

**Tayvallich Primary School  
Standards and Quality Report  
2015-16**



**School Improvement Plan**

**2016-17**



## Introduction

Session 2015-16 has been a year of change at Tayvallich Primary starting with a new head teacher in post and the introduction of a shared head partnership with Glassary Primary School. This shared head teacher role has been well received and has been made permanent in June 2016.

During 2015-16 our school role has fluctuated slightly and we end the year with 27 pupils from P1-7 and 5 children in the Nursery class. We have had a full staffing compliment all year and have also been in the position, due to a staffing budget carry forward, to be able to bring in extra teaching staff to enhance the pupils learning experiences.

## Attainment and Achievement

Curriculum for Excellence is divided into different levels. From pre-school to the end of Primary 7 the levels are organised into the following three year blocks which allow for depth as well as breadth of learning:

Early: Pre school - end of Primary 1

First: Primary 2 - Primary 4

Second: Primary 5 - Primary 7

Most pupils progress throughout a level within a curriculum area at this rate however some may reach a level at an earlier or later stage, depending upon individual needs and aptitudes. We design our curriculum to be flexible to the needs of individual pupils. Progression pathways are used by the school to help teachers plan outcomes that are designed to be flexible in order to develop the learning of all pupils, including those for example who have additional support needs and those who are able or talented. We aim to support every child to achieve their full potential.

### How will I know how my child is doing in a level?

Your child's report will show the level that your child is working on and comments will tell you how they are progressing.

Learning logs go home with children regularly and give parents the opportunity to share in their child's learning, see what targets they are working on and offer support at home. We encourage parents to help their child record personal achievements in learning logs and make comments to share with their child and staff.

We have an open doors policy at Tayvallich Primary and parents are encouraged to come and talk to class teachers or the head teacher if they have any concerns or worries about their child. As well as parents evenings we hold open afternoons and events for parents to share in their child's learning.

### Parental Involvement

We value the excellent relationship that we have with parents to work in partnership to achieve the best possible outcome for every child. All children and parents know that their opinions are valued and concerns will be acted upon. We have an open doors policy and staff are happy to speak to parents before or after school.

Tayvallich has a very supportive and active parent council who meet each term to support the life of the school. The parent council organise and run events throughout the year such as the Halloween and Christmas Parties, Bingo evening and a Car wash and coffee morning. They also fund raise to help the children have access to extra trips and resources to extend their wealth of experiences.

Parents are involved in the life of the school by volunteering to help on outings and trips, helping in class, by attending open afternoons and events and by sharing in their child's learning journey. We are always keen to have parents help in school in any capacity.

## How well do we support children in their learning and development?

Getting it Right for Every Child (GIRFEC) is fundamental to everything that we do for the children in our care. Planning for learning begins with the needs of the individual child and is designed so all children make progress.

Teachers make use of curriculum progression pathways to ensure that learning outcomes build progressively and planning takes account of prior learning and the progression of skills. Pupils from the Nursery upwards take part in learning conversations to gather their ideas and prior knowledge at the first planning stage.

Target setting and high quality interactions encourage and support the children to be confident in discussing their learning, achievements and next steps. As a result children are highly motivated and comfortable with expressing their views.

Pupil's achievements in Literacy and Numeracy are tracked from Nursery to Primary 7. Staff work closely with other professionals, in consultation with parents and carers, when pupils need extra support with their learning.

Positive behaviour strategies, mutual respect and the effective use of praise and support result in an excellent standard of behaviour amongst our pupils.

Transitions are very well planned and effective in supporting pupils and families. The introduction of Joint Learning for the ELCC and P1-3 for two afternoons a week has developed strong links between the two and made the transition seamless. Any P1's coming from other feeder Nurseries are offered extended transition visits for the full term beforehand. We have very good links with our local secondary school with clear pastoral and curricular transitions arrangements in place.

## How do we use Self-Evaluation to support School Improvement?

We continually reflect on our practice and are committed to improving the school. Staff participate in self-evaluation through discussions focusing around HGIOS 4, conversations and feedback from parents and pupils, the Assessment and Moderation Toolkit and Developmental Milestones. Progress on priorities is discussed at collegiate meetings and in-service days.

