

Standards & Quality Report

At Tarland School this session...

- SSPCA visit to school, with donations made by children, parents and staff
- P6/7 enjoyed a great week-long residential trip to Dalguise
- Successful and enjoyable Christmas Shows
- Visits from our local Librarians
- Several contributions to Cromar Chronicles
- Participation in the Rotary Quiz
- Nursery visit to the train at Alford
- P4-P7 children visited our friends in Alastrean, taking part in singing, music and crafts
- Tarland First Responders provided training for P6/7 and visited other classes
- Block of swimming lessons for P3 pupils
- P2 & P3 football festival
- P4/5 created a book of poems that helped raise money for Poppy Scotland, and they performed in a play WW1.
- P6/7 Orienteering festival
- Community Cafe for Rotary Crocus appeal
- Pupils' achievements out with school celebrated on our Achievement Wall
- Open morning for parents and other visitors
- Workshops for parents from P1
- SPA Beetle drive
- Very successful Summer Fair organised by SPA
- Educational trip centred around the River Dee with River Dee Trust
- Educational visit to Satrosphere
- Great support from parents and friends of the school for our 'All things Scottish' week
- Stories submitted to Radio 2's 500 word competition
- Craft club, Chess Club and Netball club run successfully this year
- School Council revised the School Rules
- Church services at Christmas and Easter

Year 2014 / Year 2015



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COUNCIL



The School in Context

'Tarland is a safe and happy school,
where everyone is treated fairly.
We feel valued and motivated to achieve'.

Statement made by Tarland School Pupil Council 2014

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, P2/3/4, P4/5 (job share) and P6/7. Visiting Specialists for French, PE, Music, Art and Science are timetabled for certain terms. Our staff includes full time and part time PSAs and a SFL Teacher (0.5fte). We are supported by outside professionals and agencies, with whom we have strong links.

A new Head Teacher was appointed this year, and she is class committed for 2 days a week. (P2/3/4)

There is an active School Parents' Association that works closely with the staff to support the work in school.

Key Development	Progress during 2014/2015
1. Learning and Teaching in Mathematics and Numeracy.	Staff attended Cluster training on Mathematics and Numeracy. The staff evaluated resources, planning, and teaching styles. We investigated our planning for Mathematics, following guidelines. This work is to continue next year at a Cluster level. In our school we will conclude the ongoing evaluation of the planning.
2. Developing People and Partnerships	The 1 st Cromar Brownies use the school to run their sessions, sharing ideas both ways. The SPA have developed their fundraising for the school and have reintroduced the Family Fun Day, which calls for support from local businesses e.g. the local Spar. The outdoor areas/sheds have been maintained by the Community Payback Scheme making areas more accessible for pupils. Our Links with Alastrean have strengthened, seeing several visits between us. The P4-7 children started the Adventure Service Challenge, which will continue next year.

SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR YEAR 2015 / YEAR 2016

Curriculum

Using the guidelines set out by Aberdeenshire Council, we will look at our rationale to develop a curriculum in the school that will raise attainment across the school. This will be done with full consultation with all staff, pupils, parents and partners.

We will;

- Create a rationale for our Curriculum which will reflect the 4 capacities of the Curriculum for Excellence.
- Develop the 7 principles for our Curriculum respecting entitlements
- Develop agreed planning formats for Mathematics and Numeracy, Language, and Health and Well Being.

Self – Evaluation

All staff will engage in a more robust self-evaluation process.

We will achieve this by;

- Developing our processes to meet Learners' needs
- Developing tracking that takes in the views of children, staff, parents and other interested parties.
- Reviewing the Positive Behaviour Policy and Expectations within the school

Developing People and partnerships

Working with MacRobert Trust and Deeside Forest Schools,

We will;

- Take part in training that will equip the staff and children to increase our understanding of our local biodiversity
- Develop a progression of skills and activities for all levels
- Develop and maintain our forest school sites.

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

Key Development	Progress during 2014/2015
3. Active Literacy	Training was not available for Active Literacy last year. Head Teacher led training on Big Writing. Impact lessons were delivered in all classes. Three dates were agreed for moderation purposes for writing in order to raise attainment.

1. How well do our children learn and achieve?

QI 1.1 ~ Improvements in Performance

Evaluation

3

QI 2.1 ~ Learner's Experiences

3

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

- Standardised assessment results at P1, P5 and P7.
- Tracking of CfE levels using Seemis
- Moderation of Writing at all levels in the school
- Feedback from parents and staff
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

- An agreed understanding in the school with regards to the Curriculum
- Children to take more ownership for their learning
- Work with cluster to improve attainment in Mathematics and Numeracy
- 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 3

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

- Work done to ensure structure and progression – class planning folders
- Transitions within classes and year groups
- System of support in place for meeting learners’ needs
- GIRFEC and how we use agencies out with school to support needs

Our key strengths in this area are

- Teachers’ knowledge of the children and relationships
- Ongoing discussion of pupil needs involving all interested parties
- PSA time is prioritised 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
- Close links with other professionals to support pupils e.g. Ed Psych, CFMH.

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

- Focus on Language, Mathematics and Health and Well Being.
- A systematic and in depth look at our curriculum design starting with the rationale. Involving all stakeholders.
- Clear documentation of conversations around individual children.
- 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
- 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 refer to GTC standards to direct CPD opportunities
- All teachers take part in PRD with their line manager

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
- Strong leadership on driving forward a quality assurance cycle
- Teachers will work together to reflect on the Learning and Teaching going on in the school