



Standards and Quality Report

School: Tarradale Primary

Head Teacher: Tracy Sinclair

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Context of the school:

Tarradale Primary sits at the very heart of the village of Muir Of Ord. We are a fully inclusive school with eleven classes and expanding continuously. We have an estimated roll of 270 children and 45 children in the nursery. Our nursery has been refurbished to a high standard

We are not a specifically targeted SAC school but with the growing village we are aware that our clients are perhaps in more need of our creativity and focus in getting it right for all using our PEF.

Muir of Ord itself sits with fantastic opportunities for anyone working in Inverness or Dingwall with the railway and bus service being very regular. Our housing boom shows no stopping and a further two areas for development creating over 250 houses have been accepted. This ongoing development has created both challenges and benefits to both the school and the community as a whole.

The village itself continues to see a resurgence of community spirit after lockdown. For many years the village looked unkempt and was regarded as the poor neighbour to other villages on the A9 route. However, with a boost in population we have seen an influx of new business ventures and a fabulous new Community Hub for the whole village to use. The village boast amenities and clubs galore with a whole host of outdoor opportunities and intergenerational working all provided by villagers themselves. As a school we are gradually becoming part and parcel of a majority of them again so that the children are given opportunities we cannot provide. We have managed to use just about every facility the village has to offer including the skate park, mountain biking track, polytunnel, library, Hub, football club pitch, playpark, tai chi, yoga and many more but there is one we have yet to have a go at. The curling rink! We haven't had bad enough weather to actually form enough ice to play on the outside rink yet but every year we brace ourselves and get ready. We are very much a Community school and

the work carried out in the last couple of years with Muir of Ord has created a buzz which is just getting bigger and bigger. Working as part of the MOO food team created opportunities for learning we could only ever have dreamed of. We were helped and guided throughout the whole process from the creating of cropboxes, orchards and community fridges, to the planting, growing, picking selling and cooking! We are determined to keep all of this going in the upcoming years to make sure our children know that are a part of a growing village.

We have created educational programmes for every year group in the school to work with MOO food in sustainability.

Our next project is an Intergenerational Project collaborating with the HUB which we are currently working on putting together.

This will incorporate all kinds of subjects eg ICT, arts and crafts but will also link with all interdisciplinary projects happening in the school with our older population working alongside in all manner of ways.

Our work from these meets will be on show in the Hub for the whole community to see.

School Vision, Values and Aims:

Working with our Community to encourage and nurture our young learners to achieve their full potential and be responsible, confident and happy.

Community

Nurture

Happy



Summary of Standards and Quality Report/School Improvement Plan engagement process:

The process of engaging with the whole school community when we are developing our Standards and Quality Report and School Improvement Plan involves seeking the views of a wide range of people. Usually, we would discuss these documents with, for example:

- Teachers and other school staff
- Parents
- Pupils
- Partners that work with and support the school
- Other schools with which we link.

Session 21/22 has been extremely unusual dealing with the ongoing pressures of COVID 19. There has been a high level of pupil and staff absence as a result. We have had a year of disrupted learning across all stages of school. We would usually engage with our school community regarding our Standards and Quality Report and School Improvement Plan, but we have had to put most of this activity on hold for this session. As a result, we will have developed our documents with less consultation than is usually the case.

Our overall evaluation of the school's capacity for continuous improvement (including ELC setting):

Our capacity for continuous improvement, like that of every school in the country, has been affected by high absence of both staff and pupils caused by the Covid-19 situation. This has restricted our ability to complete planned improvements and to evaluate the effectiveness of changes we have made. Much of our work in session 22/23 will be to rebuild our capacity for improvement and to make sure that we recover fully from the disruption caused by Covid-19.

Review of School Improvement Work against the National Improvement Framework Priorities

What we have done to close the attainment gap, to raise attainment, to improve health and wellbeing and to improve employability skills:

In the past year we have mainly worked on improvement projects designed to help us to sustain learning in the context of the pandemic. Our School Improvement Plan for session 2020/21 contains details of what we planned to do. We used various resources such as the Pupil Equity Fund to support attainment, health and wellbeing and to try to ensure the highest quality of learning and teaching, although at times staff and pupil absence hindered any real progress. The intention was to employ staff to support various projects throughout the school, but staff were pulled into classes to cover absence to enable the school to remain open.

In session 22/23, our focus will be in three key areas. These have come in part from staff showing promise in areas and also in response to ongoing issues caused by COVID 19

- 1) Assessment and Moderation across school from Nursery to p7
- 2) Play pedagogy across learning
- 3) Family learning and partnerships

QI 1.3

Leadership of change

Themes

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school?