We issue a questionnaire to parents to gather their views on how good the various aspects of our school are and their suggestions for improvement. Parents are supportive of the school and are willing to engage with the range of ways they can share their views with staff. Pupil's views are sought through conversations in assemblies, class and group discussions.

Monitoring of the teaching and learning takes place by the Head Teacher and by teaching staff observing each other's lessons, team teaching and giving feedback. An emphasis has been placed upon building a strong staff team this session. There is an ethos of working together, sharing practice, and of peer support.

Identified improvement priorities are shared with all stakeholders through the annual Standards and Quality Report and School Improvement Plan.

### Review of Improvement Plan Priorities for 2015-16

In 2015-16 the school set itself the following priorities for improvement:

To raise attainment and promote achievement through:

- Curriculum for excellence
- Curriculum design
- Professional development and effective leadership
- Engagement with children, parents, families and partners

## Impact and Evidence of Priority 1

Curriculum for Excellence - Raising Attainment and Promoting Achievement: Moderation, Assessment, Literacy, Numeracy, Health and Wellbeing.

A wide variety of procedures have been introduced and developed during session 2015-16 to raise attainment and promote achievement including:

- Use of the Authorities assessment and moderation toolkit
- Introduction of learning logs in P1-4
- My learning folders in ELCC
- Pupil target setting and self- assessment
- Use of Education Scotland progression pathways
- Parent workshops on Developmental Milestones and Sex Education
- Moderation of developmental milestones
- Standardised tests and data collection
- Implementation of active maths resources from Nursery to P7
- Focus on skills development
- Outdoor learning - Beach schools
- Outdoor learning - den building and work with SNH at Tainish
- Achievement of John Muir awards
- Respect Me training for staff and update of policy
- Collegiate planning
- Collegiate moderation
- Staff development with partnership school
- P4-7 trained in first aid
- P6-7 all passed i-cycle training

**Impact** - Evidence from available data, using teacher's professional judgements and a range of written evidence, shows that all children have made progress during the session in reading, writing and numeracy and almost all pupils are achieving the nationally expected levels in these areas. Attainment in Mathematics and Numeracy, Literacy and English and Health and Wellbeing has remained at a consistently high standard across the school.

Positive comments were received from parents and pupils about the wide range of outdoor learning experiences delivered throughout the session. All parents who responded to our annual questionnaire reported that their children were motivated and actively involved in their own learning and development.

## Impact and Evidence of Priority 2

Raising Attainment and Promoting Achievement through Curriculum Design.

A range of Professional development activities have taken place to ensure that staff plan challenging and inspirational learning across the four contexts of the curriculum. In session 2015-16 we have developed:

- The introduction of a new planning format across all subject areas for P1-7 to plan for significant aspects of learning and skills
- The use of Education Scotland progression pathways
- The tracking of skills
- Inter-disciplinary learning
- Outdoor learning
- The development of French teaching across the school
- Reciprocal Reading
- Phonics at P1-3
- Active learning at all levels
- Personalisation and choice at all levels
- Transitions into P1 and from P7 to S1
- Implementation of Developmental Milestones
- Self evaluation of planning in ELCC and implementing changes

**Impact** - Staff observations and pupil/parent comments show that pupils are actively engaged in their learning and are responding well to the wide range of planned learning experiences offered.

Through the introduction of the new style learning logs and an increased focus on learning discussions pupils are becoming more able to talk about their learning, to identify the skills they are developing and to self-assess. Learner's achievements in and out of school are recorded and recognised. Pupils are developing the ability to give effective feedback to their peers and suggest ways in which they can improve.

### Impact and Evidence of Priority 3

Raising attainment and promoting achievement through professional development and effective leadership.

