

STANDARDS AND QUALITY REPORT TARRADALE PRIMARY SCHOOL

2022/23



**Tarradale Primary School. Great North Road Muir of
Ord IV67RR**

Community

Nurture

Happy

Introduction: Local and National Context

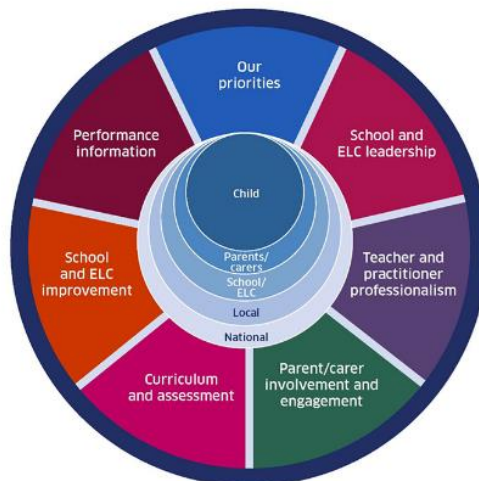
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

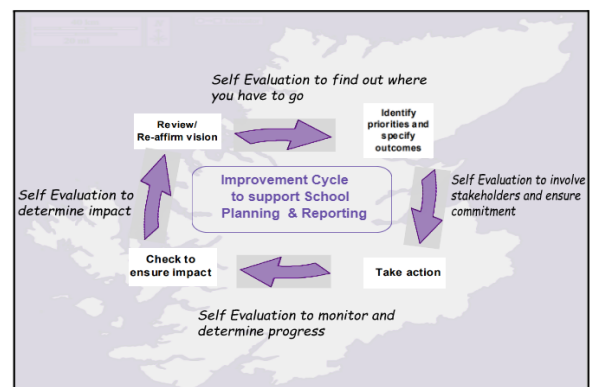
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Name Tracy Sinclair
Head Teacher
School Tarradale Primary

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 96.4%	Average Class Size 24.5	Meeting PE Target Target Met
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Pupil Numbers 270	Teacher Numbers 14	Pupil Teacher Ratio 19.4
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N3 XX%	N4 XX%	P1 11.9%	P2 12.6%	P3 14.4%	P4 18.5%	P5 14.1%	P6 13.7%	P7 14.8%
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SIMD Q1¹ 0-10%	SIMD Q2 30-40%	SIMD Q2 %	SIMD Q3 0-10%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 30-40%	No ASN 60-70%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 0-10%	No EAL 90+%
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2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Almost all	Most	Almost all	Most

We have had no exclusions this year.

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

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Tarradale Primary School is located in a rural setting serving the local community of Muir of Ord.

There are 270 children attending the school and 44 children in nursery, ranging from N3 - P7. P1 - 7 are taught in both single and composite classes and there is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Tarradale Primary School. The headteacher is supported by a Depute Head teacher.

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 good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Almost all children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Very good progress	Good progress	Very good progress	Good progress

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.

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Aims for our school;

Create a place where it doesn't matter who you are; just be yourself because everyone is welcome to Tarradale.

We will make you welcome, happy, make good friendships, respected, and accepted.

We want Tarradale pupils to be mannerly, kind and happy. We listen to our teachers so that we can achieve our full potential in every area of life, achieving in sport, dancing, singing or anything we put our minds to. We want to have pride in our achievements and represent our school confidently.

Our school will inspire us to celebrate everything we can do and help us to try lots of new things - to make us active, amazing, the best we can be and more importantly - good people.

Our teachers will help us understand by using, humour, great resources, chromebooks, cards, dice, textbooks, numicon, lots of sports equipment in PE and outdoor learning using tools! We want to be Mathematicians!

We create real life learning through all our work with our community. We learn about climate change, not wasting food, recycling, through our partnerships with MOO Food. We bring History to life on real archaeological digs with Tarradale Through time, we walk a mile and make healthy choices.

We learn about business management because we work with our local businesses in partnership. We have Bad girl bakery, the Hub, Co-op and Urray house.

We strive to be hard working and respectful!

