

STANDARDS AND QUALITY REPORT TEANASSIE PRIMARY SCHOOL

2023/24

Teanassie Primary School, by Beauly IV4 7AE

Introduction: Local and National Context

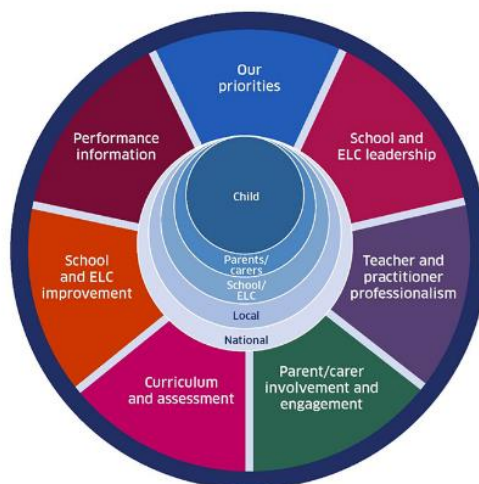
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%

RESPECTFUL

INCLUSIVE

HAPPY

HARDWORKING

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.

Mrs Fiona McKellar

Head Teacher

School Dochgarroch, Teanassie and Tomnacross 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 92.3%	Average Class Size 21.5	Meeting PE Target Target Met
Pupil Numbers 43	Teacher Numbers 3	Pupil Teacher Ratio 14.8

N3 XX%	N4 XX%	P1 c	P2 14%	P3 18.6%	P4 c%	P5 25.6%	P6 11.6%	P7 16.3%
SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 0-10%	SIMD Q4 80-90%	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
Most	Majority	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

Teanssie Primary School is located in a rural setting serving a number of small communities in the outskirts of Beaully.

There are 43 children attending the school and 10 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.

Teanassie 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 0.1 management time. The nursery is supported by a Senior EYP who works across the Tri-cluster. We also have an additional 0.1 management time to support the nursery.

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. The majority of children achieve appropriate CfE levels in literacy and numeracy.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Good progress	Satisfactory progress	Good progress	Good 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 – Reviewed 2023 session

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

**DREAM, BELIEVE,
ACHIEVE TOGETHER.**



VALUES:

RESPECTFUL

INCLUSIVE

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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](#).

PRIORITY ONE – Passionate about Pedagogy

Purpose:

Improve approaches to learning and teaching to provide learning experiences of a high quality which meet the needs of all children.

Progress:

- Staff have engaged in continued professional development around areas such as questioning, feedback and effective use of learning intentions and success criteria.
- All staff have been observed by management and given robust feedback around strengths and next steps.
- All school staff have a leadership role which is linked to current improvement priorities.
- We have introduced pupils to the “Meta Skills” and are beginning to explore how these apply to the wider world of work.
- We have a much more robust tracking and monitoring system which monitors individual progress over time. We make good use of the data we have available and teachers are able to discuss individual progress in detail.
- We have reviewed our approaches to profiling and returned to a paper based profile for each child.
- We have improved the quality of our individual targets for those pupils with additional needs. In addition, we have worked with our Educational Psychologist to review the organisation, structure, routines and support within our classroom environments.

Impact:

- ✓ Staff are more confident and skilled in their use of questioning.
- ✓ Feedback is given to pupils at various points during and after a lesson. The feedback is becoming more specific meaning that pupils have a stronger idea of their next steps.
- ✓ Lesson observations show that teaching is good. Pupils’ needs are met within the lesson, with appropriate tasks being provided for all learners. We have introduced “the ingredients of a good lesson” to support our evaluation of learning and teaching.
- ✓ Meta Skills have been explored through our weekly assemblies and are then referred to during class time. Our P5 -7 class have made strong links to their skills through our Abriachan project.
- ✓ We are continually reviewing where children are in their learning and what their next steps are. Through our profiling process, children are setting targets in core areas of literacy and numeracy and are talking about their progress with their teacher on a regular basis.
- ✓ Our classrooms are calm and purposeful and there is a lovely atmosphere around the school. Children can access the resources they need to support their learning.

Next steps:

- Continue work with our “Ingredients of a Good Lesson” guide to monitor and evaluate practice.
- Continue work around the Meta Skills, making stronger links to real life, wider experiences and out of school achievements.
- Further improve our approaches to profiling by making this a feature of a child’s weekly experience. Pupils should be discussing their learning and evaluating their progress throughout the term.
- Continue to work with our Educational Psychologist to create inclusive classrooms for all. Specific suggestions have been offered to each class to take forward next session.
- A focus on raising attainment in writing through participation in the National Improving Writing programme.
- Audit and review resources in numeracy. Agree whole school approach for numeracy.

School Priority: Refreshing Our Curriculum

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Purpose: To refresh and update our curriculum to make it relevant, meaningful and engaging for our learners.

