hill-line' which now hangs in the foyer, a photo of which is on the contents page.

Senior pupils were able to make much of the Scientific opportunities available to them as they went to Strathclyde University and then on to America as part of the Scottish Space School. S6 Advanced Higher Biology students were given a leadership role in the Science Festival, two pupils had Nuffield placements, one in Orkney and one at the Highland Wildlife Park.

QI 2.1 Very Good.

How well does the school develop people and partnerships?



2014 Swiss Trip

The school has successfully built and maintained partnerships with many outside agencies. These include: the Children and Families Social Work team; Pupil Support team; Educational Psychology; physiotherapy; community learning; Orkney College; Maritime Studies; STEM; the Active School team; Children and Adolescent Mental Health, in school counselling, Pier Arts Centre, St Magnus Festival, Scottish Book Trust, Townscape Heritage, Science Festival.

This is an area that I think the school is particularly successful in and it is through the efforts of individual members of staff it works hard to maintain these relationships.

Coast-steering on Hoy

Our young people are encouraged to stretch themselves and develop as both individuals and lifelong learners. Throughout their time at school they have many opportunities to try new things and experience a range of activities. They have the ability to take on leadership roles on the Pupil Council, as Sports Leaders and Young Ambassadors. A few senior pupils are able to take on the delivery of a Friday activity. The school inter-house sports competitions are organised by pupils for pupils. During the last year the school has faced some unusual and unique challenges. Throughout this time staff have worked hard to ensure that pupils education is not interrupted. Stromness Academy puts its pupils first.



Recently staff have been able to lead within the school in the area of Working Groups.

The challenge for the school over the next year is establishing a collegiate way of staff working where everyone's contribution is sought and valued. Stromness Academy is moving forward together. Feedback from pupils, staff and outside agencies point to an improvement in school ethos. However, the school faced significant problems relating to staff leadership and ethos last year.

Due to this QI 9.3 - Adequate.

BH PH 4 12 14

A summary of the schools examination results for the academic session 2013/14

SQA results 2014

This was the first year that candidates sat the new National Qualifications.

Candidates were encouraged to sit at the higher N5 level where possible and the N4 Added Value unit was prepared for submission in case candidates did not achieve a pass in the N5 exam. The N5 level is graded between A and D, with A to C as passing grades. The N4 level is ungraded and is internally marked as pass or fail.

Stromness Academy

National Priority Performance Indicators - Year Group - Current Diet(s)