Created by all children in Childrens' voice session Nov 2018

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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](#).

School Priority:

1) Assessment and Moderation 2.3

Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment

Purpose:

- 2) Learners will know and be able to vocalise their strengths and pressures in learning and identify areas they need to work on to achieve.
- 3) Learners will have an accurate level assigned to them through various assessments and teacher judgement.
- 4) Staff will have a better understanding of how to assess a level using the variety of tools available to them.
- 5) Staff will explore the benchmarks in greater depth and understand how to plan the assessment before the task.
- 6) Attainment levels will increase by a minimum of 5% across the school due to more critically informed judgements.
- 7) Moderation within peer groups and across the ASG with other schools will help to focus and inform judgements. Continue to explore assessing a level through Collegiate discussions/moderation of assessing using the benchmarks.
- 8) Explore what activities would facilitate meaningful assessment in L & T.
- 9) Team teach and assess specific criteria to moderate the assessment of the level. Assessment and Moderation 2.3
Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment .

Progress:

- 1) Teachers judgement will be more in line with SNSA, Sumdog and SOFA assessments.
- 2) Attainment will improve at all levels by a minimum of 5% across the school in literacy , numeracy and Listening and talking.
- 3) All staff will be able to talk comfortably and confidently about their pupils and the levels evidence.
- 4) Children will be able to talk about next steps and levels with the HT in small focus groups.

ELC and primary

Successful strategies:

- ✓ Teachers and EYPs have engaged with the process of assessment using benchmarks, SNSA data and sumdog data, to make more informed levels of achievement. Good progress so far.
- ✓ A range of assessments across school and ELC offer consistency and a wider forum to enable more accurate judgments of a level.
- ✓ HNP assessment used in the infant department. This consolidates teacher judgement.
- ✓ Sumdog used across school – offers consistency across the school.
- ✓ Blackwell spelling; gives a spelling age/ helps to inform teacher judgement / track children's progress. Paper test is useful – no multiple choice.
- ✓ Some classes have used YORC assessments to give further data in which to make and informed decision on achievement of a level. These are easy to interpret and very useful.

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- ✓ Attainment has improved across all areas this year due to very close assessment using the benchmarks. Realisation that not every benchmark needs to be achieved in every piece but that a broader picture of achievement across the level is needed to make a sound judgement of a level has enabled greater results.
- ✓ Staff feel confident in understanding their children needs and making sound assessment judgements using all available data to inform practice.
- ✓ Literacy and Numeracy tracking formats used in ELC allow staff to have a better understanding of where children are at in their learning and identify next steps.
- ✓ Key Worker discussions in ELC allow time to analyse data and inform planning and next steps.

Next Steps:

- ✓ Ensure SOFA and SNSA testing across the school is timetabled effectively and implemented with the least amount of disruption to learning.
- ✓ Build in moderation time into the new working SIP to ensure all colleagues are confident in using new assessments.
- ✓ Build in opportunities with colleagues into the new working SIP to have professional dialogue.
- ✓ ELC to use Attainment Trackers alongside school
- ✓ ELC to begin using same report format as school for session 2023/24.

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School Priority:

Play Pedagogy 2.2

Purpose:

- We aim to recognise the developing play pedagogy practice in the nursery and infant department.
- We aim to cascade the developments made, highlight the importance of play across stages, and prove attainment is not affected.
- All staff to take part in the Froeble training course to identify necessity of play at all ages in primary.

We aim to create meaningful play sessions for all learners on a regular basis.

Progress:

- Children will discuss with us the type of play experiences they would like and we will put them into action with resources needed.
- Class teachers will timetable a meaningful session of play within their timetable in joint discussions with their pupils.
- All classes will have appropriate resources both bought, collected and made to provide play experiences. Children will discuss with us the type of play experiences they would like and we will put them into action with resources needed.