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the impacts of pupil and staff absence it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Leadership of Change".
- Teaching staff and EYP involved in audits and HGIOS & HGIOELC SE activity to inform practice.
- Professional dialogue related to SE particularly in the ELC is now an integral part of collegiate time with findings used to inform future practice.
- Distributed leadership is encouraged across school and nursery and most staff take responsibility for aspects of learning through their own CPD and CAT time.
- We provide an array of opportunities for children to be leaders of aspects of school life and learning.
- Outdoor learning forms part of the curriculum at all ages and stages.
- Digital learning is now and integral part of teaching and learning at all stages from Nursery to p7.

Question 2

How do we know? What evidence do we have of positive impact on our learners

- All staff are committed to the vision and ethos of our school to get things right. We speak collectively to move forward with everyone's Health and Wellbeing the focus in the forefront.
- All staff involved in collegiate activity to support school improvement in line with HC and SG.
- SE calendar – followed as much as possible (impacted with staff absence)
- PRD's completed by EYP's, CT's and PSA's
- Heads of school, House captains, childrens voice sessions, bikeability, Eco Work, RRS
- Garden Area, Group day, composting club, Eco responsibilities.
- We have an inbuilt programme of outdoor learning from N- P7

Question 3

What could we do now? What actions would move us forward?

- This year we are looking at new initiatives to bring back a focus on learning from the top. We need to feel we are pushing forward.
- Assessment and moderation will be a focus across the school.
- We need to re- establish links with parents and community groups.
- The HT needs to take the lead proactively to lead by example to bring things back to where we were previously.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).

satisfactory

QI 2.3

Learning, teaching and assessment

Themes

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school?

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Learning, teaching and assessment".
- Pupils are generally motivated in their learning, understand the purpose and can reflect on it.
- There is a happy and respectful learning environment in the school and pupils enjoy their learning experiences.
- Achievements are celebrated widely in the school from both inside and outwith achievements being highlighted.
- Teachers plan appropriate experiences to match the pupils needs.
- Children are involved in the discussions as to what they would like to learn on a regular basis.
- Pupils engaged in a variety of class, group and individual learning experiences and learning intentions are shared
- Teacher feedback is used effectively to inform some next steps and questioning is used effectively to direct pupil
- Variety of assessment is used both formative and summative. Information feeds into next steps and interventions if required for pupils alongside teacher judgement.
- Benchmarks are included on teacher pathways in literacy and numeracy and staff use these to aid planning and assessment.
- Pupils are able to effectively assess own learning against agreed criteria.
- Teacher plan effectively both long and short term to ensure a range of experiences to suit learners. We use a live planning format for IDL to invoke in depth discussion in the classroom.
- Pupils are involved in suggesting what they would like to learn in IDL with prior knowledge taken into account always.
- Teachers identify where groups of pupils and individuals are in numeracy and literacy and track robustly as they progress through the school.
- Pupils across the school are confident in using digital technology and have access to technology in a variety of ways. Clevertouch boards, chromebooks, listening centres,

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Children are engaged, discussing and being partners in their own learning.
- All children from p1-7 are involved in the life of the school through a variety of positions and clubs.
- Opportunities to share success established in school life – Achievement logs, facebook, assemblies, head teachers office, certificates and star of the week. Superheroes assembly.
- Our tracking is robust and is giving us exactly what we need to improve learning for our most vulnerable children. Trackers keep record of literacy, numeracy and personal achievement.
- Programs are being put into place and all learners who need a boost is receiving it through a variety of programs and interventions.
- SNSA results have been steady over the last few years and we are seeing improvements in writing in particular.
- Staff identify the needs of their class termly with the SN team and supports are put in place as far as is manageable.
- Staff plan and deliver agreed e's and o's alongside the benchmarks across the curriculum. We use Highland Literacy and numeracy. Trackers show exactly where a child is, if interventions have been needed and their level plus the results of a variety of assessments carried out.
- Nursery use learning journals and the school has google classrooms, homework pods and isolation pods to access at any time.

Question 3

What could we do now? What actions would move us forward?

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2021/22 Improvement Plan if we have capacity to do so.
- Use PEF differently. Staff absence meant that our PEF was ineffectual last session. This session we intend to have a different focus to incorporate attendance and health and wellbeing. This will sit separately in order to be effective and not reliant on staff.
- Re visit school systems and structures to maintain the focus for learning created pre pandemic.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).

good

QI 3.1

Ensuring wellbeing, equality and inclusion

Themes

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school?