		5+ SCQF Level 3 or Better	5+ SCQF Level 4 or Better	5+ SCQF Level 5 or Better	1+ SCQF Level 6 or Better	3+ SCQF Level 6 or Better	5+ SCQF Level 6 or Better	1+ SCQF Level 7 or Better	English	Maths	English & Maths	S4 Cohort Roll										
Diet 2014	Stage 4	50	81.97%	48	78.69%	28	45.90%	0	0.00%	0	0.00%	49	80.33%	48	78.69%	40	65.57%	6				
	Stage 5	22	26.51%	22	26.51%	22	26.51%	49	59.04%	32	38.55%	16	19.28%	0	0.00%	35	42.17%	32	38.55%	23	27.71%	8
	Stage 6	0	0.00%	0	0.00%	0	0.00%	30	37.97%	15	18.99%	0	0.00%	16	20.25%	12	15.19%	7	8.86%	3	3.80%	7
Diet 2013	Stage 4	83	100.00%	76	91.57%	40	48.19%	0	0.00%	0	0.00%	83	100.00%	83	100.00%	83	100.00%	83	100.00%	83	100.00%	8
	Stage 5	19	24.05%	18	22.78%	17	21.52%	42	53.16%	24	30.38%	13	16.46%	0	0.00%	36	45.57%	34	43.04%	25	31.65%	7
	Stage 6	0	0.00%	0	0.00%	0	0.00%	43	50.00%	19	22.09%	0	0.00%	19	22.09%	11	12.79%	9	10.47%	2	2.33%	8
Diet 2012	Stage 4	75	94.94%	64	81.01%	37	46.84%	1	1.27%	0	0.00%	76	96.20%	77	97.47%	76	96.20%	76	96.20%	76	96.20%	7
	Stage 5	19	22.09%	19	22.09%	16	18.60%	49	56.98%	23	26.74%	8	9.30%	0	0.00%	44	51.16%	39	45.35%	31	36.05%	8
	Stage 6	0	0.00%	0	0.00%	0	0.00%	36	43.90%	13	15.85%	0	0.00%	18	21.95%	7	8.54%	10	12.20%	0	0.00%	8
Diet 2011	Stage 4	84	97.67%	76	88.37%	34	39.53%	0	0.00%	0	0.00%	84	97.67%	84	97.67%	84	97.67%	84	97.67%	84	97.67%	8
	Stage 5	20	24.39%	20	24.39%	19	23.17%	42	51.22%	26	31.71%	13	15.85%	0	0.00%	41	50.00%	29	35.37%	22	26.83%	8
	Stage 6	0	0.00%	0	0.00%	0	0.00%	38	46.34%	12	14.63%	0	0.00%	10	12.20%	13	15.85%	9	10.98%	2	2.44%	8
Diet 2010	Stage 4	81	98.78%	72	87.80%	35	42.68%	0	0.00%	0	0.00%	81	98.78%	81	98.78%	81	98.78%	81	98.78%	81	98.78%	8
	Stage 5	18	21.95%	18	21.95%	17	20.73%	44	53.66%	30	36.59%	7	8.54%	0	0.00%	30	36.59%	28	34.15%	17	20.73%	8
	Stage 6	0	0.00%	0	0.00%	0	0.00%	33	42.86%	14	18.18%	0	0.00%	16	20.78%	7	9.09%	5	6.49%	1	1.30%	7
Diet 2009	Stage 4	77	93.90%	67	81.71%	37	45.12%	0	0.00%	0	0.00%	78	95.12%	79	96.34%	78	95.12%	78	95.12%	78	95.12%	8
	Stage 5	12	15.58%	12	15.58%	12	15.58%	36	46.75%	25	32.47%	10	12.99%	0	0.00%	18	23.38%	32	41.56%	11	14.29%	7
	Stage 6	0	0.00%	0	0.00%	0	0.00%	38	37.62%	15	14.85%	0	0.00%	16	15.84%	8	7.92%	9	8.91%	0	0.00%	10

Stromness Academy

National Priority Performance Indicators - Year Group - Accumulate Diet(s)

