



Tipperty School
Standards & Quality Report
2021 - 2022
&
School Improvement Planning
2022– 2023

School Forward

We are pleased to present both our Standards and Quality Report for Session 2021– 2022 and our School Improvement plan for the current session 2022-2023. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Tipperty School. 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.

How are we doing?

How do we know?

What are we going to do now?

Looking inwards to analyse our work

Looking outwards to find out more about what is working well for others locally and nationally.

Looking forwards to gauge what continuous improvement might look like in the longer term.

At Tipperty School we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes, and areas for further growth.

Miss C Buchan

Head Teacher

The School and its context

Vision for the school

Working Together for Success and Achievement

Our vision at Tippetty School is to provide a curriculum which enables all pupils to achieve their full potential, allowing them to fulfil their aspirations within and beyond the school. Staff deliver a curriculum which allows for breadth, depth and challenge of learning, offering personalisation, choice and enjoyment through a real, relevant and progressive curriculum.

Values that underpin our work

Be Responsible, Be Respectful, Be Safe, Work towards Success and Achievement

What do we aim to achieve for our children/pupils?

The curriculum gives children the opportunity for attainment and achievement at the highest level which aims to meet the needs of all the children and develop their skills for learning, skills for life and skills for work. An ethos of high expectation is encouraged and attainment and achievement is recognised and celebrated encompassing the values of Responsibility, Respect, Safety and Achievement. Children are encouraged to contribute to the whole school community and are given opportunities to work together with the local and wider community as well as local business. This is developed through participation in the Pupil Learning Council, Eco Group, JRSO Group, Health Group, RotaKids, Gardening group and through the development of the Buddy system enabling pupils to grow, develop and support the whole school. Through working in partnership with parents and the local community we aim to create an ethos which ensures a positive, respectful and stimulating environment, through the development of the four capacities:

Successful Learners: providing interesting, enjoyable learning and teaching experiences through a range of active learning activities and technologies, which engage and challenge children's thinking.

Confident Individuals: encouraging self-respect and an ethos where children feel welcome, safe, valued, active and where healthy lifestyles are promoted.

Effective Contributors: promoting participation with others and where children are involved in decision making, engaging them in real life experiences.

Responsible Citizens: encouraging an ethos of respect and good relationships with others, knowledge of and concern for the environment and sustainability issues.

Context

Tippetty School is situated approximately 3 miles south of Ellon in the rural setting of the Logie Buchan Parish. The catchment area extends to the Bridgend and Logie Buchan area although a number of children attend the school from outwith the area. The current school roll is 26 pupils. There are two classes in school, P1-4 (11 pupils) and P5-7 (15 pupils). On leaving Tippetty School in P7, pupils normally transfer to Ellon Academy.

Impact of our developments

In this section we will outline the targets we set last session and identify the progress we have made during session 2021-2022.

Key priority 2021-2022	Key actions undertaken	Impact (achieved throughout 2021-2022)
<p>To review the Health and Wellbeing Curriculum, with particular reference to Relationships, Sexual Health and Parenthood.</p>	<p>RSHP resource was reviewed and compared to the benchmarks. Staff individually reviewed specific areas of the RSHP resource and fed back to group. Arising from this, a planner was drawn up with key focus on P6/7 units of work. Parent working group formed from volunteers- we used Newsletters and Parent Group meeting to raise awareness. Parent working group met with school staff and share feedback following a review of the resources shared by the school. Parental feedback was also gathered via a Microsoft Form. Final policy agreed and shared</p>	<p>RSHP resource fully reviewed and compared to previous Living and Growing resource. Staff developed a shared awareness of the RSHP Programme. Built relationships and clarity with parents in this part of the curriculum. Provided a framework that everyone understands for future delivery of RSHP curriculum. Viewpoints of staff and parents taken into account.</p>
<p>To continue to use the outdoor area as an effective context for learning across the curriculum.</p>	<p>Use of the Outdoor Area to provide an effective focus for the work of Eco group/ Green Flag, supported by Community involvement. John Muir awards completed by all pupils in Primary 4-7. Bikeability training completed by two staff members and validation completed.</p>	<p>All pupils engaged in work on eco flag, the work of the gardening group and wider themes of sustainability. Upper stages pupils have the opportunity to achieve level 1 bikeability by end of P7 year. Accreditation received for outdoor learning in the form of the Joh Muir awards.</p>
<p>To improve our understanding of learner achievement in the Literacy, with a particular focus on Listening and Talking. Focus on moderation in the area of Listening and Talking in conjunction with the Small Cluster Schools. This priority is continued from Session 2020/21.</p>	<p>Worked with small cluster schools to establish a shared understanding of the success criteria for the achievement of each level with reference to the Education Scotland benchmarks for the area of Listening and Talking within Literacy. We put the skills cards into practice- we used these to support assessment of the identified listening skills. We arranged a meeting to review progress to date and make decisions how to take this development forward.</p>	<p>Clearer understanding of “what good looks like” in the area of Listening and Talking. Decision was made to continue to embed practice in our own individual schools. Focus for following session- moderation of writing.</p>

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How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

Developing a shared vision, values and aims relevant to the school and its community
Strategic planning for continuous improvement
Implementing improvement and change

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

Level of quality for core QI: Good

(HGIOS?4/HGIOELC? 1-6 scale) 3

How well are you doing?