- Children feel safe and cared for in both nursery and school.
- Positive relationships create a good ethos across nursery and school.
- Nursery and school are inclusive and strive to provide a positive experience for all by working with partner agencies in line with Highland Practice Model.
- Behaviour issues are dealt with promptly, quietly and in line with our positive relationships policy across the school.
- Inclusive environment where respect is key.
- CP meetings take place regularly and are implemented accordingly. Where outside agencies can be involved staff work hard to work effectively for the children.
- Emotional check ins are evident in all classrooms and follow ups if needed.
- Regular updates of form 1's and child's plans, has impacted planning for mindfulness and resilient kids.
- Safeguarding is at the forefront of all that we do. Anything reported is dealt with immediately.
- Consistent positive and beneficial targeted meditation support has had a huge impact on wellbeing for our young people.

Question 2

How do we know? What evidence do we have of positive impact on our learners

- Most of our learners are reporting very high scores on our daily emotional check ins. Those who are not are having targeted interventions daily to work in more depth to explore underlying reasons.
- Staff do not wait to report any concerns to the HT of any child protection nature.
- Ethos of our school.
- Older pupils supportive of our younger pupils
- Staff all highly trained in child protection protocols.
- All nursery staff completed relevant training.
- Use of outdoors used for all children in their learning.
- Elaborated curriculum for some children to gain life skills.
- Numerous groups across the school to intervene in a number of scenarios eg wild and free, art therapy, lego etc
- Resilient kids at all p1,p3 and p7 in the school
- Regular consultation meetings with learning support to move children forward.
- Meditation and mindfulness evident in all classrooms.

Question 3

What could we do now? What actions would move us forward?

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2020/21 Improvement Plan if we have capacity to do so.
- Begin a RRS focus group.
- To ensure PEF supports are safeguarded and not reliant on teacher time in case of absence.
- Continue in all classrooms to promote mindfulness and meditation skills using the resources available to us.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).

very good

QI 3.2

Raising attainment and achievement

Themes

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school?

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Raising attainment and achievement".
- Our early years children (including p1) continue to be very different to previous cohorts. They have come in all guns blazing, brimming with confidence, mischief and ready to tackle anything put their way. Perhaps a perk of lockdown was being at home with parents during this formative time?
- Staff engaging with benchmarks, SNSA data, POLAAR and a variety of other assessments to make informed teacher judgements.
- Range of literacy and numeracy experiences available in nursery at all times.
- Trackers used effectively by all staff to formulate discussion about next steps.
- Weekly team meetings in nursery to discuss progress in all areas.
- Termly planning and progress meetings between class teachers and HT.
- Robust evidence of individual pupils progress evidenced through explicit trackers and achievement logs from p1-7.
- Effective transition between classes/settings as staff are knowledgeable about pupils
- Pupils with ASN needs are supported through their tailored paperwork and individualized programs of work.
- PSA's used effectively to target support with children in classes.
- Attendance in the whole is good but targeted interventions are looked at by the HT
- Pupils actively encouraged to share achievements within and outwith school.
- Pupils talk about their learning and express views and opinions freely and insightfully.
- Exclusion rates extremely low – continuity and stability for pupils and staff.
- Play pedagogy is developing in the infant department and producing great results with the children.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Teacher judgement states that a majority of children are at age and stage across the school.
- Professional dialogue between teachers and support staff about pupils work and wellbeing
- Reading materials all organized in cfe levels appropriately
- We have a very rich and varied set of regular assessments we use to inform teacher judgement to maintain absolute accuracy. These are tracked in the tracker throughout the year on a regular basis and visible to all.
- Moderation of learning amongst teachers is effective. Writing in particular is moderated twice yearly.
- Our ASN department have been taking stock of what we can provide in any scenario at any given time. We are a very rich ASN school and can provide for every scenario that we have faces thus far.
- We ensure that barriers to learning for our children are overcome depending on the problem. An ASN package is put in place without the need for a child's plan – it is reactive and instant as early intervention whether it be emotional, social, learning, friendships, health. Etc.
- Developmental overviews used to inform progress and discussion through transition.
- Nursery to p1 transition is well structured and embedded in practice -happens throughout the year
- Ongoing dialogue between staff ensures teachers are kept up to date with pupils and their learning.

