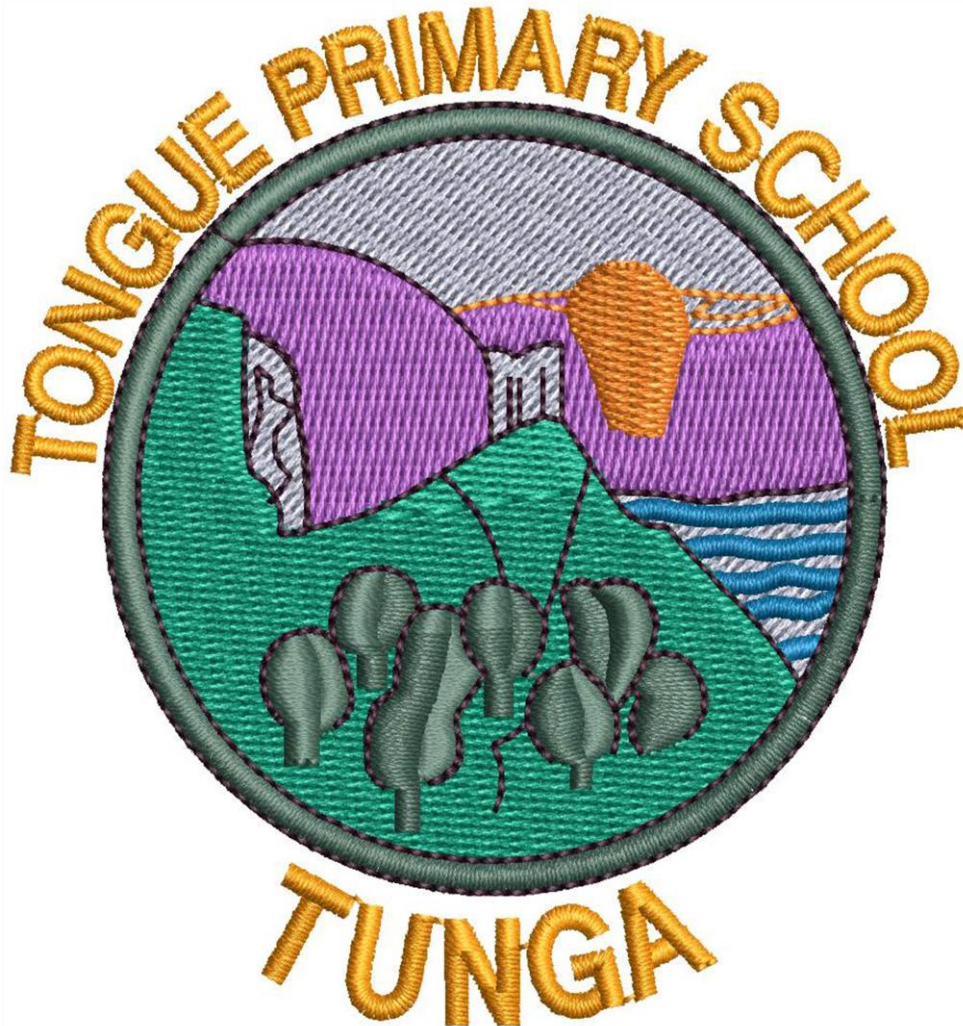




2022/23



TONGUE PRIMARY SCHOOL & ELC
TONGUE, BY LAIRG, SUTHERLAND, IV27 4XL

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%

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.