What's working well for your learners?

- There is a very positive ethos within Tipperty School. All staff and almost all pupils can articulate the vision and values which are used daily in learning conversations.
- The school vision and values are in line with GIRFEC and UNCRC and are embedded in our curriculum rationale. The vision and values are embedded in the life of the school. As part of the Pupil Learning Council, in school session 2021/22 the children have reviewed the school rules, linked to the school values, with the aim of reducing the number of school rules and simplifying the rules.
- The school has a clear Curriculum Rationale in place ensuring it reflects the uniqueness of our community. This was revised in School session 2021-2022 and feedback was sought from staff and pupils. Parents gave feedback on the completed curriculum rationale.
- There are effective mechanisms in place to ensure that all families and carers are consulted in the life and work of the school for example through online surveys or the Tipperty Parent Group. In session 2021/22 we worked on consulting parents on aspects of our Health and Wellbeing curriculum linked to the RHSP resource. Last session we used online surveys to solicit parental feedback on Reporting to Parents, RSHP resource, Curriculum Rationale and Transitions.
- The school strives to engage with the local community to seek their views and ensure they have opportunities to contribute to school life. We make use of a School Community newsletter to engage with the local community as we cannot invite the community into school at present.
- All staff are effectively involved in school improvement planning drawing on a wide range of evidence. All staff are involved in self-evaluation activities throughout the year and draw on a range of evidence when identifying strengths and next steps.
- Staff are committed to taking on lead roles, leading working groups with children – Eco Group, Health, JRSO, RotaKids, Pupil Learning Council, Gardening group. There are three House Groups in school which also offer leadership opportunities for the pupils (House Captains).
- Regular CPD opportunities are provided for all staff to access and link to improvement planning/next steps that have been identified. Examples include Bikeability training, Can I play yet? Greg Bottrill training on inservice day.
- There have been opportunities for all staff to engage in moderation practices both within our own school as well as opportunities across the cluster.

- Pupil voice used to identify areas of strength and development across the school through House groups and the Pupil Working Groups.
- There are opportunities in place for pupils to drive forward improvement and ensure their voice is heard, through the work of the Pupil Learning Council.
- All staff at Tipperty School know their children very well and are very much aware of the socio- economic context of the community. All staff continue to strive to ensure they are supportive and understanding of all families.
- Focused monitoring of classroom practice and professional discussion with teachers is ongoing.
- Focused professional conversations, discussing teacher's forward plans, learning and teaching in the classroom, attainment results and progress for all children are ongoing throughout the year.
- Teachers evaluate their own learning and teaching termly, identifying CPD needs through PRD and ongoing throughout the year.
- Tipperty School works effectively with schools within their cluster to identify common areas for improvement. In Session 2021/22 the Ellon Cluster worked on the shared focus area of universal support. In session 2022/2023 the cluster small schools will focus on moderation of writing.
- Staff engage in moderation exercises with cluster schools to share practice and develop a shared understanding of progression. In session 2021/22 Tipperty School engaged in moderation with a group of small schools in the Ellon Cluster in the area of Listening and Talking.

- **How do you know?**

- **What evidence do you have of positive impact on learners?**

- The school values are referred to in everyday classroom practice, as children are rewarded House Points for demonstrating these values each day (Safe, Responsible, Respectful, Achieving). As part of the Pupil Learning Council in school session 2021/2022 the school rules have been reviewed, linking these to the school values.
- The school has a clear curriculum rationale which has been previously shared with all stakeholders. Staff will complete a further review of the curriculum rationale in Jan 2022 which we will then share with Parents.
- Newsletters provide regular opportunities for parents to be involved in the life of the school. Parent Open sessions are normally planned for each year which centre on aspects of the children's learning. We have been unable to hold these sessions this year due to Covid. In school session 2021/22 we have made use of the Google Classroom platform to share aspects of the children's learning (and Seesaw from June 22 onwards).
- Electronic platforms are used to gather opinion e.g. Microsoft Forms/Group Call as well as Parent Group Meetings. In session 2021/22 a Parent working group in the curricular area of Health and Wellbeing was used to gain valuable feedback on this important area of the curriculum.
- There is an ethos of professional engagement and collegiate working from all staff. Annual calendar of staff meetings with focus areas linked to the school improvement plan. There are regular opportunities for all staff to engage with QI documentation to review practice and plan next steps. The school has a programme to ensure all aspects of HGIOS is considered over a three-year period when evaluating and improving practice.

- QA evidence informs next steps. Team planning sessions are conducted with a view to sharing standards and moderation practices.
- Tipperty School have a Pupil Learning Council that supports work in this area. They have started to engage with How good is OUR school in order to support this practice.
- Pupil working groups in place: Eco, RotaKids, Health, JRSO, Pupil Learning Council and Gardening. These groups provide leadership opportunities for pupils. All children have the opportunity to participate in each Working Group across the year, offering the children a broad range of learning opportunities.
- Teaching staff have a range of leadership opportunities associated with the Pupil Working Groups.
- Whole School QA calendar clearly documents processes to review and improve the work of the school.
- CPD opportunities are linked to PRD or School Improvement Plan.
- Moderation work carried out throughout the year within school and within the Small Schools group in the cluster in the area of Listening and Talking in session 2021/22 and in the area of writing in session 2022/2023.

