



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Tarradale Primary and ELC



Respect Ourselves, Respect Each Other, Respect Our Learning, Respect Our Environment

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%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2023-24. 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

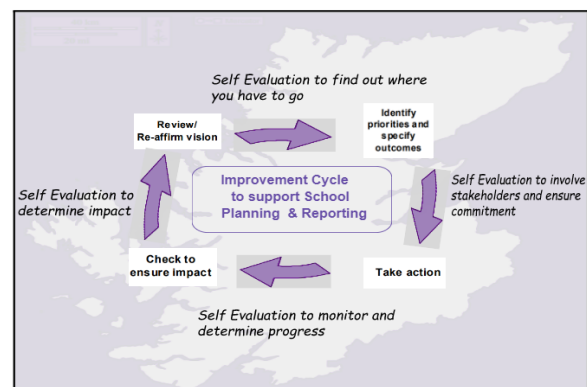
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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
Head Teacher
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 93.4%	Average Class Size 26.1	Meeting PE Target Target Met
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Pupil Numbers (inc nursery) 261 (+45 nursery)	Teacher Numbers 13	Pupil Teacher Ratio 20.4
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N3 6.1%	N4 8.8%	P1 10.1%	P2 10.4%	P3 10.4%	P4 13%	P5 16.7%	P6 11.4%	P7 13%
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SIMD Q1¹ 0-10%	SIMD Q2 30-40%	SIMD Q3 0-10%	SIMD Q4 50-60%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 20-30%	No ASN 70-80%	FSM³ 0-10%	No FSM 90+%	EAL⁴ 0-10%	No EAL 90+%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	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

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision

Working together to help everyone achieve their full potential.

Values

Respect Yourself

Respect Each Other

Respect Our Learning

Respect Our Environment

Aims

We are kind to ourselves. We believe in ourselves. We make healthy choices and embrace opportunities.

Articles 3, 6, 12, 24, 31

We are inclusive, caring, friendly and polite to all.

Articles 2, 7, 12, 13, 14, 15, 20, 23, 30

We keep trying, we work hard and reach for success.

Articles 6, 28, 29

We take care of our shared environment, our community, and our wider world.

Articles 9, 10, 13, 14, 15, 24, 26

Created by children, staff, parents and community 23/24

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: 1

Assessment, Moderation and Attainment

Purpose:

Raising achievement and attainment for all including those from disadvantaged backgrounds particularly in literacy and numeracy

Progress:

Content:

- ✓ Use of formative and summative assessments
- ✓ Use of Scottish Online Formative Assessments (SOFA) for P2,3,5,6
- ✓ Use of National Standardised Assessments (NSA) for P1,4, 7
- ✓ Moderation of assessment and tracking using Highland Trackers
- ✓ Best Practice Visit across Staff
- ✓ Teacher and EYP Observations

Impact:

Evaluation:

- ✓ Consistency across ASG, all using NSAs and SOFAs
- ✓ Increased confidence in teacher judgements which were much more in line with NSAs
- ✓ Staff feel more confident in making sound assessment judgements using all data but also SOFAs
- ✓ Peer/SLT observations were meaningful and increased self-confidence amongst staff
- ✓ Increased professional dialogue across ASG
- ✓ Key Group Time in ELC has been valuable in staff using observations to inform pupil progress and achievement
- ✓ Tracking using new Literacy and Numeracy frameworks in ELC has increased EYP confidence in identifying where children are at in their learning and identifying missing gaps.

Strategies:

- ✓ Staff have engaged with the process of assessment using benchmarks, NSA and SOFA data and Sumdog data to make more informed levels of achievement.
- ✓ A range of assessments across school and ELC offer consistency to enable more accurate judgements of a level.
- ✓ Exploring and discussing Dr David Graham's 'Thinking Evaluatively' powerpoint to look at what makes an excellent lesson to ensure consistency across school
- ✓ Time built into the S.I.P to allow for effective moderation
- ✓ ELC using same reporting format as school
- ✓ Shared writing criteria across ASG

Very good progress was made in this area.

