



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD



Tarbat Old Primary School and Nursery 2023-2024

Introduction: Local and National Context

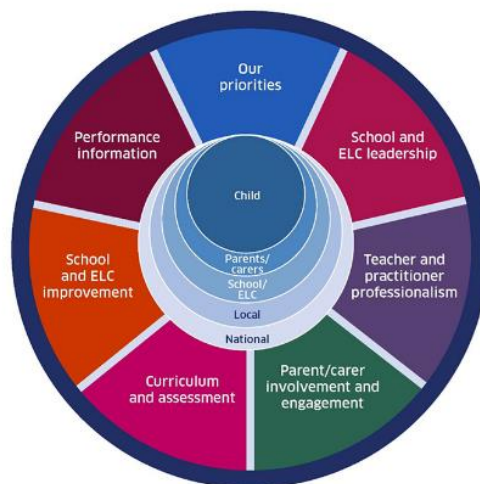
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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.

Mrs N Campbell

Head Teacher

Tarbat Old Primary School & Nursery

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
95.2%

Average Class Size
17.5

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
35 (+7 nursery)

Teacher Numbers
3

Pupil Teacher Ratio
13

2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Most

Writing

Most

Listening and talking

Most

Numeracy

Most

Tarbat Old Primary School is located in a rural, coastal setting serving the local community of Portmahomack on the Tarbat Peninsula.

There are 35 children attending the school and 7 children in nursery, ranging from N3 - P7. There are two multi-composite classes of P1-3 & P4-7 and there is a separate nursery for 3 and 4 year olds.

The acting headteacher has overall leadership responsibility for Tarbat Old Primary School and Hill of Fearn Primary School as part of a cluster arrangement. The acting headteacher is supported by a principal teacher. Staff from both schools work together regularly.

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, most children are attaining expected levels across the school in Listening and Talking, the majority of pupils in Literacy and English and Numeracy and Mathematics and a few children are exceeding nationally expected levels. A few children who face barriers to learning are making satisfactory progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Good progress

Writing

Good progress

Listening and talking

Good progress

Numeracy

Good progress

We have had no exclusions this year.

Our Values: **T**alented, responsible learners **O**utstanding Kindness **P**ositivity to succeed **S**upporting inclusion

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



Tarbat Old Primary School (T.O.P.S)

Ready and prepared for each
step of our learning journey.



OUR SCHOOL VALUES

Talented, responsible learners

Outstanding kindness

Positivity to Succeed

Supporting inclusion

Made with PosterMyWall.com

Our Values: T alented, responsible learners O utstanding Kindness P ositivity to succeed S upporting inclusion

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:

Highland Progressions

Purpose:

Attainment summit directive for all Highland Schools to engage with Highland Literacy and Numeracy Progressions. This work aimed to increase staff's confidence in using these progressions to plan effectively for pupils learning and raise attainment in literacy and numeracy.

Progress:

Content:

All staff familiarised themselves with Highland Literacy Framework documents and used them for planning, assessment and moderation.

Staff took part in the Literacy for All though a world of diversity training.

All staff completed Highland Numeracy Diagnostic training online.

Staff worked with stage partners across the cluster to plan and moderate High Quality Assessment Tasks

As a staff we reviewed planning and tracking documents to ensure they being used effectively.

Acting Head Teacher carried out classroom observations with a literacy/numeracy focus.

Impact:

- ✓ Updated Highland Progressions have led to more focused planning across the curriculum, particularly in Literacy and Numeracy. This has been monitored through termly attainment discussions between class teachers and Acting Head Teacher.
- ✓ All Standardised Assessments results discussed with staff through attainment discussions to ensure understanding of results and check reliability of data. Data was used to inform AHT discussion with Collaborative Lead.
- ✓ Moderation opportunities have supported and strengthened teacher judgement.
- ✓ Attainment meetings have continued but are more robust through inclusion of previous data, evidence of progress through pupil work and profiles.
- ✓ Staff have reviewed tracking and monitoring tools to ensure they are being used more effectively to support planning, teaching and assessment.
- ✓ A tracking guide was produced to support class teachers understanding of how we track and what tools we use.
- ✓ Classroom observation feedback from Acting Head Teacher has ensured that teachers have strengths highlighted and areas for development identified in order to improve learning and teaching practice.
- ✓ Good Progress has been made in this area and will continue into next session.

Next steps:

- Staff to familiarise themselves and utilise the updated Highland Numeracy Yearly Overviews and attend associated Number Sprinkles training
- Create a more robust writing tracker incorporating the E's and Os/ Benchmarks.
- From staff discussions align all trackers to similar formats. These have been updated and will begin using these from August 2024.

Our Values: T alented, responsible learners O utstanding Kindness P ositivity to succeed S upporting inclusion

School Priority:

Whole School Approach to developing Emotional Literacy

Purpose:

To support children to be able to talk about their emotions and equip them with the tools to be able to regulate themselves. This approach would develop a whole school common language which can be used to facilitate restorative conversations when required.

Progress:

Content:

All staff completed an online introduction training to the Emotion Works Programme.

Classroom and Whole school displays were to be created.

The Emotion Works cogs were introduced one at a time by Acting Head Teacher in assembly. One per month. Follow up activities were completed in the classroom.

Staff took part in peer visits to each other's classrooms to share lesson ideas.