What are you going to do now?

What are your improvement priorities in this area?

- Engage further with local schools on moderation in order to increase confidence in teacher professional judgements, in particular in the area of Literacy.
- Encourage pupils to continue to use digital platforms to showcase wider achievements.
- Continue to develop meaningful pupil participation in learning and teaching experiences as well as in the life and work of the school.
- Engagement with Parents on the Building Positive Relationships Policy in school session 2022/23.

How good is the quality of care and education we offer?

QI 2.3 Learning, teaching and assessment

Learning and engagement

Quality of teaching

Effective use of assessment

Planning, tracking and monitoring

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

Level of quality for core QI:

(HGIOS?4/HGIOELC? 1-6 scale) 3

How well are you doing?

What's working well for your learners?

- The ethos of Tippetty School is warm, positive and nurturing, promoting mutually respectful relationships. Almost all pupils engage well with learning experiences, are eager to learn, motivated and involved. Parents are kept informed regularly regarding their children's progress and interventions to support their child's progress. Examples would be reading progress and phonics.
- Pupils have opportunities to lead learning and share their ideas, what they want to learn and resources they will use. The Six Pupil Working Groups provide opportunities for Pupil Leadership in taking forward initiatives e.g. Health Group promoting Tuck shop, Eco group
- Most pupils can articulate what they are learning and why and know what they need to do in order to become successful.
- Many pupils are becoming increasingly independent in their learning. Children are encouraged to access resources independently and to use the tools available in the classroom to support them e.g. number lines, dictionaries, peer support, ipads.
- Effective differentiation exists across both classes and is essential due to the multi-composite nature of the classes.
- Most pupils are involved in self/peer assessment opportunities as appropriate to their age and stage. Pupils have the opportunity to select and display work they are proud of in the display at the front door.
- All children have the opportunity to work in flexible working groups to meet their individual needs. There are differentiated plans in place to meet the needs of individuals and all teachers assess regularly and record observations.
- Both classes in school have regular opportunities to work with each other e.g. for paired reading, House Group activities, working groups.
- All staff know their pupils very well and identify potential barriers quickly. These are discussed with HT to ensure timely action is taken to reduce and barriers. Evidence of impact of interventions is sought in order to identify next steps. There is effective partnership working with the ASL teacher.
- Learning intentions and success criteria are well used to support pupils in their learning.
- All staff make effective use of questioning during learning and teaching experiences extending learning as appropriate.

- Most learning experiences are planned to match pupils' needs and abilities.
- All children have access to digital technology in the classroom through the use of laptops and iPads which are available in class.
- All children have the opportunity to share their learning with their parents by sharing photos of their work on Seesaw. This is an area of focus for the Pupil Learning Council in session 2022/2023.
- All pupils have regular opportunities to work individually, in pairs and in groups. All teachers explain to children what they are learning and what is expected.
- There are opportunities for P7 pupils to access outdoor teambuilding activities in Outdoor Activity Days in May each year, in order to prepare them for transition. In School Session 2022/23 the P7 Learners will join with learners from the other small schools for a transition event in term 4 2022/23.
- Effective transition arrangements are in place for pupils into Primary 1, moving class and into Secondary education (Ellon Academy). In common with other schools in the cluster, Tippetty School is in contact with Ellon Academy with regard to arrangements for learners who would benefit from enhanced transition.
- P4 pupils are also being encouraged to begin their transition to the Upper Stages Class throughout the P4 year, by accessing shared learning experiences e.g., in Health and Wellbeing and in using Google Classroom for homework activities.
- Almost all staff use a variety of assessment approaches to allow pupils to demonstrate their learning.
- Almost all staff have confidence in using a wide range of assessment data including standardised assessment results.
- Termly tracking supports pupils' progress in learning.
- All staff and pupils use a wide range of learning environments including the outdoor courtyard area and the outdoor space surrounding the school to access the curriculum. The outdoor courtyard garden has been developed to include which has opened up outdoor learning opportunities for both classes.

How do you know?

What evidence do you have of positive impact on learners?

- QA processes taking place throughout the school year.
- Pupils in the Upper Stages class have opportunities to engage and lead assessment through self and peer assessment approaches.
- Pupils are developing their understanding of knowledge and skills as well as their identification of strengths/next steps through the use of termly individual target setting.
- Aberdeenshire Frameworks and National Benchmarks are used to inform planning and identify appropriate next steps thus ensuring progression in learning across the school. All staff plan collegiately to support moderation of practice and ensure a shared understanding of expected standards. The school has adopted a three year curricular planner and this is reviewed regularly by all staff.
- Tippetty School has an agreed assessment calendar which shares key areas of focus throughout the school year.
- National Benchmarks and local frameworks are used to support professional judgements made and make informed decisions on where pupils are in their learning.

