

At Tippetry School this session...

The working groups led many initiatives:

We all work with others to promote citizenship and helping others around the world. This year we raised money for a number of charities totalling over £1518. Some of this money is being used to purchase a defibrillator for Tippetry Community. We also collected food for the Ellon Food Bank.



We continued to have many achievements and successes. These include participating in the Football Strathyan League. A RotaKids group was formed, we celebrated the Queens 90th Birthday with a Garden Party and achieved a Gold Award in Formartine Beginning to Blossom.



We also promoted a Health and Well-being programme of activities. We had an Eat Well, Live Well week when we learned about keeping safe at home, on the road, near water, near railway lines and on the internet through a visit to ABSAFE, we took part in Olympics at the Sports Village and a variety of other health activities. Our outings this year, to enrich the children's learning and understanding of their world included visits to Techfest, Haddo, Satrosphere, Ellon Library, Tolquhon Castle, Loch of Strathbeg and Gordon Highlander Museum.

Our Journey of Working Together for Success and Achievement continues.

Standards & Quality Report

2015 - 2016



Tippetry Primary School

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Aberdeenshire
COUNCIL 

SCHOOL VISION

Working Together for Success and Achievement

SCHOOL VALUES

Be responsible, Be respectful, Be safe, Work towards success and achievement

The School in Context

Tipperty Primary School is situated to the south of Ellon in the rural setting of Logie Buchan Parish.

The school is non-denominational and the catchment extends to Bridgend and Logie Buchan although a number of children attend the school from outwith the area.

On leaving Tipperty School pupils transfer to Ellon Academy Campus, which is part of the Ellon Community Schools Network (CSN).

There are 2 full time equivalent staff including the Head Teacher. Our teaching team is supported by a range of Visiting Specialist teachers, including Support for Learning, Music, Drama, PE, Art & Design and French.

Prior to starting at Tipperty children can attend nursery in Newburgh, Pitmedden, Auchterellon, Meiklemill or Ellon Primary.

Community links are a valued part of school life. In 2015-2016 children participated in Football, Just Dance and Tipperty Joggers during the year.

Key Development	Progress during year/year
Active Literacy Reading	<ul style="list-style-type: none"> Reading programme embedded Collegiate working with cluster schools and ideas shared Induction parental sessions for Active Literacy (P1-3) Reading leaflet developed for parents
Numeracy / Maths	<ul style="list-style-type: none"> Teachers attended Numeracy sessions and trialled ideas in class Ellon Academy teacher worked with P6 on transition Induction parental session for Numeracy and Maths (P1-3) Updated Maths Policy
Progressions	<ul style="list-style-type: none"> Progressions helping with planning learning experiences Bundling of experiences for Science & Social Subjects, Health & Wellbeing & Technologies Aberdeenshire Framework progressions used to develop planning formats Shared format for planning literacy in cluster
Rights Respecting School	<ul style="list-style-type: none"> Class charters agreed and implemented School charter agreed and implemented RotaKids group formed RotaKids group to take forward RRS

SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2016-2017

Reporting Progress

- Review current process of reporting learners progress and achievement to parents
- Audit parents to gather views
- Create annual reporting calendar

Raising Attainment in Numeracy

- Engage with Aberdeenshire Numeracy Framework
- Big Maths Inset Training with cluster schools
- Develop Number Talks (cluster initiative)
- Moderation of numeracy with colleagues from cluster schools
- Mental activities to develop speed of recall

MLPS 1 + 2

- Training for all teachers in French
- Teachers to observe MLPS teacher
- Awareness raising of Power Language Platform resource
- Teachers to begin to implement French into teaching from Primary 1

Digital Technologies

- Training in the use of IPADS (children/staff)
- Children upload their learning for parents to view
- Children make use of IT equipment
- Technology used to communicate with parents



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

Evaluation

QI 3.1 ~ Ensuring Wellbeing, Equality and Inclusion

4

In arriving at these evaluations, we considered the following evidence

- Active Citizenship is encouraged and developed
- All children are members of a working group taking ideas forward
- RotaKids group formed with Ellon Rotary Club
- Children work towards Aberdeenshire Volunteer Awards.
- Senior children worked effectively buddying Primary 1 children
- All staff completed Equalities training online

Our key strengths in this area are

- All children have a voice through the working groups of the Pupil Council, Health Promoting Group, Eco Group and Junior Road Safety Officers to promote Active Citizenship.

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

- RotaKids group to lead in the Rights Respecting School initiative
- Liaise with outside agencies to benefit all the children in the school
- Maintain a minimum of 2 hours Physical activity weekly
- Staff training to raise expertise to support children within the school ensuring inclusion for all

How well do our children learn and achieve?

Evaluation

QI 1.3 ~ Leadership of Change

4

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

- School vision, values and aims
- Aberdeenshire Framework for all areas of Curriculum for Excellence
- Staff engagement in collegiate activity with colleagues from cluster schools and Ellon Academy

Our key strengths in this area are

- Teachers evaluate own classroom practice
- Staff regularly engage in professional conversations discussing the work of the school, the learning and teaching
- Teachers keep personal self-evaluation records and engage in Professional Review and Development (PRD)
- Teachers identify own professional development needs and attend relevant courses or engage in reading.

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

- Training for MLPS 1 + 2 (French)
- Training for the use of IPADS
- Implement new planning and assessment procedures (linked to Aberdeenshire Framework)
- Collegiate activity with cluster colleagues

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

QI 2.3 ~ Learning, Teaching & Assessment

Evaluation

4

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

- Children's experiences are appropriately challenging and matched to needs
- Children contribute to the life of the school and wider community
- Learning experiences are planned to make use of the local and wider environment to enrich children's learning
- Assessment is integral to the planning of learning and teaching. Next steps are identified regularly

Our key strengths in this area are

- Excellent transition links into P1 and from P3 – P4 (no P7 this year)
- Recording, analysing and using assessment information to identify development needs for all children

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

- Continue to engage with Aberdeenshire progressions and use for planning and assessment
- Digital Technologies to enhance children's learning further
- Raise attainment in numeracy
- MLPS 1 + 2 training and implementation

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

QI 3.2 ~ Raising Attainment and Achievement

Evaluation

4

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

- Whole school self-evaluation programme
- Moderation and sharing ideas with cluster schools
- Children's successes and achievements
- Results of assessments/professional discussions
- Involvement of parents in their child's learning

Our key strengths in this area are

- Rigorous Self Evaluation programme
- Engagement with HGIOS 4
- Tracking children's attainment and achievement
- Celebrating success and achievement
- Targeting support appropriately
- Working collectively in school, with cluster schools and academy colleagues.
- PIPS/INCAS results evaluated

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

- Recording of children's achievements
- Reviewing current progress of reporting and achievement to parents

Key

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