		5+ SCQF Level 3 or Better	5+ SCQF Level 4 or Better	5+ SCQF Level 5 or Better	1+ SCQF Level 6 or Better	3+ SCQF Level 6 or Better	5+ SCQF Level 6 or Better	1+ SCQF Level 7 or Better	English	Maths	English & Maths	S4 Cohort Roll								
Diet 2014	Stage 4	50	81.97%	48	78.69%	28	45.90%	0	0.00%	0	0.00%	49	80.33%	48	78.69%	40	65.57%	6		
	Stage 5	84	101.20%	78	93.98%	48	57.93%	49	59.04%	32	38.55%	16	19.28%	0	0.00%	84	101.20%	84	101.20%	8
	Stage 6	76	96.20%	66	83.54%	51	64.56%	44	55.70%	31	39.24%	21	26.58%	16	20.25%	78	98.73%	77	97.47%	7
Diet 2013	Stage 4	83	100.00%	76	91.57%	40	48.19%	0	0.00%	0	0.00%	83	100.00%	83	100.00%	83	100.00%	83	100.00%	8
	Stage 5	75	94.94%	65	82.28%	45	56.96%	42	53.16%	24	30.38%	13	16.46%	0	0.00%	78	98.73%	77	97.47%	7
	Stage 6	84	97.67%	76	88.37%	55	63.95%	52	60.47%	42	48.84%	25	29.07%	19	22.09%	84	97.67%	84	97.67%	8
Diet 2012	Stage 4	75	94.94%	64	81.01%	37	46.84%	1	1.27%	0	0.00%	0	0.00%	0	0.00%	76	96.20%	77	97.47%	7
	Stage 5	84	97.67%	76	88.37%	53	61.63%	49	56.98%	23	26.74%	8	9.30%	0	0.00%	84	97.67%	84	97.67%	8
	Stage 6	81	98.78%	72	87.80%	48	58.54%	45	54.88%	36	43.90%	22	26.83%	18	21.95%	81	98.78%	81	98.78%	8
Diet 2011	Stage 4	84	97.67%	76	88.37%	34	39.53%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	84	97.67%	84	97.67%	8
	Stage 5	81	98.78%	72	87.80%	47	57.32%	39	47.56%	25	30.49%	12	14.63%	0	0.00%	81	98.78%	81	98.78%	8
	Stage 6	79	96.34%	69	84.15%	48	58.54%	46	56.10%	36	43.90%	24	29.27%	10	12.20%	80	97.56%	80	97.56%	8
Diet 2010	Stage 4	81	98.78%	72	87.80%	35	42.68%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	81	98.78%	81	98.78%	8
	Stage 5	79	96.34%	69	84.15%	48	58.54%	44	53.66%	30	36.59%	7	8.54%	0	0.00%	80	97.56%	80	97.56%	8
	Stage 6	75	97.40%	68	88.31%	46	59.74%	40	51.95%	32	41.56%	23	29.87%	16	20.78%	77	100.00%	77	100.00%	7
Diet 2009	Stage 1	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
	Stage 2	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
	Stage 3	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0

STROMNESS ACADEMY



SCHOOL IMPROVEMENT PLAN

2013 - 14

REVIEW

*Review of progress with the old plan and the new
planning process.*

Outline programme for the final review and evaluation of the 2014 School Improvement Plan and the development of the new 2014-15 School Improvement Plan

Stage 1

The review needs to take into account the feedback from Departmental final reviews and consideration of these reviews in relation to the relevant whole school actions. This will be collated through Faculty Heads.

Stage 2

The review of each Whole School priority should set out as follows:

- Progress with actions against expected outcomes
- Evidence to support outcomes, impact and improvement
- Next steps:
Further development (e.g. if covering over more than one plan)
Requires some maintenance across the school or targeted at specific area

This will allow a summary position statement on each priority and note where it sits in the school's ongoing improvement agenda.

Stage 3

From stage 2, and noting on-going HMIE recommendations (in old plan), SMT should be able to compile a set of ongoing priorities.

Stage 4

Consideration of the new Local Authority SIP 2014-15 priorities by SMT will help identify where any new priorities need to be considered and where if possible existing ongoing improvement actions for 3 above sit.

Stage 5

SMT can draw up outline priorities for the new Draft School Improvement Plan 2014-15 which can be shared with PTs and through then staff for discussion at Departmental Meetings . This will include sharing the new LA SIP to help staff give feedback on both as it affects the local SCIP.

Stage 6

Following feedback and agreed edits SMT will approve, Staff will be asked to approve and then the plan will be shared with staff and all relevant stakeholders – e.g. Education Services including comment from Parent Council and Pupil Council (Pupils could be involved earlier?)

Stage 7

PTs will in Departments draft their own DIPs based on the ScIP and through liaison and agreement work up their plans with Faculty Heads. Actions : PTs and FHs

Stage 8

In parallel professional learning and CPD times in the school calendar will be scheduled to appropriately support the improvement priorities at whole school and Departmental levels.

Stage 9

2014-15 Improvement Plan will be live.

STROMNESS ACADEMY
School Improvement Plan 2013-14
Strategic Overview Statements

These statements represent a summary of the detailed School Improvement Plan (Pages 10-15)

1 Meeting Individual Needs⁽¹⁾

Tracking⁽²⁾ arrangements will be implemented, following further staff training and support for subject, Guidance and SFL staff. Parents and carers will receive full details at the beginning of the session and have additional information during Parents' Evenings throughout the session.