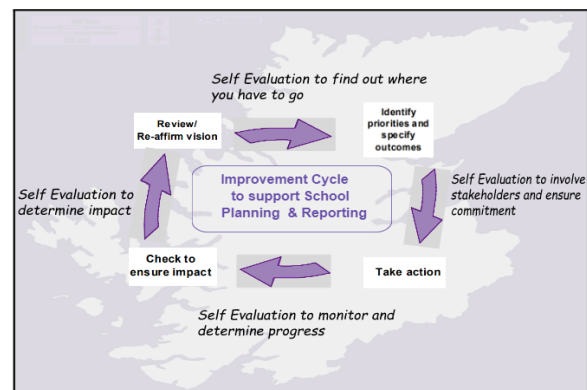
Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

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-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Katherine Van Voornveld
Head Teacher
Tongue Primary School



School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). 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
94.11%

Average Class Size
13

Meeting PE Target
Target Met

Pupil Numbers
26

Teacher Numbers
2

Pupil Teacher Ratio
1:13

We have had no exclusions this year.

Tongue Primary School is located in a rural setting serving the local community of Altnaharra, Melness and Tongue on the North Coast.

There are 26 children attending the school and 15 children in nursery, ranging from N2 - P7. P2 – 4 and P5-7 are taught by 2 teachers and there is a separate nursery for 2-4 year olds.

The headteacher has overall leadership responsibility for Tongue Primary School. The headteacher is supported by a deputy head teacher and principal teacher. Tongue Primary School and ELC is part of the North Coast Campus.

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 very good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school. All children who face barriers to learning are making very good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Very good progress

Writing

Very good progress

Listening and talking

Very good progress

Numeracy

Very good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



KINDNESS • **INCLUSION** • **RESPECT**
 caoimhneas • in-ghabhail • spèis

Our vision is to support & challenge our children to be successful learners, to help them develop as responsible citizens and to work together to build positive memories

Tongue Primary School – at the heart of our community



School Environment

- ◇ Our school is a nice place to be. It is:
 - ✓ Welcoming and calm, happy and exciting.
 - ✓ A place where everybody works together & behaves nicely.
- ◇ Our classrooms and outdoor areas are good places to learn. They are:
 - ✓ Safe places where everyone is listened to and respected.
 - ✓ Fun places where everyone is encouraged to try hard and do their best.
- ◇ Everyone's wellbeing is promoted and supported.
- ◇ Success is celebrated & encouraged

Staff

- *Our teachers are fun, interesting and enthusiastic when they teach us new things.
- * Everyone in our school community have positive relationships with each other.
- * Communication is clear – everyone knows what is expected of them.
- * Staff are flexible and willing to adapt and change as needed
- * Every staff member knows every pupil very well.
- * Teachers work hard to develop their skills and find new ways of teaching.
- * Our PSA is supportive and helpful.



Learning and Teaching

- ⇒ Our lessons are planned well and we have good resources to help us learn.
- ⇒ We have Learning Intentions and Success Criteria to help us know how to be successful.
- ⇒ We learn in lots of different ways: interdisciplinary, active and trips. We love to learn in our beautiful local area
- ⇒ We all learn in our own ways and our needs are all met.
- ⇒ We learn with our own class groups, as a whole school and with our ELC
- ⇒ Feedback is always given and we are encouraged to act on the feedback to help us do our best.
- ⇒ Our teachers make our learning fun by: learning through play, active learning and encouraging us to plan



- ⇒ We have lots of opportunities to be creative in our learning, both indoor and out.
- ⇒ We have a say in our learning.
- ⇒ Our teachers always listen and we know who we can speak to if we are sad or upset.
- ⇒ Our homework is manageable and we are encouraged to do this with a parent. Our teachers understand that we sometimes can't do our homework.



- Our students are **kind**, they look out for each other & do their best to be all they can be.
- Members of our school community **respect** each other and celebrate difference.
- Everyone is **included** and helped and encouraged to take part in all that we do.

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

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

School Priority:

Embedding Progressions

Purpose:

To develop a more robust approach across Campus ELCs in using progressions to ensure a high quality, cohesive approach towards tracking & raising attainment.

Progress:

Content:

✓ Time was allocated throughout the year for staff to come together to consider the progressions. This was formalised within our QA calendar.