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Next steps:

- ✓ Increased attainment in writing for all pupils through using the Writing Assessment Criteria across the whole school informing practice and experiences for learners.
- ✓ Through ASG moderation collegiate sessions, having a shared understanding and increased knowledge of benchmarks and what achievement of a level looks like ELC to P7
- ✓ Moderation of writing across Third level to ensure consistency across ASG and Academy
- ✓ Effective use of data to inform improvement across literacy and numeracy
- ✓ All staff to participate in the Literacy for All In A World Of Diversity training
- ✓ Use of Progress and Achievement to track attainment and inform report writing
- ✓ ASG Assessment of reading collegiate – reviewing assessments and use of benchmarks

School Priority: 2

Rights Respecting Schools - Bronze

Purpose:

To achieve Bronze Award in Rights Respecting Schools (Rights Committed)

Progress:

Content:

- ✓ Learning regarding RRSA will permeate the curriculum, ethos and the schools vision, values and aims
- ✓ School Community will have a clear understanding of what a Rights Respecting Schools mean
- ✓ School to be awarded with Rights Committed

Impact:

Evaluation:

- ✓ Through children's voice session, 90% of our children said they had a better understanding of their rights
- ✓ Children can identify numerous ways in which they feel listened to and said that it made them feel valued, respected, involved and excited.
- ✓ Children are able to use the language of a Rights Respecting School.
- ✓ Staff feel that we have moved the school forward and brought everyone together by revisiting our vision, values and aims and that everyone has a common goal, ensuring consistency
- ✓ Staff feel included in developing new ideas
- ✓ Children feeling involved in decision making for our school
- ✓ School achieved Bronze Award for Rights Respecting Schools accreditation.
- ✓ Parents beginning to be more informed about Rights Respecting Schools

Strategies:

- ✓ Rights Respecting Ambassadors steer group created and moved improvements forward
- ✓ Community Breakfast to invite stakeholders to be part of reviewing our vision, values and aims
- ✓ Launch Event with parents/carers/community
- ✓ Survey to gather parent/carers views on Rights Respecting Schools
- ✓ Action Plan for Silver Award created and approved

Very good progress was made in this area.

Next steps:

- ✓ Bronze Rights Respecting Accreditation received. Continue to complete Silver accreditation.

School Priority: 3

Rights Respecting Schools - Silver

Purpose:

To begin the journey of becoming a Rights Respecting School (Silver Rights Aware)

Progress:**Content:**

- ✓ Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere.
- ✓ In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.
- ✓ Relationships are positive and founded on dignity and a mutual respect for rights
- ✓ Children and young people are safe and protected and know what to do if they need support.
- ✓ Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.
- ✓ Children and young people are included and are valued as individuals.
- ✓ Children and young people value education and are involved in making decisions about their education.
- ✓ Children and young people know that their views are taken seriously.

Impact:**Evaluation:**

- ✓ Through key Rights Respecting lessons with the RRSA Coordinator, children's voice and assemblies children can identify a number of articles and their meanings and talk about them.
- ✓ Inherent within our new vision, values and aims. Children, staff and community are able to talk about our shared vision and their involvement in their creation of these.
- ✓ Children and are beginning to use a restorative approach to encourage children to solve problems more effectively
- ✓ Through Children's Voice children were able to talk confidently about what 'safe' looks like, feels like and sounds like.
- ✓ P7 children feeling empowered to lead Child's Voice Session on feeling safe in the playground. This was something they identified as an area of improvement and felt they would be better to lead this.
- ✓ Children have a clear understanding of the SHANARRI wheel and that these are essential to help them grow and develop.

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- ✓ All children and young people have taken action to uphold their rights and the rights of others, locally and globally.

- ✓ Children said that they feel respected, included, involved, valued and happy when they re involved in the decision making of our school
- ✓ Children can identify at least 20 different ways that they knew their views were taken seriously and put into practice.
- ✓ Parents felt that communication had improved through newsletters and emails.