In order to promote this the focus has been on supporting staff, pupils and partners through a period of change that a change in leadership brings. Our aim has been to enhance leadership, work collaboratively, share good practice and build a strong team within each school and across the shared headship. To this aim we have:

- Supported new staff members
- Developed protocols to clarify new roles (eg PT) and remits
- Worked collegiately as a staff team and across two schools during development days and collegiate meetings
- Introduced joint learning and planning for P1-3 and ELCC staff
- Implemented new collegiate planning procedures
- Shared good practise
- Introduced team teaching across stages
- Monitoring of teaching and learning by HT and teaching staff of each other
- The vision and values of the school are modelled by all staff
- Good communication systems in place between staff
- Head teacher approachable and supportive of staff
- Arrangements for PRD meetings in line with national guidance
- A coaching approach to PRD and professional development
- Teaching staff are encouraged to take the lead in aspects of school development
- Pupils are involved in decision making about what they want to learn
- Pupil voice through assemblies, pupil council and discussions

**Impact** – The principal teachers in both schools have responded well to the extra responsibility and have acted appropriately in their role, maintaining the smooth running of the school in the head teacher's absence.

All parental responses received agreed that the school was well led. Strong links have been made between staff at both schools and we have worked together on a range of staff developments. This has proved very beneficial, especially to

have stage partners who are teaching the same multi composite to share ideas with.

An ethos of professional engagement and collegiate working is evident. This leads to continuous improvement in learning and teaching outcomes for our pupils.

#### Impact and Evidence of Priority 4

Raising attainment and promoting achievement through engagement with children, parents, families and partners.

A range of activities have been carried out this session to continue to enhance our engagement with the children, parents, families and wider community:

- Bookbug sessions in the Nursery class
- Stay and play sessions in Nursery and Joint learning
- Sharing of learning logs (P1-7) and My learning folders (ELCC)
- Open afternoons
- Parent workshops in developmental milestones and sex education
- Parent/teacher meetings to discuss progress
- Transition visits for new Nursery children, P1 and P7
- Transition meeting for new P1 parents
- High school staff visiting P7's in Primary
- Active schools Rugby, Football and Shinty clubs
- Active schools football sessions in Tayvallich
- Mid Argyll Pupil Council
- Mid Argyll Inter Schools Quiz
- Beach schools
- Outdoor learning at Taynish - links with SNH
- I cycle training for P6/7 pupils
- Numerous educational visits throughout the year
- John Muir awards at Taynish
- SNH Arts workshop at Taynish
- Plantlife Celtic Rainforests workshop at Moinne Mhor
- Working with Kilmartin Museum

- Visiting local Art Map Argyll studios
- World Book Day event
- Red nose day event
- Author workshop
- First aid and defibrillator training for older pupils
- Singing at Tayvallich Coffee shop to raise money for Help the Aged
- Developing links with Glassary Primary
- Hallowe'en and Christmas parties by Parent Council
- Parent Council Curry and Bingo evening
- Parent Council car wash and coffee morning
- Residential outdoor learning P6/7 Benmore
- Visit to Cruachan Power station
- Performance of 'The Lemonade Kid' for the village
- Gardening lessons with community members
- Participation in the Tayvallich Flower Show

**Impact** - The children have had a wealth of opportunities to learn in different contexts and from different people over this school session. They have been able to develop skills for learning, life and work in a real life context and have benefitted from the skills and expertise of a range of people across partner organisations and the wider community.

Staff support parents and carers to actively engage in their children's learning, attainment and achievement. In all survey responses received parents gave positive comments about the new learning logs introduced and felt that we did enough to involve parents and carers in their child's learning and the life of the school.

Children and their parents and carers are actively supported in transitions from one key stage to another. Our transition arrangements ensure our pupil's wellbeing and help to raise attainment.

## Improvement Priorities for Session 2016-17

What do we aim to do next to improve?

Through self- evaluation and consideration of local authority and national priorities we have developed a focused plan for continuous improvement over the next session which will continue to build upon this year's objectives and help us to achieve quality outcomes for our children.

Our main targets are:

- Raising attainment and achievement
- Parental engagement
- Leadership at all levels and professional development
- Curriculum development
- Continuous improvement of our Early Learning and Childcare provision

Please refer to School Improvement plan session 2016-17 for further information.