- In session 2021/22 PEF is targeted on Health and Wellbeing and outdoor learning.
- Professional dialogue ongoing throughout the session.
- Termly tracking meetings are held with staff.
- SNSA data is considered by class teachers to ascertain learner progress and to inform next steps in learning.
- Consideration of trends in data are used appropriately to inform future improvement planning.
- Effective use is made of laptops/iPad/ Smart boards and more recently, coding technology. Technology is also used to support targeted interventions planned using Read, Write Text help.
- Positive feedback has been received from parents/carers around the use of Seesaw to share learning. Seesaw was reintroduced in term 4 session 2021/2022 following an extensive DPIA process.
- A member of teaching staff has been completing CPD in the area of Outdoor Learning and has been involved in planning the work in the outdoor area. The outdoor courtyard area is being used as a learning resource for pupils in both classes. This area is also used to provide targeted interventions for identified pupils.

What are you going to do now?

What are your improvement priorities in this area?

Continue to develop moderation processes and practice looking beyond the school to promote effective learning and teaching going forward. Continue to work with Small Smalls group on Moderation in the area of literacy.

Continue training for staff around assessment incorporating support from local authority QAMSO. Our ASL teacher has attended QAMSO training and has used a staff meeting to feedback to staff.

Continue to seek opportunities to embed outdoor learning approaches. In session 2021/22 a PSA supported a small group of pupils in their Outdoor Learning Sessions with OWLs (Outdoor Woodland School). It is hoped that elements of these outdoor learning approaches can continue to be taken forward by the PSA to benefit small groups of learners going forwards.

Continue to use Seesaw, which should encourage parental engagement with online platforms for sharing learning.

Continue to use PEF budget to meet targeted needs of identified children and to evaluate the impact of these interventions.

Embed agreed processes and practice in relation to feedback to support pupils.

Evaluation of Pupil Working groups such as Eco Group in order to ensure this work is having an impact- feedback from learners and staff.

Continue to familiarise all staff with the interrogation of SNSA data.

Develop a system to record pupil's feedback on their learning, making use of Google Classroom to capture learner comments in this area.

Set up a visitors' book to record feedback from visitors and parents.

Develop a more consistent approach to the range of strategies for self and peer assessment which are already in use in Tipperty School. This will enable us to develop a shared approach to self and peer assessment across the school.

As part of our improvement plan in the area of Literacy, a whole school approach to improving "questioning" has been identified, linked to the use of Talking Boxes. Children will be involved in peer assessing questions that are asked during these activities and thinking about how these can be improved. Both classes are working on developing their awareness of giving constructive peer assessment feedback, as appropriate to their age and stage- focused input in both classes September 2022.

Greater use of Technology could be used to support targeted interventions e.g., using Read, Write, Text help.

Children to continue to be encouraged to maintain their digital journals on Seesaw more independently.

Develop a standardised format to gather feedback from Parents, Staff and pupils on the Learning Opportunities we offer at Tipperty School e.g., Google Classroom/ Microsoft Forms.

Use HGIOURS to focus the activities of the Pupil Learning Council to involve all learners in the school improvement journey. This would build on the work of the Pupil Council in 2019/20 when the HGIOURS challenge questions were able to help in the evaluation of Reading at Tipperty School.

Explore opportunities to allow the children to access specialist teaching in the area of the Expressive Arts, for example through music workshops and youth music initiatives.

Evaluation of Pupil Working groups such as Eco Group in order to ensure this work is having an impact- feedback from learners and staff.

Hold a staff meeting or series of meetings to familiarise all staff with the interrogation of SNSA data and the results of other assessments such as NGRT reading test.

As part of our focus on Literacy this session we would like to develop our understanding of planning for Writing by attending a "Talk for Writing" training session (November 2022). We would also like to work on developing our school progressions for Grammar to ensure adequate coverage.

In future the school should fully involve parents throughout the policy development process in order to gather a range of feedback. This was the case for our RSHP policy but for the Curriculum

Rationale development, feedback from Parents was sought after the policy had been drawn up by staff and pupils.

Introduce a system to encourage children to comment on their Seesaw posts to demonstrate their understanding of the Learning Intentions, using house points as an incentive

Questioning is an area of focus for the whole school as part of our Literacy improvement plan. Staff will model good questioning in class and the learners will be encourage to peer assess questioning in class following a weekly Talking Box presentation in class.

Work in group of cluster schools in the area of Writing moderation, following on from our work on moderation of Listening and talking in the previous session. This will enable us to look beyond the school to promote effective learning and teaching going forward.

How good are we at improving outcomes for all our learners?

QI 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Level of quality for core QI: 3

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- All staff at Tipperty School have a very good knowledge of learners, families and their community. A supportive ethos exists across the school for all pupils.
- All staff are fully committed to ensure everyone is treated equitably and with respect. Due to the dedication of all staff almost all pupils build very positive relationships, allowing staff to identify and support individual needs. Staff have a good knowledge of the Rights of the Child and implement this into their classroom practice. The children in the P5-7 class have used knowledge of the Rights of the Child to help create their class charter.
- Staff use ALDO to update relevant courses – Data Protection, Respecting Diversity, Equalities, Sensory training and identifying other development needs through annual PRD meetings.
- The Pupil Learning Council revisited the school rules in school session 2021/22 and agreed to simplify these to reflect our school values: Be Safe, Be Respectful, Be Responsible. Children in both classes have been involved in this discussion. Feedback was sought from Parents in school session 2021/2022. Our Promoting Positive relationships policy will be revisited with Parents in school session 2022/23.
- All staff are clear on the policies and procedures around child protection and participate in annual training organised by the authority. Staff are vigilant and prompt in highlighting concerns and responding to issues.
- All staff are clear on principles and processes in relation to GIRFEC. Some pupils have an awareness of the wellbeing indicators and can discuss these appropriately, depending on their age and stage of development. The Upper Stages Class have talked about these indicators with reference to the UNCRC. GIRFEC indicators are discussed at MAAP Meetings as part of the Child's Plan and review process.
- Teachers and support staff plan for individual needs using visual timetables and other strategies to support individual children. These decisions are guided by discussions with parents and the learners themselves. Decisions are also informed by other professionals by means of the MAAP meeting process (Social Work, Speech and Language, CAMHS as applicable.)