Progress:

- We visited three other schools to share good practice and engage in professional dialogue around planning across different subject areas.
- We revamped our 3-year topic planners and created new cyclical planners which allow for much more pupil involvement, stronger partnership links and more opportunities for depth and application of learning. We plan quality assessment tasks at the beginning of a block of learning so that we know how the children are going to demonstrate their understanding.
- We improved our approaches to planning so that we are making better links between different curricular areas.
- We are more intentional about our class trips and our involvement with local groups. We focused on our partnership with Abriachan and used PEF money to launch a 10 week programme for all P5-7 pupils. At the end of this block, all pupils received their John Muir Award.
- We use the Meta Skills framework to support learners to make links between their class learning and the real world. These are transferrable skills that will support them in the world of work.

Impact:

- ✓ We have a new curriculum that we are proud of, and which gives us flexibility to respond to current events or children's interests each year.
- ✓ Our learners have a stronger say in what they want to learn about, and how they want to learn / how they want to share their learning.
- ✓ Quality Assessment tasks are being used to give more depth to pupil learning. More pupils understand the purpose of their learning and can talk about what they have done in class.
- ✓ Our project with Abriachan was a real highlight of our year. Pupils, staff and parents all spoke very highly of the experience and we can see a real improvement in learner confidence, skill, attitude and team work.
- ✓ Pupils are showing a stronger understanding of the links between the work they do in school, and the skills they will need to enter the workforce.

Next steps:

- Moving forward, we are beginning to consider where we can enhance learning in areas of Equality and Diversity, Global Goals and Rights Respecting Schools. We will look at our cyclical planners and map out the key themes we want to make links to.
- We will continue to strengthen our partnership with Abriachan and other local partners. Going forward, we would like to use our PEF money to find similar projects, but perhaps with partners such as Eden Court, Scottish Opera, Ross County or other similar businesses. This will ensure that children are receiving a varied and engaging curriculum.
- Our work on Meta skills will continue as we begin to embed these within our daily lessons.
- Further develop pupil involvement as leaders of learning as we encourage pupils to develop more independence in their learning.

School Priority: Improving our ELC Environment

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Purpose: To create warm, engaging and stimulating environments, indoor and outdoors, for our ELC children.

Progress:

- Two of our staff have taken up in 2 full day training session on the Froebel approach and have been building this in to their daily practice. They are also cascading this throughout the rest of the Cluster EYPs.
- Staff took part in moderation activities around the Cluster ELCs to build a clear picture of what a good outdoor environment looks like. SEYP collated this information and fed back to staff and SLT.
- Acting Head Teacher developed Pupil Voice groups and recorded the feedback given. We acted on the feedback and adapted the environment where necessary.
- Staff have taken part in various training sessions around planning and floor books.
- Staff have discussed their planning methods with PPCM, EYESO and SLT.
- Staff have made up their own rota and have ownership of areas and responsibilities within the ELC Environment.

Progress:

Impact:

- ✓ We had a successful follow up HMIE reinspection.
- ✓ We have received positive staff and parent questionnaires.
- ✓ Staff are confident in their own abilities and know what areas they want to work on through the PRD process.
- ✓ We received positive feedback from the Pupil Voice audit and What I love surveys.
- ✓

Next steps:

- Staff will be upskilled to promote and support outdoor learning and risk assessing.
- Staff will review how they are tracking learning in Literacy and Numeracy by developing our current trackers.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Our PEF project was a huge success this session. Our P5 -7 class spent 10 sessions at Abriachan, working towards their John Muir Award. Experiences included den building, fire making, cooking, orienteering, arts and craft, using tools such as saws, knives and loppers, identifying trees, making bug hotels and much more! The pupils all came away FULL of enthusiasm for learning in the outdoors and there was a noticeable change in the confidence of several of our pupils. Pupil, staff and parent feedback was very positive and we feel this was a good use of our PEF funding.

Wider achievements

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Coileanaidhean nas fharsainghe

Teanassie participated in a number of events this year including the McRobert Cup, ASG Cross-country, and Interschool Sports. Our P6 -7 class visited Abriachan and our P7 pupils went on a residential trip to Glencoe. Pupils visited the UHI and attended swimming lessons at the leisure centre.

Our partners enhanced the learning for our learners through experiences such as Feis Ros, Kodaly, Eden Court, and Gaelic drama group. Many of our learners participate in a range of out of school activities including horse riding, athletics, football, shinty and swimming.

Comments from learners, families, stakeholders and staff Beachdan bho luchd-ionnsachaidh, teaghlachan, luchd-ùidhe is luchd-obrach

Our families say that:

- ✓ The school has a lovely feel and staff know the children well.
- ✓ Our children enjoy coming to school. There is a nurturing environment and staff are very caring.
- ✓ There is a great outdoor space and a friendly atmosphere.
- ✓ Teanassie is a close-knit community where children are known individually
- ✓ Our children feel safe at school and always come home happy.
- ✓ This school works exceptional well in partnership with my department to ensure that we can deliver the best possible results for the children and provide a better learning and teaching environment.
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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	Satisfactory	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. *Raising attainment in literacy through the National Improving Writing Programme*
2. *Raising attainment in numeracy through the implementation of new progression frameworks.*
3. *Further embed improvements in curriculum and pedagogy*

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 [SIP 24-25.docx](#) or by contacting the school office