- Transition to Dingwall Academy involves parents ASNT's and pupils and offers numerous opportunities to be in the academy building.
- HT contacts families termly if attendance is dipping to offer support.
- Child plans are robust and up to date
- Parents evenings, open afternoons and open evenings termly encourage parents to discuss children's learning and make next steps.
SNSA results indicate no lost learning in core subjects.
- P1 – Maths = 96%. Literacy = 97% of children age and stage or above.
- P4 – Maths = 100%. Reading = 98% Writing = 98% - of children age and stage or above.
- P7 – Maths = 92%. Reading = 97%. Writing = 94% - of children age and stage or above.

Across the school aggregate we are sitting with
 Maths = 96%
 Reading = 97%
 Writing = 96%

Question 3

What could we do now? What actions would move us forward?

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.
- SIP will focus on assessment and moderation to further embed robust judgements of levels.
- Introduce any assessments needed to plug any gaps. Ensure staff have a variety of assessments that they can use to help inform judgements.
- Continue to develop the idea of play pedagogy throughout the school
- Continue to use assessments provided to make sure our data is rich and rounded.

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – based on an incomplete analysis of our progress (because of the periods of remote learning).

good

KEY THEME

from QI 2.2

Curriculum

Theme 3

- Learning pathways

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school?

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning it is difficult for us to do that. Here are some key features of our work that describe what we do well in “Learning pathways”.
- Progressive pathways are in place for all areas of literacy and numeracy. We use Highland curriculum developments as our main pathway.
- Pupils follow a curriculum which is well balanced and provides progression.
- Staff are building confidence in assessing a level using the supports available.
- Play pedagogy is high profile in P1 and P1/2 spreading into p2 and p3.
- Nursery staff use planning in the moment throughout making the experiences our children have in nursery much more meaningful.
- Nursery staff use and consider useful documents to plan progressive experiences for the children across curriculum.
- Outdoor learning is a regular learning experience for all.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Children are discussing and reporting success in their learning. They have reported to parents once since coming back.
- Being outdoors more often is having a huge impact on the wellbeing of both staff and learners. Enjoyment, behavior, smiles – all are positive when outdoors.
- Staff using the planners to inform planning, recording, and assessing learning and teaching
- Benchmarks are included in planners to inform progress.
- Pupils have their voices heard when planning IDL
- Teachers more confident when assessing a level.
- Trackers keep all information in one place and is robust.

Question 3

What could we do now? What actions would move us forward?

- This year we are going to focus on play pedagogy throughout the school, Assessment and moderation – taking it to the next level and partnerships in learning.

KEY THEME

from QI 2.7

Partnerships

Theme 3

- Impact on learners (focus on parental engagement)

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school?

- Usually in this section of the Standards and Quality Report we would be writing about what parts of our Improvement Plan have led to better outcomes for our learners. Because of the periods of remote learning it is difficult for us to do that. Here are some key features of our work that describe what we do well in "Partnerships – parental engagement".
- Our partnerships with parents, community and outside agencies has always been strong. We encourage joint working at all points and thrive on the benefits it brings us.
- Our partnership working always fits into our vision for our school. It is set out with an aim a development and a desirable outcome.
- Lockdown has created so many ways to engage more efficiently with all stakeholders due to upping our game on the ICT front. Parent views are going to be sought and canvassed to inform new policy in the school this session.
- We have an active parent council who support and engage with us.
- Open door policy with approachable staff
- School encourages feedback from all stakeholders on aspects of nursery and school.
- School actively encourages parental engagement with their children.
- Parent are actively encouraged to come in and help us out eg gardening days, jet washing etc.

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Parents have been given the opportunity to help create a new homework policy driven by their thoughts and feelings on what homework should be. We have used google forms to do this.
- Due to the fact that everything for the children in our normal yearly calendar has changed due to Co vid, we have the opportunity to really canvass parents for their opinions on everything we do. This is a very exciting opportunity and forces us out of what had become a very set in stone yearly programme, eg, – residential trip, Christmas concert etc - We are having to think out of the box.
- Our children are having to discuss and formulate ideas on what is really important to them and how we can re-create or change what we 'normally ' do. This is leading to some very interesting discussions.
- Parent council view is sought on a number of issues.
- Parents evenings, afternoons, phonecalls, facebook, achievement logs
- Open days, sports day, Christmas concerts, coffee mornings, school picninc, church services, Easter bonnet parade.
- Working relationships with Ed Psych, Social Work, Diabetes Nurse, Speech and Language, Heath visitor, school nurse
- Informal chats with parents

Question 3

What could we do now? What actions would move us forward?

- This year we are going to focus on recovery from the periods of remote learning (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so.
- Partnerships is one of our focus points for next years SIP.