- Through our Health and Wellbeing programme we aim to promote a shared understanding of physical, mental and emotional wellbeing and support learners to develop self-respect and respect for all others.
- A range of universal supports are available in all classes. The school has participated in the Cluster development sessions on the Circles resource in school session 2021/2022. We will continue to use Circles review documentation in school session 2022/23.
- Clear procedures are in place to identify, assess and plan for pupils with additional support needs. IEPs and risk assessments are in place for individual pupils as appropriate and are developed with pupils, as appropriate, and parents to improve outcomes for learners.
- Behaviour Risk assessments are completed for identified pupils, to help support safety for all learners in the school community. Work is ongoing to create/free up teaching areas by decluttering areas of the school. This has already allowed space to be used more flexibly across the school.
- All pupils have chronologies in place. Pastoral notes are used on SEEMIS to support this. This includes a particular area to record any incident of alleged bullying.
- Termly tracking meetings with head teacher and individual class teachers have a focus on pupils' needs and discussion re targeted interventions. This supports the deployment of staff including Pupil Support Assistants (PSA) and ASL staff.
- Head Teacher and Class Teachers work closely with ASL teacher to plan targeted interventions. ASL teacher offers learning and teaching support and consultation and direct intervention.
- Regular review meetings are held with the Educational Psychologist and Head Teacher to support parents and their child. MAAP meetings held as appropriate to encourage appropriate sharing between different agencies.
- Individual Education Plans (IEP) written for identified children in order to better meet their needs.
- Referral requests for Intervention and Prevention teacher made to support children with identified needs.
- One child is on a Learning Pathway supported by the authority, which means they attend the Outdoor Woodland School for one session a week. Head Teacher liaises directly with the Outdoor Woodland School and the provision is reviewed termly as part of the MAAP process.
- Transition programmes and activities are in place for Early Years/Primary/Secondary to ensure the well-being of pupils. Referral requests for P7 children to attend Bridging group to support enhanced transition to the Academy. In session 2021/22 the P4 pupils began their transition to the Upper Stages class in terms 3 and 4. This process was found to be beneficial to the learners in allowing them to settle into the class prior to August when they were planned to start in P5. We will continue to build on this in school session 2022/23 with P4 pupils spending time in the upper stages class from Jan onwards for certain curricular areas e.g. Health and Wellbeing.

- **How do you know?**
- **What evidence do you have of positive impact on learners?**

- Shared expectations are in place across the school. There is a positive and supportive ethos throughout the school.
- Annual update of GIRFEC/Child protection training carried out.

- Staff complete annual Data Protection, Equalities and Diversity training as provided by local authority.
- School uses Emotion Works programme to support Health and Wellbeing across the curriculum.
- Tippetty School have been awarded 7 Green Flags and are working towards their 8th Green Flag in school session 2022/23.
- ALEC/SCARF resources accessed by staff members.
- Effective partnerships are in place with local church, police school liaison officer and community officers and Bikeability.
- The Aberdeenshire Dyslexia friendly toolkit and autism friendly toolkit have been utilised to provide ongoing support for all learners.
- Targeted support is provided by class teachers, IPT staff, PSAs and other agencies such as SALT. EP take part in single and multi-agency review meetings and complete observations as appropriate.
- Outside agencies such as school nurse, doctor and CAHMS are also involved with the consideration of targeted support for individual pupils.
- Occupational Therapy provides ongoing guidance on sensory support.
- The school has a sensory room which was developed with the help of a grant from Cash for Kids. This room is open for learners across the school to access.
- The school keeps an up-to-date audit of need. This supports the deployment of staff and gives consideration to the planned interventions to support pupils.
- MAAPM process being fully implemented. Regular meetings take place involving school staff, parents and other agencies to meet pupils' needs.
- HT meets termly with ASL teacher in order to plan appropriately to meet individual need. This is reviewed for impact on a termly basis too.
- P6 pupils act as buddies for new P1 pupil/s in term 1.
- The cluster has a comprehensive transition programme run in partnership with cluster primaries and Ellon Academy.. There is an enhanced transition programme in place for any pupils who would benefit from this academy staff team provide a range of opportunities to engage with pupils and their families.

What are you going to do now?

What are your improvement priorities in this area?