ELC and primary

Successful strategies:

- ✓ Some staff have visited other schools and gained knowledge.
- ✓ All staff took part in Froeble training in play pedagogy.
- ✓ Engaged parents and community to teach and share playground games
- ✓ Dingwall academy pupils join us for games
- ✓ Some staff have visited other schools and gained knowledge.
- ✓ Engaged parents and community to teach and share playground games.
- ✓ Childrens voice

Impact:

- ✓ Not having football has allowed the development of more varied play opportunities for all children.
- ✓ Children have been sharing games taught to them by parents/ carers such as skipping – during lunch, play and sometimes in class.
- ✓ Some children have a voice in resources and play areas available to them in class and in ELC.
- ✓ ELC use an environmental audit each term – indoor and outdoors.
- ✓ Muir of Ord Rovers and Dingwall Academy pupils creating community links for play in school time.
- ✓ Links with Urray House for play against inter- generational levels (boccia, ten pin bowling) has re started when possible.
- ✓ School garden and quadrangle being used effectively to create safe spaces for children to play and learn.
- ✓ Children in ELC highly engaged in their play as was identified on EYSO visit

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- ✓ Child led play in ELC permeates everything we do. Staff make appropriate interactions to extend learning and identify gaps in learning.
- ✓ Reduced planning in ELC has led to more quality observations and interactions to extend children's play experiences.
- ✓ SNSA and ACEL data shows no dip in attainment over the year.
- ✓ More resources for outside which have provided all children with the opportunity for open ended child led play.
- ✓ Froebel workshop for all increased awareness of the different types of play

Next steps:

- ✓ Play, learning through play questionnaire to go to parents at start of session 23.24
- ✓ Looking at developing play in the middle and upper classes and a play policy showing what this may look like at different times for different groups of children.
- ✓ Middle and upper schools to visit other schools to see play in action.
- ✓ Linking play to Rights Respecting Schools.
- ✓ Looking at expectations of play in rooms, times, opportunities
- ✓ Linking e's and o's and benchmarks to play activities.
- ✓ Use Realising the Ambition to Look at using the outdoor classroom for play opportunities.

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Purpose:

Our staff have created groups to take an aspect of school life forward. These working groups form part of our WTA and part of their own personal CPD. The groups are;

- Social Justice – embracing equality and diversity
 - Information for parents and carers on the reasons we run particular events the way we do.
 - Parent and child engagement through planning and questioning
 - Certificate presented to every child on sports day
- Active Reading – promote positive reading experiences, improve comprehension skills and develop an effective home school reading partnership.
 - To inform and include parents and carers of current strategies at the end of the year.
 - Trial 6 strategies in the classrooms throughout the year. Reading groups and whole class structures.
- Rights Respecting Schools – to begin to introduce children, staff and parents to the principles of Right Respecting Schools.
 - Understand the term Rights Respecting and how it fits into the bigger picture of day to day life in the classroom.
 - Understand the UNRC in very simple terms, understandable by all.
 - Gain confidence in teaching Rights Respecting and making links to other areas.

Progress:

- Appropriate lessons in diversity across all stages.
- Evidence in live planning of equalities work.
- Evidence of the 6 reading strategies being used in lessons across the school.
- An increased level of reading at home and school.
- Both children and adults understand the term Rights Respecting
- Contribute to assemblies with the children.
- Evidence of Rights work through assemblies, achievement logs and pupil dialogue.

ELC and primary

Successful strategies:

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Impact:

1.1 Social Justice

- Resources researched in preparation for resource packs
- Individual staff participating – deeper understanding of new SFR relating to diversity and inclusion.
- Preparation of resource packs and CPD course not yet actioned due to; CPD course availability. Industrial action.

Rights Respecting Schools.

- Learners in our classes know and understand the term UNRC and are familiar with some of the articles. This is evidenced by – pupil voice, wall displays, class charters, Cross curricular links with Art and H & WB.
- Disruptions to the calendar with strike action halted progress in the second part of the year.

Active Reading

- Completed training sessions across the year, helped focus on 6 strategies of comprehension but remote course proved difficult to engage in.
- Some resources may be useful to move forward with.
- Have begun to trial strategies in reading sessions. Early stages of being adopted. Children becoming more familiar with the language used.