Staged Intervention⁽³⁾ progress will be publicised through a staff leaflet in August. It will give details of forward planning. PTs, PT SFL and Faculty Heads will consult fully with staff to tease out Continuing Professional Development and other support leading to full implementation of Stage 1 and 2 interventions in every classroom. Further work will be done on the Review System⁽⁴⁾ which had its main focus on Stage 3 and above. Literacy and Numeracy Intervention Groups⁽⁵⁾ will be evaluated.

Individual needs which relate to pupil engagement and to wider achievement will be supported by SMT and PTs. Greater pupil engagement in class work and greater ownership of profiling⁽⁶⁾ processes in S1-3 will enhance attainment and achievement.

Staff evaluations of pupil engagement in study and homework and of Health and Wellbeing⁽⁷⁾ across departments will focus practice and future plans. This will include discussion at Pupil Council.⁽⁸⁾

2 Parental Involvement

Website⁽⁷⁾ development will focus on home study as a way to better engage pupils in work and parents in homework.

Parents will receive details about our Tracking and Homework support at Parents' Evenings, based on wishes of Parent Council.⁽¹⁰⁾

3 PT Restructuring

After some delay, processes to make proposals for PT restructuring⁽¹¹⁾ will be completed. Leadership⁽¹²⁾ development will accompany these processes.

4 Staff Update⁽¹³⁾

Building on our strong Staff Review procedures, in preparation for full implementation will be explored, when the national (GTCS) and local scheme is in place.

5 Curriculum for Excellence

Subject staff will implement SQA⁽¹⁴⁾ National 4 and N5⁽¹⁵⁾ and establish departmental and school moderation and verification processes.⁽¹⁶⁾ S2 and S3 options are planned and implemented in an improved schedule and framework. The changes to the school calendar will be evaluated. Staff training relating to appropriate levels of influence on curriculum architecture.⁽¹⁷⁾

In S1 – 3 there will be an audit of interdisciplinary learning⁽¹⁸⁾ and all curricular areas in Broad General Education.⁽¹⁹⁾ There will be development of Moderation relating to cross-cutting themes.⁽⁷⁾

We will build on a very good basis of Primary Curricular Transition⁽¹⁵⁾ in 2013-14, to involve all departments.

Subject staff will have opportunities to prepare for changes to Higher courses and other aspects of Senior Phase.⁽²¹⁾

S3 profile⁽²²⁾ arrangements will be improved, building on particularly successful work in 2012 – 13. S1 and S2 profiles will follow a similar approach. This will emphasise the ownership of the process by young people, with appropriate subject support. Wider Achievement in itself and its recording will continue to be developed using Youth Achievement Award⁽²³⁾ and school recognition of achievement.

We will provide self-evaluation material, when requested, relating to overall progress on Curriculum for Excellence. However, our strategy is to reduce duplication of effort and unnecessary auditing. In order to ensure balanced progress, our plans are based on HMI “Raised Expectations”⁽²⁴⁾ statements of August 2012 and August 2013 (expected).

Again, in 2013 – 14. Our community themes, which permeate curricular and extra curricular developments are:

- Archaeology⁽²⁴⁾
- Renewables⁽²⁵⁾

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Headteacher

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STROMNESS ACADEMY
School Improvement Plan 2013-14