- To measure the impact of targeted interventions over time for out learners (links to PEF)
- Continue to build capacity as a team to ensure the needs of all pupils are met. Staff to engage in CPD in areas identified to meet learners' needs e.g. ADHD, managing challenging behaviour, Dyslexia training.
- Staff will be given ongoing opportunities to cascade any information from training received.
- The pupil working groups will continue to focus on working towards achieving the 8th Green Flag in school session 2022/23.

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy

Attainment over time

Overall quality of learners' achievement
Equity for all learners

Relevant NIF priority: All
Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information
Level of quality for core QI: 3
(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?
What's working well for your learners?

- There is a positive picture of attainment for Tipperty School. Most pupils are attaining expected levels in literacy, numeracy and health and wellbeing.
- Universal supports are in place and targeted interventions for identified pupils are put in place for those who need support. This included targeted PSA support, intervention from ASL teacher and IPT teacher and referrals to various agencies who can offer further support.
- The school has a robust tracking system in place which is discussed termly with staff to ensure individual pupil progress is tracked. Next steps are clearly identified and planned for. Interventions are also regularly reviewed for impact.
- All staff have a good understanding of expected standards in literacy and numeracy supported by the local frameworks, Aberdeenshire frameworks and National Benchmarks. Tipperty pupils aim to be responsible, respectful, safe and achieving, in line with the school values. They contribute effectively to the life and work of the school. Their opinions are sought and acted upon allowing them ownership of initiatives and their school community. Most pupils are involved in whole school development groups and pupil voice is beginning to form part of self-evaluation activities. The work of the Pupil Working Groups in school gives the children various opportunities for leadership: ECO, Rotakids, Health. Pupil Learning Council, Gardening Group and JRSO. The House Group system has offered leadership opportunities for older pupils to be House Captains.
- Achievements are recognised and shared across the school. The school is developing a system for tracking this information to ensure identification of any pupil at risk of "missing out."

How do you know?
What evidence do you have of positive impact on learners?

- Overall school professional judgements of CFE levels show good progress for most learners. Staff are continuing to develop opportunities to promote challenge for all pupils.
- Universal supports exist in both classes. ASL supports are regularly reviewed in order to ensure all resources are deployed appropriately to meet need.
- Tracking meeting info is kept up to date termly.
- HT regularly reviews specific cohorts of pupils e.g. considering the impact of PEF on identified pupils.

- The school have engaged in moderation work in a variety of ways. This includes consideration of evidence linking to achievement of a level both within Tipperty and with neighbouring schools.
- All pupils involved in pupil working groups including Health, Rotakids, Eco Group, Gardening Group, JRSO group and the Pupil Learning Council.
- Whole school action points and development work is shared through the work of the Pupil Learning Council. There are further opportunities for pupil leadership through the Buddy system. Pupils also have opportunities to take ownership and share their learning with the other class e.g. presentations related to topic work. The Seesaw platform is used to share achievements.
- All pupils are encouraged to share wider achievement using digital platforms or by showcasing their achievements in class.
- Tracking of attendance is completed by the School Office daily and any issues highlighted to the Head Teacher.

What are you going to do now?

What are your improvement priorities in this area?

Continue to develop moderation processes and practice looking beyond the school to promote effective learning and teaching and further develop a shared understanding of standards.

Continue training for staff around assessment incorporating support from local authority QAMSO.

Continue to familiarise all staff with the interrogation of SNSA data.

Involve class teachers more in identification of children requiring targeted support in involving them in termly meetings with ASL teacher. At present the HT is generally involved in briefing SFL teacher herself each term.

Identify a suitable resource for numeracy assessments which can be used across all stages.

This session Tipperty School plan to work with a group of schools on the moderation of writing.

Continue training for staff around assessment incorporating support from local authority QAMSO (ASL teacher).

Our existing community links have been successful in introducing the real-world to aspects of the children's learning. Through Community newsletters and Tipperty Parent group the school will endeavour to make new links with partners and businesses.

Seek opportunities for Tipperty School to engage in moderation across primary and secondary sectors. This may be arranged through cluster contacts.

Involve the children in self evaluating their progress in Gardening by means of the skills progression.

Identify a suitable tool to allow the measurement of impact of PEF spending on the identified learners.

Aberdeenshire iVolunteer certificates will be reintroduced this session in order to recognise the work the children complete as volunteer buddies in school and garden volunteers who dedicate their own time to helping the school community.

PEF 2022-2023

Identified gap	PEF to be spent with the aim of closing the attainment gap between the most and least disadvantaged children. Focus on supporting health and wellbeing using the outdoor environment. Focus group has had attendance concerns in previous school sessions and has had low self-esteem. It is hoped that through this intervention, attendance and self-esteem will improve. This intervention is carried on from session 2021/2022.
Expenditure	Outdoor Woodland School- targeted one hour session weekly with a small group of learners eligible for PEF- targeting health and wellbeing/self-esteem. Terms 2 and 3 2022/23 16 weeks x 1 hour session = £850 Total <u>£1100</u>
Expected outcomes	<ul style="list-style-type: none">• The identified children will benefit from time in the outdoor area.• Increase in self-esteem for focus group of pupils• Increase in pupil attendance.• Opportunity for the whole school to benefit from the outdoor learning experiences.
Impact Measurements	<ul style="list-style-type: none">• Termly feedback report from Outdoor Woodland School• Attendance monitoring• Pupil and Parental Feedback

Capacity for improvement

School staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly 'what' we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child.