✓ Staff needs were established via a survey during term 1 around confidence in the use of progressions. This was then followed up in term 3 to gauge progression in staff confidence

✓ Throughout the session information was shared with parents about our use of progressions and how their child's progress is tracked against these.

✓ Time was allocated for staff to visit other establishments across the campus to share good practice.

✓ Seesaw was introduced as a virtual profile

Impact:

✓ EYPs have become more confident in using progressions, making them more secure in tracking achievement and identifying next steps in learning. They have developed their own digital progressions for literacy, numeracy and H&WB which are regularly reviewed for each child, meaning more informed tracking is in place for each child from 2 years old. This means we track specific areas of individual achievement & progress and we target learning experiences accordingly. We have started to consider how best to engage our SW in use of the progressions too.

✓ Staff are making more robust use of HGIOELC and the CI Quality Framework as self-assessment tools. Through exploring best practice, they are developing confidence in their own practice.

✓ Parental feedback is that this has helped them understand better how the curriculum works within the ELC & how this continues into primary school.

✓ EYPs have had the opportunity to visit at least one setting. This has resulted in peer dialogue and ideas being shared between settings, for example our ELC has further developed their use of the wellbeing wheel having seen it in use in another setting. We continue to look for ways to involve our SW in peer visits.

✓ Seesaw is now embedded, with children actively involved in sharing their successes,

significant learning and fun experiences with their parents. This enables all parents to be actively engaged with their children's learning, The majority of parents have reported that they feel empowered to discuss their child's learning at home.

- ✓ HGIOELC and CI Quality Framework continue to be used within the setting. Sessions continue to be formalised by including in the QA calendar.
- ✓ All EYPs are members of a working group, focusing on progressions.
- ✓ Staff observations are timetabled in the QA calendar and carried out by the DHT.
- ✓ Staff continue to meet regularly with DHT to discuss and evaluate the setting and our practice. Additionally, staff engage in assessing the ELC using the Leuven Scale and undertake pupil observations, loosely using the Tracking a Child format. As a result, all staff feel they have an ownership of and are more comfortable in instigating change within the ELC. They state that the QA calendar gives clear structure to our quality assurance process.
- ✓ Through sharing and discussing their practice with EYPS across the Campus, then with the P1 teacher from their own setting, EYPs have further embedded their understanding of progressions. This can be seen in their tracking documents and Next Steps Car Park which is used with all children. This display was seen in use and gained positive comments in a joint HMIE/CI inspection earlier this year.
- ✓ Staff are supported to develop awareness and to discuss / work on next steps with the children. Progressions give a clear focus to what the child has to work on and are presented in child-friendly language to ensure understanding. They are shared with parents on Seesaw.
- ✓ Good progress has been made within this priority.

Next steps:

- *Continue to support staff in the use of progressions
- *Continue to look for ways to enable our SW to feel confident and comfortable with progressions and to further develop digital skills – Seesaw,
- *Ensure staff are abreast of current documentation and literature & incorporate this into practice
- *Review parent knowledge and understanding of our use of progressions & continue to expand opportunities for an active role within the ELC.

Purpose:

Empower teachers to make an informed judgement on achievement of a level and to develop a consistent approach in the use of benchmarks.

This project was developed in response to dips in both literacy and numeracy across Highland. Good practice already exists within our schools regarding both formal and informal assessment practices, however, we need to ensure consistency. Our primary schools come together for moderation activities throughout the year but these need to be up-scaled to include the Campus, local authority and beyond to ensure consistent judgements for achievement in a level.

Progress:

Impact:

Content:

- | | |
|---|---|
| <ul style="list-style-type: none">✓ Time was allocated for moderation across the campus & formalised by inclusion within the QA calendar.
✓ Staff and QAMSOs undertook training around how to construct High Quality Assessments, led by Education Scotland.
✓ Campus moderation event took place during an in-service day, enabling all teaching staff to work in groups to moderate given pieces of writing.

