

# Standards and Quality Report

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2021/22



**Tarbat Old Primary School**

HIGHLAND COUNCIL | ADD ESTABLISHMENT ADDRESSES

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we progressing towards achieving these positive outcomes and changes.

### Our School/Cluster/ASG

*Brief and accessible summary (with parents/carers as audience) which may include some or all of the following: local contextual issues; Scottish Attainment Challenge involvement; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc. Reports should also include evaluative comment on attendance and exclusion data.*

Tarbat Old is a small two-teacher school in the seaboard village of Portmahomack. We also have a nursery, with three members of staff, situated in the old schoolhouse. The school is part of a cluster arrangement with Hill of Fearn Primary, which is 7 miles away.

We have committed staff members who know the children and the families very well. The majority of our children are from catchment area. Social deprivation is not a factor that affects attainment in our school at the moment. We have some children who have additional support needs, but these needs are being met in collaboration with our GIRFEC partners. For our families, the school is at the heart of the community and we have tremendous support from the parents and wider community.

### Our School Vision, Values and Aims

Our vision: Pupils who are ready and prepared for each step of their learning journey. **'Get ready and go!'**

Aims:

**'Ready to learn and grow'** **Ready to be an active citizen'** **'Ready to celebrate success'**

Values: **Honesty** **Respect** **Responsibility**

### Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

- The people are nice and friendly at our school.
- The teachers are very nice.
- The school trips are always fun.
- The playground is good.
- P7s are pleased with their Leavers Hoodies.
- The boys like playing with the hamster wheel, train track and the new sandpit in nursery.
- All pupils are included.
- The food is the best!
- The radiators are working 😊
- Pupils all like using the Chromebooks. (Taken from Pupil Council Meeting)

### Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

- We need more big chairs in the classroom for the P7s.
- The tables and chairs are too small in the P1-4 classroom too.
- We have an expert in French in our school so maybe we should learn some different languages.
- We would like to do dress up days again/ maybe a dress down days.
- We would like a slide for the playground.
- We would like to start our Houses again as the activities were very fun. (Taken from Pupil Council Meeting)

### Our Improvement Journey Headlines Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

#### Improvement Project 1:

**Primary focus:** School and ELC improvement

**Year of Project:** 1

**Purpose:** Recovery from COVID 19 school closures

#### Progress and impact:

- Glasgow Motivational Wellbeing survey completed by p.3-7 pupils. Baselines established and actions noted.
- NHS Relationships, Sexual Health and Parenting (RSHP) website used to support the teaching of health. Resources differentiated and appropriate to needs within composite classes.
- Google classroom used daily – learners respond well and have developed many IT skills through the use of it.

- Learning for Sustainability project has developed and has become embedded in the learning within each class. Children and parents have been involved in the planting and harvesting of a number of crops. (see Improvement Project 2)
- Baseline assessments completed for spelling, reading, writing and numeracy. Attainment meetings with the HT established where there were gaps in learning. These were then incorporated into planning and progress was monitored through formative and summative assessments in class.

**Next steps:**

- Re-issue Glasgow Motivational Wellbeing survey to establish progress in wellbeing by our learners
- RSHP – a programme to be developed clearly showing coverage for each class.
- Permission slips to go out for engagement in sexual health lessons.
- Continue working on LfS – See Improvement Plan 2
- Progress electronic tracking sheets for literacy & numeracy.
- Create a learning and teaching overview for literacy.
- Create an Assessment Calendar
- Embed 'Talk for Write' approach to writing. Tarbat Old staff to cascade to Hill of Fearn staff
- CTs to sign up for 'Literacy for All'
- Peer visits to support the development of Literacy across the cluster
- Moderation across the cluster and ASG to be calendared and adhered to
- Numeracy to be developed as an ASG

**Improvement Project 2:**

**Primary focus:** Parent/carer involvement and engagement

**Year of Project:** 1

**Purpose:** Learning for Sustainability

**Progress and impact:**

- CAT sessions were attended by staff to develop and expand knowledge of LfS. This was then utilised during class lessons to ensure they were motivating, informative and engaging.
- Focus throughout the year was on the Sustainable Development Goals. A number were covered and children shared their knowledge.
- The school garden was re-established with potatoes planted and harvested by pupils with the support of parental volunteers.
- Wild flower beds were created and 'wild' areas established to encourage bees and birds to congregate.
- Recycling was established throughout the school with monitors gathering weekly

**Next steps:**

- Continue working on Sustainable Development Goals, linking these to Children's Rights
- Register for rights Respecting Schools Award
- Further embed work on the Wellbeing Wheel
- Rebuild links with the community through Harvest Festival etc
- Invite Free Church minister to regular Assemblies
- Further develop the school garden and involve parents and friends of the school. Supply vegetables to local Food Bank
- Develop 'wild' area and utilise foraged products

### Improvement Project 3:

**Primary focus:** School and ELC improvement

**Year of Project:** 1

**Purpose:** ELC – Planning in the moment

#### Progress and impact:

- All staff attended 'Planning in the Moment' training. Concerns were raised by staff around paperwork
- Group overview format was changed to 'Observation, Input, Learning' after much discussion with staff. This allowed recording to become more focussed; further work required.
- Staff are beginning to record group overviews in floorbooks
- Photographs of learning are included in floorbooks. Discussions about learning are becoming more meaningful as a result.
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#### Next steps:

- Further work required on identifying specific focus of learning.
- Continue to build staff confidence in recording group overviews in floorbooks
- Continue to build staff confidence in Planning in the Moment
- Further work required on mark-making and the recording of children's voice in floorbooks
- Develop use of 'snapshots of learning' utilising an agreed template
- Ensure snapshots show progression of learning and that next steps are relevant
- Incorporate intentional planning in a relevant way

### Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
<b>Leadership of Change</b>	<b>1.3</b> Satisfactory
<b>Learning, teaching and assessment</b>	<b>2.3</b> Good
<b>Ensuring wellbeing, equality and inclusion</b>	<b>3.1</b> Good
<b>Raising attainment and achievement</b>	<b>3.2</b> Good
Quality Indicator	ELC Self-evaluation
<b>Leadership of Change</b>	<b>1.3</b> Satisfactory

**2.3**  
**Learning, teaching and assessment** Satisfactory

**3.1**  
**Ensuring wellbeing, equality and inclusion** Good

**3.2**  
**Securing children's progress** Satisfactory

Our children and young people believe we have made the following progress this session:

**Theme 1** Good  
**Our relationships**

**Theme 2** Good  
**Our learning and teaching**

**Theme 3** Good  
**Our school and community**

**Theme 4** Good  
**Our health and wellbeing**

**Theme 5** Satisfactory  
**Our successes and achievements**

Our overall evaluation of our school's capacity for continuous improvement is:

**We are confident in our capacity for continuous improvement.**

### Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [ADD LINK](#) or by contacting the school office.