No	HGIOS	Main Point for Action	1. Meeting Individual Needs				
		Impact on Learners	Implementation Strategies	Staff / Dept responsible	By (date)	Resources needed	Evidence / Evaluation SMT Review of Progress based on Feedback and Evidence
1.1	1.1	Pupil Tracking	• Full Implementation of whole school scheme S1-3 and S4-6	DHT	Aug	Admin	Tracking Scheme; Tracking Reports
	2.1		• Programme linked to Guidance Tracking	All	Aug	Training Session	PSE Programme
	5.2		• CPD / briefing as required	DHT	Aug/Oct	Dev Time	Reporting/Tracking Schedule
			• Material to parents	DHT	Aug-Oct	Admin	Letters/Reports
1.2	1.2	Staged Intervention	• Full implementation of classroom intervention	PT SFL/PTs	Oct	PT Meeting	Class Obs and DM Minute
	5.3		• CPD on learning difficulties	MC/DS	Aug-June	Training Sessions	CPD Schedule
	5.6		• Implementation of Pupil Review processes (Stage 3 and above)	HL/PTs/SFL + Guidance	By Oct	Staff Meeting	Staged Intervention statement in Depts
			• Evaluation of Literacy and Numeracy additional support groups	D Stead	Nov	Admin	Report. Scores.
1.3	2.1	Pupil Engagement	• Programme of pupil evaluations on class activities in S1-3	MC/PTs/Staff Sharing Practice	Aug-Sept	Dept Meetings Faculty Heads	Class Obs/Evaluations. Report.
	5.5 5.7		• Full process running for Wider Achievements for Profiles	MC /PTGs	Aug-June	Dev Time	Notes from Pupil Council Meetings
1.4	5.7	Staff Evaluation of impact of improvements...	• In pupil engagement in study and homework	DHT/PTs/All Staff	Aug-Sept	CPD	Evaluations, Effective System
	5.8 5.9		• In Health and Wellbeing across curriculum areas	HL/PTs/All Staff	Oct-Nov	CPD	Evaluations, Effective System

STROMNESS ACADEMY
School Improvement Plan 2013-14

No	HGIOS	Main Point for Action	2. Parental Involvement				
		Impact on Learners	Implementation Strategies	Staff / Dept responsible	By (date)	Resources needed	Evidence / Evaluation
2.1	5.7 8.1	Development of website	Full Implementation of home study material on website	SC/CP	Sept	Technician time	Website
2.2	5.7 5.5 5.4	Development of Parental Involvement in Tracking and Homework Support	<ul style="list-style-type: none"> Further development of Parents' Evenings as ways of engagement of parents in Curriculum for Excellence through a focus on these two areas 	HL/DHT/PTs/ All Staff	Nov-June	2 Dept Meetings	Parent materials at Parents' Evenings. Letters and documentation for parents Minutes of Parent Council

STROMNESS ACADEMY
School Improvement Plan 2013-14

No	HGIOS	Main Point for Action	3. PT Restructuring				
		Impact on Learners	Implementation Strategies	Staff / Dept responsible	By (date)	Resources needed	Evidence / Evaluation
3.1	3.1	PT Restructuring	<ul style="list-style-type: none"> Completion of Stromness Academy Proposal 	HL/SMT/Staff	Aug	SMT Meeting	Proposal. Committee Minutes
	9.2		<ul style="list-style-type: none"> Identification of CPD and support for staff relating to change and improvement 	HL/SMT/PTs	Aug-June	Training sessions	CPD Schedule
	9.3 9.4		<ul style="list-style-type: none"> Leadership development 	HL/SMT/PTs	Oct-June	SMT/PT Meeting Training sessions	Leadership Programme

No	HGIOS	Main Point for Action	4. Staff Update				
		Impact on Learners	Implementation Strategies	Staff / Dept responsible	By (date)	Resources needed	Evidence / Evaluation
4.1	7.3	Preparation for GTCS Staff Update from August 2014	<ul style="list-style-type: none"> Raising awareness of national strategy and Authority scheme 	HL/All Staff	Dec	SMT Meeting	Staff Review documentation
	7.2 9.4		<ul style="list-style-type: none"> Training for line managers prior to implementation 	SMT/PTs	April-June	SMT Meeting Training sessions	Training Materials