Strategies:

- ✓ Reviewed positive relationships policy with children, staff and parents
- ✓ Restorative Conversation posters displayed in each class and areas within the school to encourage children to work through any issues
- ✓ Launch Event with parents/carers/community AHT to share new vision, values and aims, logo
- ✓ Monthly newsletters with updates from S.I.P
- ✓ Shared information from Parent's Evenings
- ✓ Rights Respecting Leaflet and survey shared with parents
- ✓ Sharing of UNCRC media information with parents
- ✓ Rights Respecting Pupil surveys
- ✓ Rights Respecting Steering Group created with representatives from across P1-7. Regular meetings held and information shared back to classes and via assemblies.
- ✓ Staff training over the course of the session including ASG Inset, Rachel Avery from Highland One Work – Introduction to Rights
- ✓ Online UNICEF training for AHT and RRSA Coordinator

Very good progress was made in this area.

Next steps:

- Achievement of **Silver** Rights Respecting Schools by December 2024
- Staff linking key articles to teaching and learning experiences (Strand A)
- Consistent use of class charters from ELC – P7, using shared language and common themes across selected articles (Strand B)
- Whole school use of playground and canteen charters and all relevant duty bearers (Rights Respecting Ambassadors, SLT, PSAs, Playground Supervisors and Catering Staff) (Strand B)
- Whole School Global Goals Fundraising Event (Stand C)
- All stakeholders included in evaluation process and evidence collated
- Evaluate Silver Rights Aware Accreditation Visit and submit Action Plan for Gold RRSA
- Submit Action Plan for Gold RRSA
- Silver Rights Aware Accreditation Visit Process
- Inform Whole School Community of Silver Rights Aware Award
- Steering group reviewed and children will be aware of the new outcome descriptors for Gold Level
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- Staff and stakeholders aware of stands and outcome descriptors at Gold Level

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Rights Respecting Schools

- Through SHANARRI Wellbeing questionnaire at the start and end of session, it is evident that all children within this group are either meeting or showing a definite improvement within the indicators.
- Children's Voice was captured in relation to this where they felt they were listened to and felt they were provided with many opportunities to expand on their answers.

Reading

- This cohort were very successful and every child increased attainment.
- 87% of group improved by at least 6 months or more, achieving the next CfE level
- 13% did not achieve next level in reading but continued to make progress.
- This intervention is in addition to the class reading as we are aware that they need access to many strategies to enable them to become successful readers.
- 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.

Writing

- 94% of this group increased writing by a minimum of 6 months, achieving the next CfE level or in some cases moved beyond expectations.
- 6% of this group did not achieve the next level in writing but have made progress.

Wider achievements

Coileanaidhean nas fharsainghe

- ✓ Links with Urray House for our Easter Parade, Red Nose Day fundraising and Sponsored Walk
- ✓ Continued regular links with our local churches through Bible Alive, Church services and focussed class visits
- ✓ Financial support from our local church to enable children to access wider learning opportunities
- ✓ Successful trips to Cross country events over the course of the year.
- ✓ Links with Muir of Ord Rovers has enable both boys and girls taking part in the Ross-shire Football Festivals in May.
- ✓ Our musicians, played in Gordonstoun as part of the Highland Orchestra
- ✓ Our Christmas Concert to our local Community groups and families
- ✓ Usbourne Book Fair to celebrate Work Book Week.
- ✓ Utilising the Hub to display an exhibit of Anderson Shelters from WW2 that the children created.
- ✓ Our parent Council have organised a number of events within the community from an Easter Hunt and Bingo Evening in the local village hall
- ✓ Community Breakfast to involve stakeholders in the evaluations and creation of our schools vision, values and aims
- ✓ Successful Launch event with our community partners to share our new Vision, Values and Aims alongside our new logo and website
- ✓ Sponsorship from through the wider community for our new banners displayed around our playground
- ✓ Links with our active schools coordinator to develop young playground leaders from P6 and P7
- ✓ Working alongside our active schools coordinator we have been able to bring back shinty to Tarradale, giving children the opportunity to play in a festival
- ✓ We were delighted to take over 50 children from our school choir to sing in the Press and Journal Christmas Concert at the Kingsmills Hotel in Inverness.
- ✓ Regular contributions and school updates through community newsletters – Muir Matters
- ✓ Regular transition links with MOO ELC and Little Bugs in preparation for P1.
- ✓ After school clubs include Shinty, OJ Sports, Muir of Ord Rovers.