Next steps:

1.1 Social Justice

- Resource packs and lesson planning
- Literacy showcase for parents to explore provision – create time in calendar for this.

Rights Respecting Schools

- To take RR forward as part of our personal CPD and included in the SIP.
- Work with HT to bring RR and its core values to the whole school. (assemblies, themed days, posters)
- Visit other schools who have achieved Bronze and Silver.
- HT to distribute the leaflet to parents at the open afternoon
- CAT session for colleagues to set out the plan for achieving the Bronze level.

Active Reading

- Share powerpoints and examples with staff on sharepoint
- Re- evaluate how/ whether to take forward in light of school changes and potential curriculum developments.
- CAT session to sort / share / check powerpoint and activities for staff.

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Progress and impact of Pupil Equity Fund

- The targeted literacy group were given 4 weekly reading slots with SMT and ASNT using 'Fuzzbuzz'. This cohort were very successful and a majority increased attainment in reading and literacy. We used the GL assessments at the end of the intervention and progress was more than we had anticipated. This cohort increased reading levels by a minimum of 6 months and in one case 1.5 years. Phonics has not been successful for this group so although the scheme is very old the whole word recognition has produced success.
- The class teacher noted that the reading in class in the normal groups had improved greatly and these children were able to join in and read in their group.

Wider achievements

- ✓ Restarted links with Urray House old folks home for weekly sporting sessions.
 - ✓ Successful trips to five separate cross-country events over the course of the year.
 - ✓ Re-start of football tournaments for both boys and girls this session. Our girls won the trophy!
 - ✓ Our musicians played in Gordonstoun as part of a Highland Orchestra.
 - ✓ We reinstated the Christmas Concert after years of pandemic letting every child experience being part of a production on the stage for an audience.
 - ✓ We brought back the book fair! Usborne books celebrating reading with us.
 - ✓ We have organised with the Hub that any class completing a piece of fabulous work can create an exhibition in the cinema room. Our first sharing exhibition is 'The Titanic' where the whole community is invited to come and share our learning and leave comments for the children.
 - ✓ Our parent council has supported us by creating a big School Fete. The first one in years.
-

Comments from learners, families, stakeholders and staff

Stakeholders and families

Direct quotes from our parents after feedback sessions.

- My children love Tarradale Primary, they have such wonderful relationships with all the staff, from lunch ladies, the lollipop ladies and all the teachers. There is so much support for the parents as well.
- My son struggled with his reading and writing and his teachers have encouraged him so much that he is enjoying doing both now. Nothing is too much trouble for the staff and the pastoral care and wellbeing of the children is second to none.
- The school is amazing and they do so many fun things for children and one of my childrens favourite things is Funky Friday.
- I would highly recommend Tarradale Primary to any parent.
- All three of my children have thrived being part of the Tarradale Family spanning over ten years so far. As a parent I feel they have been well supported during their primary school years and prepared when it is their time to progress to the Academy.
- Staff have always been approachable and friendly and we have thoroughly appreciated the hard work all the staff members do and that they are part of the journey our children have taken, thank you.

Pupils

What makes our school great?

- Teachers laughing and being happy with us
- Children having fun
- A place to play with baby dolls outside
- You feel safe in our school
- A feeling of excitement when you walk in
- Lots and lots of new play things in our playground
- We are included!

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- We have a park in our playground.
- Everyone is kind and helpful.
- Our teachers are; funny, not too strict, smart, kind and exciting!
- Our teachers are; wonderful, supersmart, smiley, caring, hardworking and funny sense of humour!

Staff

As a collective staff we feel that this year has been the first year we have felt things are getting back to normal. We have again been hit with above average absence however we are finishing in a good place. We feel that next year will see us back on track as a Tarradale team.

Capacity for continuous improvement

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	Excellent	Satisfactory	Choose an item.
QI 2.3 Learning, teaching and assessment	Very good	Very good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Very good	Good	Choose an item.

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

- ✓ *Assessment, moderation and attainment – across the ASG to enable excellent professional dialogue throughout.*
- ✓ *Rights Respecting Schools – Bronze and Silver.*

Planning ahead

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office

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