Action plan 1

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion Specific to HGIOS 4 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability Specific to HGIOELC 3.2 Securing children's progress 3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation. 		
<p>Priority 1: To review the Promoting Positive Relationships policy</p>		<p>Data/evidence informing priority Scottish Government policies on Promoting Positive Behaviour, school policy outdated and in need of review.</p>		
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<p>Staff meet to discuss existing policy and to discuss where improvements may be required.</p>	<p>School Staff</p>	<p>Term 2 2022/23</p>	<p>Initial feedback gathered from staff</p>	
<p>Draft updated School policy on Promoting Positive Behaviour and policy reviewed by staff members.</p>	<p>HT/Staff</p>	<p>Term 2 2022/23</p>	<p>Draft policy completed and reviewed within timescales.</p>	
<p>Parent working group formed from volunteers-use Newsletters and Parent Group meeting to raise awareness. Parent working group to meet with school staff and share feedback. Parental feedback will also be gathered via a Microsoft Form.</p>	<p>HT/Staff/ Parents</p>	<p>Term 2 2022/23</p>	<p>Working group meeting takes place within timescales and parental feedback gathered.</p>	

Based on feedback, confirm final Promoting Positive Relationships policy and share with all parents.	HT/Staff	Term 3 2021/22	Promoting Positive Behaviour updated by end of term 3 2023.	
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Action plan 2

National Improvement Framework Priorities	HGIOS and ELCC 1.1 Self-evaluation for self-improvement	
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<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC 3.2 Securing children's progress 3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation.
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<p>Priority 2:</p> <p>To continue to use the outdoor area as an effective context for learning across the curriculum introducing aspects of Play and relating work to Article 31 UNCR.</p>	<p>Data/evidence informing priority: UNCR Children's Rights at the centre, benefits of play based learning as detailed in "Building the Ambition."</p>
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Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
Continue to build on Outdoor Learning to support learning across the curriculum	School Staff	Terms 1 to 4 2022/23	Increased ability to use outdoor area to facilitate learning.	
Staff reflections on Inservice day training- Greg Bottrill "Can I go and play now?". Staff to discuss how key learnings have impacted on practice and plan for next steps.	School Staff	Term 2 2022/23	Discussion of key learnings and identification of next steps.	

<p>Staff to spend time reflecting on “Building the Ambition” document in particular concentrating on “A focus on play-based learning” section. Staff meeting to plan next steps.</p>	<p>School staff</p>	<p>Term 3 2022/23</p>	<p>Clear next steps identified to help introduce play-based learning approaches.</p>	
<p>Arrange visits to other contexts to see play based learning in practice.</p>	<p>HT/P1-4 Teacher</p>	<p>Term 3 2022/23</p>	<p>Discussion of key learnings and plans made for future practice.</p>	

Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS and ELCC</u></p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC 3.2 Securing children's progress 3.3 Developing creativity and skills for life</p>	<p>AAberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation. 		
<p>Priority 3 : To improve our understanding of learner achievement in the Literacy, particularly in the area of writing. School will attend moderation sessions with other cluster schools. Development work will also focus on developing a grammar progression. Work on Listening and talking will continue with a focus on questioning linked to Talking boxes.</p>		<p>Data/evidence informing priority: HGIOS 4 – collegiate working, lack of existing moderation and assessment information in the area of writing, discussion with small schools in cluster, staff identified professional development area.</p>		
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<p>Baseline assessments of writing to be completed. School staff to mark using Big Writing Criterion scale. Professional judgements to be validated by moderation activity with small schools in term 2 2022/23.</p>	<p>Tipperty School staff</p>	<p>Term 1 and 2 2022/23</p>	<p>Baseline data gathered within timescales and moderation completed.</p>	

<p>School is to attend “Talk for Writing” Inservice day in November. Following this training new approaches to writing to be trialled in school. Another writing assessment completed using Scottish criterion scale to measure any impact.</p>	<p>School/cluster staff</p>	<p>Term 2 2021/22</p>	<p>Feedback from Inservice day discussion.</p>	
<p>Staff to spend time reviewing existing grammar progressions, experiences and outcomes and grammar resources with a view to completing a Tipperty Grammar progression by term 4 2022/23</p>	<p>HT/school staff</p>	<p>Term 4 2021/22</p>	<p>Grammar progressions reviewed and new progression created.</p>	
<p>Whole school approach to school approach to improving “questioning” has been identified, linked to the use of Talking Boxes. Children will be involved in peer assessing questions that are asked during these activities and thinking about how these can be improved. Both classes are working on developing their awareness of giving constructive peer assessment feedback, as appropriate to their age and stage- focused input in both classes September 2022.</p>	<p>HT/school staff</p>	<p>Terms 1 and 2 2022/23</p>	<p>Review meeting held end of term 2 and feedback gathered.</p>	

Wider Achievements

Memories are made of this:

As a school we place a high value on pupil achievements and strive to create opportunities for pupils to achieve, recognising and celebrating their achievements in school and also celebrating out-of-school achievements. We continue to encourage the children to share their achievements using the online platforms of Seesaw and Google Classroom. We also share achievements on the school Achievements board in the school hall.