✓ Attainment (tracking) meetings are timetabled in the QA calendar three times yearly, focussing on pupil progress through and attainment of a level | <ul style="list-style-type: none">✓ Through meeting to consider pieces of writing which are moderated against the benchmarks, staff are developing a better understanding of agreed standards and consistent expectations of pupils.

✓ Very limited impact as staff found training confusing and uninformative.

✓ Increased awareness of inconsistencies in expectations between primary and some high school staff. From this we have identified a need for further opportunities to work together to foster a more joined-up and consistent approach.

✓ Staff have an opportunity to discuss pupil progress with DHT, including scrutiny of samples of work. This allows a more in-depth & consistent approach to use of the benchmarks. We have put a new, more informative tracker in place which all teaching staff now use. Having all our data in one place supports more effective scrutiny of it.

✓ Good progress has been made in a number of aspects of this priority. |
|---|---|

Next steps:

- ✓ Identify further opportunities for moderation across the BGE
- ✓ Broaden the range of subjects moderated during CCMs.
- ✓ PT will participate in QAMSO training
- ✓

Purpose:

This priority has been identified in response to potential gaps in learning linked to poverty and because we recognise the need to ensure all children are encouraged and supported to achieve their full academic potential.

Progress:

- ✓ Liaise with partners to identify families which may be struggling & to identify sources of support.
- ✓ Review of attainment data to identify pupils at risk of under achieving
- ✓ Monitor attainment for all pupils
- ✓
- ✓
- ✓
- ✓ Monitor attendance for all pupils

Impact:

- ✓ We have been able to put in place measures within school to support identified families & to signpost them to sources of external support, for example sourcing and providing twice termly food parcels as well as regular fresh fruit and vegetable packs for five families. Additionally, the school has provided a reading bag and a PE t-shirt for all pupils to ensure everyone has the required resources.
- ✓ Staff session on using data was implemented to identify need, focusing on risk matrix and insight data. Emphasis was placed on which pupils required to be pushed and which pupils required additional support. This has led to increased staff awareness and appropriate & timely support given to targeted pupils who have made good progress in literacy and numeracy. This can be evidenced through Form 1 folders and associated targeted work as well as in our tracker.
- ✓ Formalised meetings take place on a timetabled basis with each member of staff to monitor attainment and identify relevant next steps. This is informed by regular jotter sampling, assessments and teacher judgement. This, coupled with moderation activities, has led to a better shared understanding of individual pupils' levels and next steps, ensuring staff know where each child is going in their learning journey and why.
- ✓ HC attendance policy has been finalised & adopted & implemented. Through rigorous monitoring of attendance data, we are fully aware of emerging patterns and are able to work with families at a very early stage to negate this. While this is in its infancy, we are confident that this will lead to supporting full attendance at school and addressing any issues which may be affecting pupil attendance. Increased attendance of targeted pupils will help to prevent pupils from falling through the gap.

- ✓ Target setting was incorporated into the QA calendar to formalise the process.
- ✓ Teaching staff share examples of work with parents and celebrate on Social Media.
- ✓ Closer working partnership with secondary teachers to support effective transition into high school and a more consistent approach to learning & teaching.
- ✓ Targets are set and reviewed regularly within the QA calendar. This supports personalised learning and pupil voice informing which targets are taken forward.
- ✓ Pupil work and achievements are shared regularly with parents via Seesaw. Parents can now see immediately what is going on in school, fostering and supporting a partnership approach. This includes new targets and evidence of targets reached, successes in day-to-day learning such as spelling and mental maths tests, Accelerated Reader quiz results, and High Quality Assessments. It also promotes pupil choice as many children request a photo or video of a piece of work or proud moment to be shared.
- ✓ A transition event in September allowed P7 teachers to review learning of S1 pupils with secondary staff. This resulted in some pupils being stretched more in S1 and others supported in a more targeted fashion.
- ✓ P7 staff and pupils have met with high school staff for reciprocal visits during Term 4 to ease transition into S1 in August.
- ✓ These have resulted in our gaining a better understanding of learning & teaching across both sectors which will allow us to develop a more cohesive approach to learning & teaching.
- ✓ Good progress has been made in this area and a clear plan identified for moving forward.

