

# Standards & Quality Report

## At Tarland School this session...

- Upgrade of nursery toilets and cloakroom area to include better Storage
- Creation of a quiet room
- Upgrade of Rm 6 to include new kitchen for pupils
- Cooperative Learning Training for most staff
- 8 new laptops purchased with donations and from school fund
- SSPCA visit to school
- Feis Spe visit to school
- Successful and enjoyable Christmas Show
- Flower bed at Tarland Community Garden tended by Early Years
- Contributions to Cromar Chronicles
- Participation in the Rotary Quiz
- Nursery visit to Fire Station in Aboyne
- Schools Police Liaison Officer visited
- Tarland First Responders provided training for P6/7
- Block of swimming lessons for P3 pupils
- P7 Hockey festival
- P4 & P5 athletics festival
- P6 Orienteering festival
- Community cafe for Macmillan
- Community cafe for Rotary Crocus appeal
- Sponsored walk –playground and outdoor resources
- Pupils' achievements out with school celebrated in assembly
- e.g. swimming, dancing, golf, fiddling, football, musical, farming
- Open morning for parents focussed on profiling
- Workshops for parents re Education City and Drugs awareness
- SPA Beetle drive evening
- Educational trip centred around the River Dee with River Dee Trust
- Educational visit to Castle Fraser
- Some pupils submitted stories to Radio 2 500 word competition
- Craft club and Netball club run successfully all year
- New chess club set up
- School Council organised Sports relief activity lunchtime
- Church services at Christmas and Easter with pupils performing on musical instruments

**Year 2013 / Year 2014**



## Tarland School

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**Aberdeenshire**

COUNCIL



## The School in Context

'Tarland School is a happy, safe, cool place to learn and where we all work together to succeed.'

*Statement made by Tarland School Pupil Council 2010*

Tarland Primary School is a rural village school in Upper Deeside and is part of the Aboyne CSN. The current school roll is 90 in P1- P7 and 17 in nursery. The classes are P1/2, P2/3, P4/5/6 (job share) and P6/7. Visiting Specialists for French, PE, Music and Science are timetabled for certain terms. Our staff includes full time and part time PSAs and a SFL Teacher. We are supported by outside professionals and agencies.

The Substantive Head Teacher has been on a two year career break and has resigned. A new head teacher is being recruited.

PSAs and the usual support team including a 0.5fte SFL teacher. The School Parent Association meets with the Head Teacher. We encourage parents to become volunteers and help out in school.

<b>Key Developpment</b>	<b>Progress during 2013/2014</b>
1. Learning and Teaching is evaluated and a shared understanding of good practice is established.	Tarland Teaching guide in place. Education Scotland's assessment resources explored and discussed. Pupils and Parents asked for views. Co-operative learning – all staff trained. Self evaluation encouraged. Profiling and home school communication reviewed. Staff collegiately evaluated against core QI's.
2. Community and Parental Engagement	Two community cafes have run successfully. Workshops for Education City and Drugs Awareness. Well attended open morning and October Parents' evenings. Parents involved e.g. developing outdoor space, Parents Helper List (PVG). Transition workshops for parents. Nursery and P1 have link with Commuity Garden. Local shops and PO very supportive of school.
3. Outdoor learning	Whole school training day. Nursery link with Community Poly tunnel. P5/6 trip to Castle Fraser. Outdoor sheds cleared and new shed in place.
4. Rights Respecting Schools	Whole school training day. Assemblies to explain concept to pupils. All pupils have a little book of rights for their information.

## SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR YEAR 2014 / YEAR 2015

### Mathematics

- Provide a member of staff to attend a Development Group for the Shire.
- Reflect on our own teaching of Mathematics at all levels in order to revise teaching practises to ensure raised attainment.
- Revise our planning for Mathematics, following guidelines.
- Develop our Teachers' Learning Community, ensuring focus is on Mathematics.

### Active Literacy

- All teachers to attend training for Active Literacy
- Workshops for Teachers to develop resources
- Develop our Teachers' learning Community, ensuring that time is given for Active Literacy and Big Writing techniques.