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- ✓ Regular use of the Community fridge for cooking and baking. Children select what ingredients they will need.
- ✓ Frequent use of the Community Orchard alongside P4/5 and the Countryside Ranger
- ✓ Strong links with local library through assemblies and summer reading challenge.
- ✓ Opportunities for parent helpers through class support and school trips
- ✓ Whole School Trip to the Highland Wildlife Park which was fully funded and busses provided by Simpsons Contractors.
- ✓ Generous donations from local community groups including Ross-shire Engineering, Muir of ORD Golf Club and Urray House

Comments from learners, families, stakeholders and staff

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

Stakeholders and families:

Direct quotes from stakeholders and families after events and feedback sessions.

- *‘I think it is very important that children’s rights are understood and respected. The work the school has been doing is fantastic. Education children and families too.’*
- Parents asked what they like: *‘Facebook posts, regular emails, lovely approachable staff, the nursery use of the ‘Family App’ and advance notice of school events’*
- *‘I was so impressed by the Vision, Values and Aims of the children and top marks for their fantastic presentation. Tarradale Primary School, you should be so proud of yourselves, it was a pleasure to be in the company of such mannerly and entertaining young people, a credit to their parents also. Their engagement with us and willingness to answer our questions, their commitment to respect each other and their community was refreshing to say the least, we have community if not world leaders in our midst. I love the new logo and look forward to the grand launch. Big thanks to you all again, keep up the good work.’*
- *‘Children feel safe and loved.’*
- *‘Staff are always happy to help.’*
- *‘Good communication and good community links.’*
- *‘Love the nursery engagement calendar. We feel very involved and informed.’*
- *‘Love the community feel of the school.’*
- *‘Lots of information sharing! Love the approaches to learning experiences in nursery!’*

Learners:

- In Children’s Voice, learners were asked what it feels like to be part of the Tarradale Family



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- What are all the good things we have done and achieved this year?
 - New Logo
 - New Vision, Values, Aims – New wall display in hall and Launch Day
 - Cross Country
 - Earned Football back
 - Christmas Concert for our families and community
 - Red Nose Day – Pied the teachers, I’m a teacher get me out of here, Mr Mitchell & Mrs Ramsay looking like Umpa Lumpas, Chubby Bunny, the dance off with Ms Greer
 - Sports including shinty
 - Groups – Cost of the School Day, Litter Pickers, Rights Ambassadors, Peer Mediators, Junior Road Safety Officers, SNAG – Tooti Fruity Tuesdays – Triple Points, Library Group,
 - Playground Leaders through Highlife Highland
 - Whole School trip to Highland Wildlife Park
 - Cinema
 - Recycling
 - Voting for House Captains
 - Reading Assemblies – Louie the Owl
 - Buddies
 - Abernethy
 - Funky Friday
 - New Uniform & petition to keep hoodies
 - Sports Day
 - P7 leading Children’s Voice
 - Urray House – Walking Fundraiser
 - Bronze Award -Rights Respecting Schools
 - New Reading books, handwriting
 - Gala Queen, Prince, Princess
 - Gala Cover Page
 - Discos – Halloween and Valentines
 - Stars of the Week and ELC – hot chocolate and ice lollies
 - SHANARRI
 - Head Teacher Awards
 - House Points
 - Church visit at Easter and Parade to Urray House

Staff:

- *‘I am really enjoying my job and getting excited about improvements, working with colleagues to achieve a shared goal.’*
- *‘I’ve enjoyed the school developments through rights respecting schools. I like to see the school moving forward and that we are all working together, having the same goals.’*
- *‘The staff have been great and parents have been so supportive. That’s always been the good thing about Tarradale.’*
- *‘I feel like we are moving forward and we feel we are part of it. There is a voice from everyone.’*
- *‘I’ve enjoyed the collegiate time, the ethos of the school and SIP this year. It’s been nice to have more opportunities to do things together.’*

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
QI 1.3 Leadership of change	Very good	Very good
QI 2.3 Learning, teaching and assessment	Very good	Very good
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Very good	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Assessment, Moderation and attainment – across the ASG to enable consistency and excellent professional dialogue throughout
- Rights Respecting Schools – Silver accreditation and working towards Gold accreditation
- Raising Attainment and Achievement with key focus on Achievement Logs, Spelling and targeted PEF interventions

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website tarradaleprimaryandelc.co.uk or by contacting the school office.