

STANDARDS AND QUALITY REPORT TOMNACROSS PRIMARY SCHOOL

2022/23

Tomnacross Primary School, Kiltarlity IV4 7HW

Introduction: Local and National Context

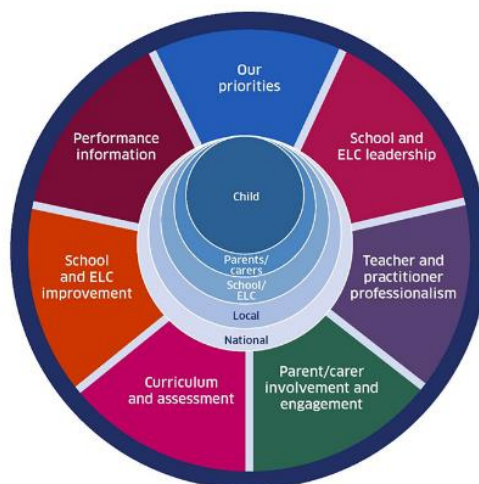
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

| All | Almost all | Most | Majority | Less than half | Few |
|------|------------|-----------|-----------|----------------|-----------|
| 100% | 91% - 99% | 76% - 90% | 51% - 75% | 16% - 50% | Up to 15% |

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We are pleased to present our Standards and Quality Report for Session 2022-23. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

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. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

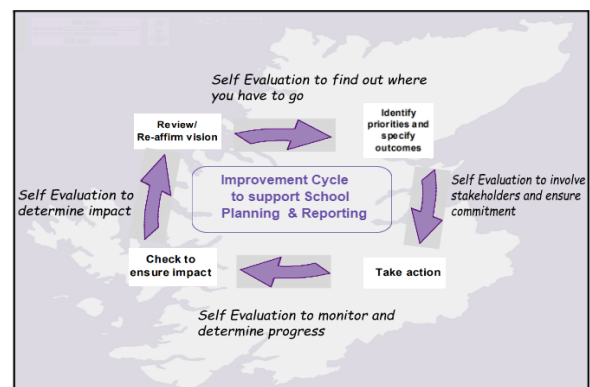
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for 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 to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-sìgridh daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Name Shonagh McBean

Acting Head Teacher

School Dochgarroch, Teanassie and Tomnacross Primary

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](https://www.parentzone.scot.nhs.uk/). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

| | | |
|----------------------------|-----------------------------------|--|
| Attendance 92.6% | Average Class Size 23.2 | Meeting PE Target Target Met |
|----------------------------|-----------------------------------|--|

| | | |
|-----------------------------|-----------------------------|------------------------------------|
| Pupil Numbers 116 | Teacher Numbers 6 | Pupil Teacher Ratio 18.4 |
|-----------------------------|-----------------------------|------------------------------------|

| | | | | | | | | |
|------------------|------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| N3 XX% | N4 XX% | P1 12.1% | P2 16.4% | P3 10.3% | P4 20.7% | P5 14.7% | P6 10.3% | P7 15.5% |
|------------------|------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|

| | | | | | |
|-------------------------------------|--------------------------|-------------------------|--------------------------|-------------------------|-------------------------|
| SIMD Q1¹ 0-10% | SIMD Q2 50-60% | SIMD Q3 0-10% | SIMD Q4 30-40% | SIMD Q5 0-10% | Unknown 0-10% |
|-------------------------------------|--------------------------|-------------------------|--------------------------|-------------------------|-------------------------|

| | | | | | |
|----------------------------------|-------------------------|----------------------------------|-------------------------|---------------------------------|-----------------------|
| ASN² 40-50% | No ASN 50-60% | FSM³ 70-80% | No FSM 20-30% | EAL⁴ 0-10% | No EAL 90+% |
|----------------------------------|-------------------------|----------------------------------|-------------------------|---------------------------------|-----------------------|

2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

| | | | |
|----------------|----------------|------------------------------|-----------------|
| Reading | Writing | Listening and talking | Numeracy |
| Majority | Less than half | Majority | Less than half |
| | | | |

We have had no exclusions this year.

Tomnacross Primary School is located in a rural setting serving the communities of Kiltarlity.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

There are 116 children attending the school and 28 children in nursery, ranging from N3 - P7. P1 - 7 are taught in composite classes and there is a separate nursery for 3 and 4 year olds.