STROMNESS ACADEMY
School Improvement Plan 2013-14

No	HGIOS	Main Point for Action	5. Curriculum for Excellence				
		Impact on Learners	Implementation Strategies	Staff / Dept responsible	By (date)	Resources needed	Evidence / Evaluation
5.1	5.1	Full Implementation of Nat 4 and 5	<ul style="list-style-type: none"> Subject Group discussions and outcomes collated and acted on 	HL/PTs	Aug	SMT Meeting	Nat 4/5 Programme
	5.2 5.4 9.4		<ul style="list-style-type: none"> Verification/Moderation processes 	PTs/Faculty Heads Tech WG	Aug-Nov	Planning time	Verification Statements
5.2	5.1 9.4	Curriculum Architecture BGE/Senior Phase	<ul style="list-style-type: none"> Generation of S2 and S3 Options for 2014-15 	DHT/SMT/PTs	Oct	SMT Meeting	BGE in place
			<ul style="list-style-type: none"> Adjustments to School Calendar 	SMT/Staff	Dec	SMT Meeting	School Calendar
5.3	5.3 5.7 6.1	Review and improvements in Course Choice processes to ensure the focus is on pupil needs	<ul style="list-style-type: none"> Evaluations with pupils and staff as required 	HL/Year Heads/PTG	Oct	PSE Time	Evaluations
			<ul style="list-style-type: none"> Completion of process documentation 	DHT	Dec	Admin time	Updated documentation
			<ul style="list-style-type: none"> Staff training in appropriate information to go to pupils/parents for S2, S3, S4/5 	HL/PTs	Dec-Jan	Training session	CPD Schedule
5.4	5.1 5.9	Coherence Audit S1-3	<ul style="list-style-type: none"> Review and develop IDL for S1-3 	MC/HL/PTs	Nov	Dept Dev Time	IDL Star Statements
			<ul style="list-style-type: none"> Review of Curricular Areas coverage of Experiences and Outcomes 	PTs	Sept	Dev Time	Report
5.5	5.1 5.4	Assessment and Moderation relating to Literacy, Numeracy and HWB	<ul style="list-style-type: none"> Development and implementation of assessment of cross-cutting themes 	HL/SMT/PTs Health WG	Jan-Mar	Staff Meeting	Cross-cutting themes Assessment Statements
5.6	5.1 8.1	Full evaluation and planning of robust and sustainable Primary Curricular Transition	<ul style="list-style-type: none"> All departments to be involved in projects and liaison 	MC/PTs	Oct-Mar	Dept Dev Time	Primary Curricular Transition

STROMNESS ACADEMY
School Improvement Plan 2013-14

No	HGIOS	Main Point for Action	5. Curriculum for Excellence				
		Impact on Learners	Implementation Strategies	Staff / Dept responsible	By (date)	Resources needed	Evidence / Evaluation
5.7		Preparation for Revised Higher	<ul style="list-style-type: none"> Familiarisation with SQA Information CPD 	DHT/PTs	Oct-March	Orkney Subject Liaison	Departmental
5.8	5.4 5.5 5.9	Consolidation of S1-3 Profiles	<ul style="list-style-type: none"> Evaluation and further adjustments of S1-S3 Profiles with Reporting 	SMT/PTGs	Aug-Oct	Working Group time	S3 Profiles. S1/2 Profiling process documentation
5.9	1.1 5.4 5.5	Further development of Youth Achievement Award within Activities and PE, following CfE capacities	<ul style="list-style-type: none"> 4+ places where 15 hours of targets can be identified and coordinated to create YAA 	MC/B Innes/4 staff	Aug-Oct	Admin Support Support Session	4 challenges and successful accreditation for pupils
5.10	9.2 9.4	Develop strategies required to meet "Raised Expectations" (HMI August 2013)	<ul style="list-style-type: none"> Training as required Information to Parents 	HL/SMT/PTs	September onwards	Admin support	School Plan

Again, in 2013 – 14. Our community themes, which permeate curricular an extra curricular developments are:

- Archaeology
- Renewables

Hilda L Learmonth
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STROMNESS ACADEMY
Stromness Academy HMIE Report April 2011 – areas for action

These areas are highlighted through the statements from the HMIE Report.