Through work on Global Citizenship and Working Groups, pupils are becoming increasingly aware of the needs of others at home and around the world. In session 2021/22 the school community has supported the following causes:

- Poppy Appeal
- Red Nose Day

On the 11th of November we marked Remembrance by holding a gathering by the flagpole outside the school. We were joined by some of the families of Tipperty School to observe the 2 minutes silence



Red Nose Day

In March the children celebrated Red Nose Day by purchasing Red Noses in school and by wearing red to mark the occasion. In total £60 worth of Red Noses were sold and a general donation of £24.61 was also made to Comic Relief. Pictured are some of the children on Red Nose Day and some of the lucky raffle winners.



Eco Schools: 7th Green Flag Awarded!

All children in Tipperty School were involved in working towards the 7th Green Flag application this school session. Green Flag Activities have included the Gardening group with Mrs Dew, One Planet Picnic organised by the Rotakids, recycling initiatives organised by Mrs Baillie and the Eco group, JRSO group with Mrs Stuart, P5-7's work towards the John Muir award with Mrs Irvine and our Newburgh Worms initiative. The Eco Group will now continue their work towards their 8th Green Flag!



Jubilee Tree Planting

The pupils and staff of Tipperty School were delighted to welcome the Vice-Lord Lieutenant of Aberdeenshire to plant a tree on 31st January 2022. The event was attended by families of Tipperty School. The tree planting was organised as part of the Queen's Green Canopy to mark the Queen's Platinum Jubilee celebration.



Royal Scottish National Orchestra Trip

In March Tipperty School pupils enjoyed a trip to Aberdeen Music Hall to see the Royal Scottish National Orchestra performance of Gaspard's Foxtrot. The children had the opportunity to experience a live orchestra bringing the concert film to life in this immersive experience. We are grateful to RNSO for our ticket allocation and for awarding the school partial transport funding.



Trip to St Machar's Cathedral

Pupils in both classes visited St Machar's cathedral where they had the opportunity to take part in a guided tour linked to work on local history. The children enjoyed learning about the Cathedral's history. The children were also fortunate to participate in a craft workshop where they were able to model and paint shields inspired by those featured on the Cathedral's roof..



Titanic Day

To conclude the P5-7 Titanic topic the whole school took part in a special Titanic Day at the end of Term 3. Children worked in their House Groups throughout the day, learning about morse code, making soup, setting dining room tables, taking part in science experiments and learning more about the card games that may have been played on board the ship. It was fantastic to see all the pupils and staff boarding Titanic in their costumes!



Newburgh Worms

The children in P5-7 were visited by Mr Scott Baxter from Newburgh Worms. Mr Baxter has generously donated a wormery and worms to the school. Mr Baxter explained how the worms can help process some of the school's food waste.



Jubilee Celebration

In June, parents and pupils from both classes joined together to celebrate the Queen's Platinum Jubilee with an afternoon of songs, scones and outdoor games. It was a lovely opportunity for everyone to come together and celebrate!



Health Group

The Health Group (Auchmacoy House) worked together to plan a variety of activities to promote a healthy lifestyle during our recent Health Week. The children took part in a Relax kids yoga session, Curling tournament, tennis coaching and food tasting. We were also delighted to hold our first in-person Sports Day in two years this month.



House Cup

Congratulations to Ythan House who have won the Tipperty House Cup for School Session 2021/2022. House points have been earned by pupils throughout the school year for demonstrating the school values: Safe, Respectful, Responsible and Achieving. House points were also awarded during our recent Sports Day. Pictured are our House and Vice-Captains.



Love my bus

Children in both classes recently enjoyed attending a presentation by Stacey from Love my bus. The children learned more about how bus travel can benefit wider society and our planet.



John Muir award

The pupils in P4-7 have been working towards the John Muir Award. Mrs Irvine has worked with pupils on exploring and conserving the school grounds. The children have recently been building hedgehog homes! All pupils in P4-7 have been awarded a Level 1 John Muir Discovery award.



Gardening Award

Mrs Dew and the Gardening group for achieving Level 1 in the Royal Horticultural Society School Gardening Awards. The group will now start working towards their level 2 RHS award.



Bikeability

Mrs Irvine and Mrs Baillie have been working with P7 to practise their newly acquired skills in bikeability training, following a recent training course.



SSPCA

Both classes recently took part in an Animal Adventures workshop with the SSPCA. The children had the opportunity to think about animal emotions and the actions to take if they find an animal in distress.





Wider Community Links

The school has good links with the Ellon Parish Church. We have been delighted that the Minister is now able to start visiting the school again for assemblies on a monthly basis. We plan to visit Ellon Parish Church at Christmas this year.

The school has been delighted to work with a teaching student from Aberdeen University in this school session and we look forward to any future opportunities to do so.

The Schools Liaison Officer has been able to share important safety messages with the children this school session, on the topics of road safety, online safety and anti-social behaviour. We have also had a visit from the Coastguard in session 2021/22 who delivered general water safety messages.

The school RotaKids group continues to work with the Ythan Valley Rotary Club. This session pupils from Tipperty School have supported the Rotary Shoe box appeal which benefits children in other countries. We look forward to working with the Ythan Valley Rotary on future projects in school.