Tomnacross is part of a Tri-cluster - the headteacher has overall leadership responsibility for all three schools. The headteacher is supported by a Principal Teacher who has 0.3 management time. 0.2 of this time is to support the Early Learning and Childcare team.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is satisfactory. Many children achieve appropriate CfE levels in literacy and numeracy. Almost all children have achieved appropriate levels in literacy numeracy at early level and the majority have achieved in literacy at second level.

Overall children are making the following progress:

| | | | |
|-----------------------|-----------------------|------------------------------|-----------------------|
| Reading | Writing | Listening and talking | Numeracy |
| Satisfactory progress | Satisfactory progress | Satisfactory progress | Satisfactory progress |

Gaelic Medium (delete if not relevant):

| | | |
|-----------------------|-----------------------|-------------------------------------|
| Gaelic reading | Gaelic writing | Gaelic listening and talking |
| Choose an item. | Choose an item. | Choose an item. |

We have had no exclusions this year.

Cluster Vision, Values and Aims – Update April 2019

VISION: (what we want for all our children/staff/parents.)

**DREAM, BELIEVE,
ACHIEVE TOGETHER.**



VALUES:

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Our **AIMS**

In school we will:

- develop skills for learning, life and work to help prepare us for our futures.
- know how to make good choices and always try our best
- be a good friend and be supportive to others no matter how different they are to us
- be confident in ourselves, believe we can do anything and achieve our own special successes

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Review of progress for session

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

ASG Priority: Place Value

Purpose:

Pupils across the ASG will have a consistent experience of learning and teaching within place value which is supported by an early to third level progression.

Progress:

- Staff moderated and discussed place value planning formats in ASG group levels during September Inset.
- In ASG CfE Level groups staff planned, delivered and reflected on place value lessons and resources, linked to identified E's and O's
- Staff discussed outcome of series of lessons and used evidence to moderate across schools against benchmarks
- Due to external circumstances limited progress was made.

Impact:

- Staff more confident at assessing achievement of a level for place value and shared standard across ASG
- Discussions around progressions highlighted differences in learning and teaching and the need to have a more consistent progression across Highland
- Consensus of opinion that progression planners were similar across establishments.
- Google Classrooms established to enable staff from across the ASG to share planners/resources in CfE level groups.

Next steps:

- This action plan has highlighted the need for a more consistent approach to teaching numeracy and maths across Highland
- As an ASG it was decided to halt making our own progressions as the authority announced we were all to use the HNP from August 2023
- Plan for more opportunities for joint working across the ASG, including looking at progression pathways and completed pieces of pupil work.
- PE progression pathways to be developed and shared
- Health and Wellbeing working group to be established, with members from all ASG schools, to finalise progression pathway
- ASG training on The Promise and Inclusion
- Moderation of NSA and SOFA data within schools and across the ASG
- Writing rubric to be used to support moderation of writing at all stages across the ASG.

School Priority: Improving Attainment in Literacy

Purpose: To raise attainment in writing in Tomnacross and increase teacher confidence around achievement of a level. We want our children to be more engaged and better participants in writing lessons. We want our children to understand where they are within their writing and what their next steps are.

Progress: All teaching staff attended Talk For Writing training. All teaching staff completed the 4 Literacy for All training session, and two teachers (from cluster) completed Literacy Leader training. Cluster developed reading progression pathway to support teachers in planning for effective progress. New resources purchased to support reading at Early and First Level (Decode and Develop range bought from Stage 1 – 8) Staff have started to engage with the Literacy for All resource bank, focusing on early identification of literacy difficulty and related interventions.

All pupils have experienced at least one Talk for Writing cycle.

Impact:

- ✓ All teachers are using Talk for Writing approaches in their classrooms. The majority of teachers have found the approaches to teaching writing helpful and are beginning to embed Talk for Writing in their practice.
- ✓ Staff are able to locate and use a range of resources, assessment and guidance from the Literacy for All website. Staff have found the amount of information overwhelming, so have focused on specific areas of interest only.
- ✓ Our new reading progression has supported teaching staff to plan effectively and increased their confidence when making assessments around achievements of a level. New resources are being used well to support children who are slightly below expected levels. There is a better pace to learning as children are working with texts that are appropriate in their level of challenge.

Next steps:

- This session, teachers will continue to work through the Talk for Writing cycle in their own class settings. In session 2024/25, we will agree a cluster policy around what writing looks like in our schools.
- We need to ensure that new staff to the team are upskilled in these approaches. This will be done through in-house training, peer observations and mentoring support.
- As a team, agree which literacy for all assessments are being used at each stage, and begin to introduce these to our assessment calendar. Ensure new staff can access Literacy for All materials and are supported with their implementation.
- PSAs and teaching staff to begin to use some core Literacy for All resources to ensure that we maximise the potential learning within literacy lessons.
- Moderation of reading to be completed across the cluster to ensure that children are using resources which are the correct level. We also need to ensure we have consistent approaches to learning and teaching.