Learning and achievement

- In some subjects, they (pupils) carry out research projects where they are developing their skills as independent learners.
- Young people also comment on each others' work in some classes.
- They have been consulted on the content of a few courses and this has led to improvements.
- Staff need to be more consistent in making sure that young people in school understand what they are learning and, why and how, they can improve.
- A few (pupils) are developing leadership skills through taking responsibility for activities.
- Staff do not yet take full account of what young people have learned in primary school to challenge them appropriately, but this is improving.
- Young people's progress in aspects of literacy needs to be more consistent across the school.
- Achievement in numeracy across all aspects of young people's learning, is not yet well developed.
- However, there has been a decline in whole-school attainment at Credit level in S4.

Curriculum and meeting learning needs

- More work is needed to make sure that staff plan learning activities more consistently in line with the principles of Curriculum for Excellence.
- The school does not provide two hours of quality physical education from S3 onwards.
- However, there is a need for all teachers to use a wider range of teaching approaches to help young people learn better.
- They need to use real-life and relevant contexts for learning more often.
- In too many lessons, the pace of learning is slow for many young people, particularly the most able, and tasks are not challenging enough.

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HL PH / 25 June 2013

STROMNESS ACADEMY - ANNUAL CYCLE OF SELF-EVALUATION PROCESSES: 2013-14

		Other Plans/Processes	School/Department Improvements Plans/S&Q	Exam Analysis	Stakeholders Parents/Primary/CLD/GIRFEC/ College/Careers	Class Observations	Meetings with PTs
August 13	MID	Calendar published.	New DIP	NQ Exam	Finalisation of new ScIP		<i>Old DIP</i>
		Working Groups	finalised.	results.			<i>finalised.</i>
	LATE			Initial reactions	Evaluation of Course Choices.		
		Achievement Review		on results.			
September	EARLY						
	MID					1st round	
	LATE			S Jardine		of Class Obs.	<i>S Jardine</i>
				analysis -	Evaluation of Primary Transition.		<i>analysis -</i>
October	EARLY	Ethos Survey.		meetings with	Primary Curricular Liaison planned		<i>meetings with</i>
				PTs.			<i>PTs.</i>
	MID		School S&Q finalised.				
	LATE						
			Dept S&Q to include				
November	EARLY		STACS analysis.				
	MID				College SLA.		
					School S&Q discussed with		
	LATE				Parent Council		
December	EARLY				Review of Cluster Plan.		
					Review of CLD Plan.		<i>Faculty</i>
	MID	Next term calendar			Review of Careers SLA.		<i>discussions.</i>
	LATE	published					<i>School S&Q.</i>
January 14	EARLY						
			Interim Review of		Review College Plan.		
	MID		DIP.				<i>Interim Review</i>
			Interim Review of				<i>of DIP.</i>
	LATE		ScIP.		Report on ScIP to Parent Council.		
February	EARLY				Primary General Transition		
					begun.	2nd round	
	MID				Guid/SfL Review visits.	of Class Obs.	
					Guid/SfL General visits.		
	LATE						
March	EARLY						
	MID	Next term calendar			Cluster Plan for next session.		
		published.	Stakeholders		CLD Plan.		
	LATE		consulted. New		GIRFEC Plan.		
			priorities identified		College Plan.		<i>PRD</i>
April	EARLY	WTA underway.	and shared with		New ScIP priorities identified and		<i>FOR ALL</i>
			parents.		shared with parents.		<i>STAFF</i>
	MID						
							<i>Ethos Meeting.</i>
	LATE		Final report of old ScIP				
May	EARLY		Draft of new ScIP.				
						3rd round of	
	MID	Calendar underway.	Final report of old DIP		Draft of new ScIP discussed with	of Class Obs.	<i>Final report of</i>
		ICT Statement			parents.		<i>old DIP</i>
	LATE						
		Achieve. Statement					
June	EARLY						<i>Draft of new</i>
		CPD Statement			Careers SLA.		<i>DIP</i>
	MID	WTA agreed.	New ScIP/DIP final		Primary Visits.		<i>PRDs complete</i>
			drafts		P7 Evening.		
	LATE		New ScIP finalised			Class Obs	
		Working Group				Statement	
		Review					
July	EARLY						
	MID						
	LATE						