### Developing People and Partnerships

- Continue to build on the good relationships already here in the school.
- Children will be encouraged to be active and leading members of the Tarland Community, going out into the local area, and inviting groups and individuals to come in to see us.
- Introduce 'Adventure Service Challenge' for pupils P4 – P7  
Children will help to plan, develop and carry out activities that will go towards individual awards and personal achievement.
- Develop the outside area of the school. Parents and interested parties are to be encouraged to help organise and maintain grass, play and outdoor classroom areas of the school. The children will be encouraged to plan these changes.



#### 4. How do we ensure equality and inclusion, and promote diversity across the school?

##### In arriving at these evaluations, we considered the following evidence

- Quality of the children's work
- Feedback from pupils
- Feedback from parents
- Feedback from outside supporting professionals e.g. Educational Psychologist.

##### Our key strengths in this area are

- Ethos of the school.
- All pupils have a chance to participate and achieve in different ways e.g. craft club, school show, use of ICT.
- Pupils are treated fairly and with respect.  
Success of settling pupils into Tarland School regardless of their need.

##### We have identified the following as priorities for improvement in this area

- Help all learners develop the understanding of equality and diversity issues essential for responsible citizens in the 21st century through Rights Respecting Schools initiative.
- Through participation in Active Service Challenge, children will gain recognition for Community links.
- Maintain Staff awareness of Inclusion, Equality and Diversity issues.

#### Key

**Evaluation – 6 Excellent** -outstanding, sector-leading    **5 very good** - major strengths    **4 Good** - important strengths with some areas for improvement    **3 Satisfactory** - strengths just outweigh weaknesses    **2 Weak** - important weaknesses    **1 Unsatisfactory** - major weaknesses

#### 1. How well do our children learn and achieve?

Evaluation

##### QI 1.1 ~ Improvements in Performance

3

##### QI 2.1 ~ Learner's Experiences

4

##### In arriving at these evaluations, we considered the following evidence.

- Standardised assessment results at P1, P3, P5 and P7.
- Tracking of CfE levels using Seemis
- Moderation of Writing with all schools in the Aboyne Network
- Feedback from pupils and parents  
Established staff's knowledge of the school and pupils.

##### Our key strengths in this area are

- Knowing our pupils and their families well, and responding to needs
- Strong teaching team
- Ethos of the school supports the four capacities.
- Continued Parents' involvement in children's learning.

##### We have identified the following as priorities for improvement in this area

- Work with cluster to improve attainment in numeracy
- Increase groups e.g. eco, health, rights respecting schools
- Better tracking system to ensure raising of attainment.

## 2. How well does out school support children to develop and learn?

QI 5.1 ~ The Curriculum

Evaluation

3

QI 5.3 ~ Meeting Learning Needs

4

### In arriving at these evaluations, we considered the following evidence.

- Work done to ensure structure and progression – class planning folders
- Transition links
- System of support in place for meeting learners' needs
- Girfec and how we use agencies out with school to support needs  
Child at Centre

### Our key strengths in this area are

- Teachers' holistic knowledge of the children
- Open and ongoing discussion of pupil needs
- PSA time is timetabled to provide focussed support for pupils as directed by SFL teacher and class teacher
- Local circumstances taken into consideration e.g. farming and the local environment
- Liaison with outside professionals to support pupils

### We have identified the following as priorities for improvement in this area

- Focus on numeracy
- A systematic and in depth look at our curriculum design starting with the question 'What do we want our pupils to have achieved by the time they leave P7?' Involve all stakeholders
- More documentation of collegiate discussions around pupil need
- Look at Experiences and Outcomes more closely, to enable a broad and balanced curriculum.

## 3. How does our school improve the quality of its work?

QI 5.9 ~ Improvement Through Self Evaluation

Evaluation

3

### In arriving at these evaluations, we considered the following evidence.

- Parental feedback
- Comments from QIO
- Pupil feedback
- Staff self-reflection and collegiate self-evaluation

### Our key strengths in this area are

- Parental feedback shows satisfaction with the school
- All teachers are reflective in their practice
- All teachers have attended CPD linked to the Improvement Plan

### We have identified the following as priorities for improvement in this area

- Continue to develop a more robust form of monitoring and evaluating to ensure a raising of attainment
- Teachers to attend CPD linked to improvement plan
- Strong leadership on driving forward a quality assurance cycle