An event was set up to share our Emotion Works journey with Parents. They were invited in to see a gallery of work and have an opportunity to ask questions and share feedback.

School Leads applied for the Primary School Award.

Impact:

- ✓ Roll-out of the Emotion Works programme this session to enhance children's emotional literacy which has resulted in the school developing a shared language around emotional literacy.
- ✓ Each classroom has a display to share their class work around Emotion Works and there is a large whole school display in the corridor to support all stakeholders understanding of the Emotion Works cogs.
- ✓ Children are more able to recognise their emotions and utilise strategies more effectively.
- ✓ Equality and Diversity has been enhanced through the purchase and use of the Highland Literacy recommended texts and associated lesson plans.
- ✓ Emotion works programme roll out has enhanced the Health and Wellbeing Curriculum.
- ✓ Emotion Works Showcase event has helped to increase parents understanding of the Emotion Works programme, the resources used in school and handouts provided suggestions of how it can be used at home.
- ✓ The school community were proud to achieve the Bronze Award Certificate.
- ✓ Very good progress was made with this school improvement project. Year 2 will involve further embedding the language during restorative conversations/ lessons.

Next steps:

- Build a bank of resources to support the delivery of Emotion Works
- Apply strategies to real-life situations
- Developing a Rights Based Curriculum with the child at the centre in accordance with the National Improvement Framework.

Purpose:

Further develop the learning experiences in the nursery settings to ensure that pupils have appropriate access to all aspects of the curriculum, particularly literacy and numeracy. Develop a play based approach in the P1-3 class to reflect the guidance in "Realising the Ambition – Being Me" to support the transition from Nursery – P1-3 class. This will ensure that learning activities are developmentally appropriate for learners.

Progress:

Content:

Staff refreshed their knowledge of Realising the Ambition and the Play Pedagogy Toolkit.

Staff set up their learning environments to reflect the play-based learning and identified resources required.

Staff undertook Quality Interactions Training which was delivered by Mairi Mackay, EYESO.

Staff revisited the Words Up Strategies to support and extend pupil interactions.

Staff took part in visits to other settings to engage in professional discussions.

Impact:

- ✓ New layout of the class in order to develop play-based learning in the upper area of the classroom and provided more opportunities for play in the P1-3 classroom.
- ✓ Class teacher has engaged in professional learning to support the implementation of a play-based approach to enhance her knowledge and understanding.
- ✓ Quality Interactions training has made staff more aware of the type of language that should be used to extend learning.
- ✓ Children have more responsibility within their learning through being child led and following their interests and what they would like to learn.
- ✓ Staff are more aware of the words up strategies and are mindful of using these during interactions, leading to more quality extension of children's learning.
- ✓ The use of digital technologies has been expanded to include a wider range of materials to enhance learning and pupil motivation.
- ✓ Good progress was made in this project area. Staff are keen to build on this further for next session.

Next steps:

- Next session nursery staff to move towards developing understanding of the Early Level Progressions and Benchmarks and use this to begin tracking pupil progress.
- Further embed play based pedagogy in the P1-3 classroom next session.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Tarbat Old Primary School and Nursery does not receive any Pupil Equity Funding.

Wider achievements

Coileanaidhean nas fharsainghe

Opportunities are offered as much as possible throughout the school session through the following methods:

- Weekly assemblies – Head Teacher Awards / School Values Award
- House Points & House Team Events
- Head Teacher Challenges
- Bikeability Course – Level 1 & 2
- Christmas Show Performance
- ASG Country Dancing Competition
- Attendance at the Ross-shire School Sports Events such as County Sports, Cross Country, Swimming Gala and Football tournaments.
- Rotary Quiz
- Parents sharing achievements from home i.e., swimming competition results
- Junior Sports Leader Award delivered to P4-7
- Active School football coaching sessions
- Music tuition

Comments from learners, families, stakeholders and staff

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

Comments from stakeholders were gained from a variety of focus groups; Pupil Voice group, engagement from parents at the Emotion Works Showcase, Breakfast and Blether event, questionnaires and staff collegiate discussions and evaluations:

Highland Progressions:

“Parents are given a clear understanding on what the children are learning and developing through updates, parents’ nights and assessments. Great to see next steps.”

“Teachers are clearly sharing where the kids are at and where they are aiming for.”

Whole School approach to Emotional Literacy:

“Very important topic. My child has enjoyed learning the emotions and is able to use these at home.”

“Emotion Works – I like that this helps the kids recognise their emotions and helps how to deal with them.”

“Love the emotion stones as sometimes the children can’t verbalise how they are feeling.”

“Good to see consistent language being used”

“Great topic that has been addressed well. It has stuck in my kids heads and they are using more deep breathing techniques at home.”

Develop play - based learning experiences across Early Level:

“My child loves the layout of the P1-3 classroom. She enjoys having the opportunity to pick what area to develop her learning.”

“My child enjoys the role play and play based learning in nursery. She especially enjoys the garden and kitchen areas.”

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	Good	Good
QI 2.3 Learning, teaching and assessment	Satisfactory	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	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

- *Developing a Rights Based Curriculum with the child at the centre in accordance with the National Improvement Framework.*
- *Continue to increase attainment, particularly in numeracy.*
- *Implement the updated tracking documents to support planning effectively for learning and teaching.*
- *Continue to embed the Emotion Works programme into our Health & Wellbeing curriculum.*

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 by contacting the school office.