Next steps:

- ✓ Support staff to develop use of our new tracking system & to use the data effectively to meet the needs of all of our children – both academic and in terms of their overall health & wellbeing.
- ✓ Continue to identify ways for supporting a more cohesive approach toward the education of children between primary and secondary school.
- ✓ Conduct staff training on use of the new HC attendance policy to develop a whole-school understanding of how this works.
- ✓ Further develop our use of Seesaw within primary & ELC.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Pupil Equity Funding was spent on teacher time over the course of the year to support identified children to make progress in closing the attainment gap. For example, focusing on developing aspects of literacy & numeracy. Data shows improvement for the majority of pupils in both areas & this is reflected in the

assessments that we use to monitor progress. Full details can be found in the 2022-23 Review within Tongue Primary's 2023-34 PEF Plan.

Wider achievements

Coileanaidhean nas fharsainghe

Fifth Eco Flag achieved
Rights Respecting Schools Bronze Award
All pupils are members of the Pupil Council
Dedicated Pupil Council reps
All pupils are members of the ECO Committee
Dedicated ECO reps
Coronation celebrations
Joint HMIE/CI inspection
Participation in Mod – a silver and a gold award achieved.
Cross Generational Links
Fairburn Residential Transition event
Additional transitional events – across all stages
Campus Cross Country
Campus Orienteering
Campus Sports

Comments from learners, families, stakeholders and staff

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

Parents/Carers/Wider Community

Just wanted to say how much I enjoyed attending the presentations yesterday. I thought all the pupils did amazingly well not just with all the work they put in, but also their presenting and in particular their confidence and ability to answer questions on their research (some tricky ones too). It was wonderful to see how knowledgeable and engaged they were with their work.
Very well done to all the pupils and Miss Robertson; thoroughly enjoyed it

Both staff and the pupils provided an excellent service, it was lovely to see the pupils enjoying their work and the staff did an amazing job in supporting them

Lovely having events like this and also the community supporting the school and ELC

It was a lovely afternoon and very nice to see so many people from the community come together with/for the primary school pupils and staff.

Such a beautiful example of everyone coming together in the community, across the generations - our hearts and spirits need more of this!

Wonderful event, we very much enjoyed coming along to it and seen all the hard work that the pupils and staff put into it. Thank you

Having driven school children on the bus for the last 18 years, I can honestly say that Tongue Primary pupils are the most mannerly, well behaved and pleasant children I have had on my bus, ever.

We are very impressed with how well the older children look after and support the younger children. (Staff at Trampoline park commenting on pupils at a recent trip)

Staff

QAMSO training has deepened my knowledge and understanding of the standards in numeracy and literacy as well as honing my effectiveness in delivering moderation events with staff.

Working with progressions has enabled me to be better able to visualise individual children's learning; where they are at, where they are going and how they will get there. I am also better able to personalise learning through play opportunities through use of next steps to meet the individual needs/abilities and interests within our ELC.

Learning how to use the progressions to track pupil learning and next steps has helped with my understanding of what we are observing and recording our findings.

Pupils

Success Criteria remind me how to do my work well.

Setting Targets helps me to learn even more because I am thinking and talking about what I need to do next to get even better. Then I do it.

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	Good	Choose an item.
QI 2.3 Learning, teaching and assessment	Good	Good	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	Good	Choose an item.

Our overall evaluation of our capacity for continuous improvement is: Good

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- ✓ Understanding and Improving assessment and moderation strategies within BGE - Primary
- ✓ Parent/Carer engagement and involvement – ELC
- ✓ Excellence and equity for all - Primary

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 <https://tongueprimary.wordpress.com/> or by contacting the school office