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Improving Literacy Across the Early Level

Purpose:

To improve attainment in literacy across the Early Level in both ELC and P1 settings.

Progress:

Staff attended training around Words Up and Emerging Literacy. Staff visited other settings within the cluster to share good practice and support self-evaluation. ELC environment has been improved and is now rich in opportunities for literacy and numeracy.

Teacher collated data from developmental overviews to target Term 1 learning.

Using the data from Phonological Assessments ensured that learning throughout the P1 year was driven by a developmental approach to learning.

Impact:

- ✓ Almost all P1 pupils achieved Early Level across literacy and numeracy.
- ✓ An increased understanding of developmentally appropriate pedagogy in P1
- ✓ Stronger partnership between ELC and P1 including more effective use of data
- ✓ Feedback from self-evaluation and HMIE highlights the improvements to the ELC experience.

Next steps:

- ✓ Develop more opportunities to share Words Up key messages with our parents ,ie : parent afternoons and Seesaw etc.
- ✓ We continue cluster wide to evaluate our environment and makes changes when required.
- ✓ Develop our partnership with HLH Libraries to deliver more literacy rich opportunities for our story corner development. Bookbug sessions, Library visits /Mobile Library across the cluster.
- ✓ Work in consultation with our Early Years Education support Officer to develop a literacy and numeracy rich environment.

Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

Our PEF money was used to staff our “Caring Cabin” in the old nursery building of the school. A 0.5 teacher was employed to support the wellbeing and attainment of key pupils. Of the target pupils involved, all saw significant improvements in their attendance, engagement and attainment. In addition, we employed a second teacher to target literacy and numeracy at second level. The second level teachers worked alongside our PEF teacher to plan for the most effective use of this time. This targeted literacy and numeracy work saw improvements of at least 12 months in all participants. Attendance for key children improved for almost all involved, and staff saw a significant reduction in anxiety and school refusal for the small group of targeted pupils. We are delighted to have our “Cabin” up and running and plan to build on this work in 2023/24.

Wider achievements Coileanaidhean nas fharsainghe

Tomnacross participated in a number of events this year including the McRobert Cup, ASG Cross-country, Bailey Cup and Interschool Sports. Every class experienced a trip within the Inverness area, and our P7 pupils went on a residential trip to Glencoe. Pupils visited the UHI, Culloden and attended swimming lessons at the leisure centre and we had visits from Safe, Strong and Free, Bike Ability and the Fire Brigade. Over the last two years, we have been extremely proud to watch our school shinty team go from strength to strength. This year, they came home with the full house of 7 available trophies. This was a HUGE achievement for the team and their coaches. Our P6/7 pupils also benefited from the opportunity to

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spend time with some of the elderly members of our community who shared their shinty memories at Lovat Shinty Memories sessions.

Our partners enhanced the learning for our learners through experiences such as Feis Ros, Kodaly, Highlife Highland / Active Schools, Mikeysline, UHI's "lend a lab" resources, the Inverness Museum Art Gallery topic artefacts, the Highlands Astronomical society, "Open the Book" and our two local churches with Rev Drew and Rev Stephen. Many of our learners participate in a range of out of school activities including horse riding, athletics, shinty and swimming. Our pupils participated in a range of whole school focus days including Health and Wellbeing and Eco.

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlachan, luchd-ùidhe is luchd-obrach

Our families say that:

- ✓ Our school is friendly and welcoming
- ✓ The caring cabin is a great space!
- ✓ Our children love coming to school and have good experiences when they are here
- ✓ Our shinty team are the best!
- ✓ Our early years provision is good

Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

| | ELC | PRIMARY | SECONDARY |
|--|------|--------------|-----------------|
| QI 1.3 Leadership of change | Good | Satisfactory | Choose an item. |
| QI 2.3 Learning, teaching and assessment | Good | Satisfactory | Choose an item. |
| QI 3.1 Wellbeing, equality and inclusion | Good | Good | Choose an item. |
| QI 3.2 Raising attainment and achievement/Securing children's progress | Good | Satisfactory | Choose an item. |

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

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Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

1. *Teaching and Learning – Passionate about Pedagogy*
2. *Improving our Curriculum*
3. *ASG Moderation*

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [Tri-cluster website](#) or by contacting the school office