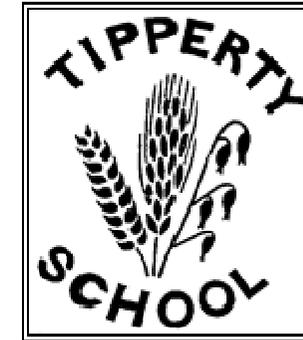


Standards & Quality Report

2013/2014



At Tipperty School

The working groups lead 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 £814.



We continue to have many achievements and successes. These include participating in the Dancing Festival, French Festival, Strathythan League and small schools football tournament.



We also promote a Health and Well-being programme of activities. Children were involved in the NHS Grow Well Choices. We visited Tesco to learn where food comes from and had an Active Health week. Our outings this year to enrich children learning and understanding of their world have included visits to Techfest, Satrosphere, Alford Transport Museum and the Maritime Museum.

Our journey of Working Together for Success and Achievement continues.

Tipperty Primary School

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Working Together for Success and Achievement

Aberdeenshire
COUNCIL



SCHOOL VISION

Working Together for Success and Achievement

SCHOOL VALUES

At Tippetty School we will

- Be responsible
- Be respectful
- Be kind
- Be safe

The School in Context

Tippetty 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 Tippetty School pupils transfer to Ellon Academy, 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 school at Tippetty children can attend nursery in Newburgh, Pitmedden, Auchterellon, Meiklemill or Ellon Primary.

Community links are a valued part of school life – Football, Just Dance and Gardening club are held during the year

Key Development	Progress during year/year
Moderation, Assesment and Reporting	<ul style="list-style-type: none"> • Moderation development with Cluster Schools on Fractions. • Attainment of Fractions raised following learning and teaching.
Science	<ul style="list-style-type: none"> • Progression of Science Skills/ activities developed. • Science week planned enjoyed by all. • Children completed Evaluation of Science week.
Numeracy and Maths	<ul style="list-style-type: none"> • Staff attended Big Maths Inservice Day Training. • Big Maths Mental was introduced. • Weekly Assesment of mental and Children track own progress.

SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2014 / 2015

Active Literacy

- Develop a cohesive and progressive active literacy programme.
- Raise Attainment and achievement in Literacy.
- Improved motivation and enjoyment in Literacy Learning.
- Implement new strategies for teaching literacy.
- Professional discussion and sharing of ideas with colleagues from Cluster schools.

The Curriculum (*Listening, Talking, Reading, Writing and Maths*)

- Develop programmes for curricular areas to detail progression from Early to Second Level.
- Unpicking Curriculum for Excellence experiences and outcomes to show progression.

Rights Respecting Schools

- Use Rights Respecting Schools to underpin the vision for school improvement.
- Review policies and practices with reference to the Rights Respecting Schools.
- Promote values and principles of Rights Respecting Schools to pupils, parents and the community.



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

In arriving at these evaluations, we considered the following evidence

- Active Citizenship is encouraged and developed through working groups, working with the community and fundraising for charities.
- Rights Respecting Schools Initiative
- Children work towards Aberdeenshire Volunteer Awards engaging in different volunteer activities.
- Senior children worked effectively as buddies for Primary 1 children

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

- Gain level 1 Award for Rights Respecting Schools
- Continue to involve partners in enriching children's learning experiences.
- Form a Rights Respecting Group involving staff, pupils, parents and the school Chaplain
- Inform the Parents and Local Community of our work of a Rights Respecting School.

1. How well do our children learn and achieve?

Evaluation

QI 1.1 ~ Improvements in Performance

4

QI 2.1 ~ Learners' Experiences

4

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

- Standardised Assessment introduced as requested by local authority for P1, P3, P5 and P7.
- Teachers set the targets for children and track their progress.
- Regular assessments of curricular areas which identify next steps in children's learning.
- Parents were invited to see work children had been involved in Music and Drama.

Our key strengths in this area are

- Children's achievements are recognised.
- Children actively involved with their learning and school activity involving the local community.
- Teachers involve children in planning their learning.

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

- Revisit the process of children setting personal targets.
- Further develop children's ability to discuss their own learning, strengths and next steps in the "I Can" journey.
- Further develop the use of Standardised Assessments for P2, P4 and P6.

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

QI 5.1 ~ The Curriculum

Evaluation

4

QI 5.3 ~ Meeting Learning Needs

4

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

- Numeracy, Literacy and Health & Wellbeing are integrated into all subjects.
- Effective links with Support for Learner teacher and programmes planned for individual needs.
- Maths development with Cluster schools.
- Programme of Science Skills developed for Curriculum for Excellence experiences and outcomes.

Our key strengths in this area are

- Individual needs are planned for children to help them achieve.
- Excellent transition links for children moving from Nursery to P1, P3-P4 and P7 to Secondary.
- Results evaluated from Standardised Assessment and programme of work adjusted for individual children.
- Professional dialogue with staff from Cluster schools on the development of fractions. Cluster schools received Quality Mark from Education Scotland for this.

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

- Begin to input experiences and outcomes and detail learning in a progressive way from Early to Second level in all areas of the Curriculum.
- Engage in the Active Literacy programme developing resources and strategies to support the learning and teaching.

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

QI 5.9 ~ Improvement Through Self Evaluation

Evaluation

4

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

- Questionnaire issued to parents on the work of the school was very positive.
- Whole school annual programme for self-evaluation fully implemented.
- Moderation development with Cluster schools on Fractions.

Our key strengths in this area are

- Rigorous Self Evaluation process ongoing throughout the year.
- Regular professional conversations with staff.
- Positive results from parental questionnaire.
- Teachers evaluate own classroom practice.
- Staff regularly engage in professional conversations discussing the work of the school, the learning and teaching.

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

- Teachers to maintain a personal Self Evaluation folder recognising the strengths, development needs and personal leadership roles they have been involved in.
- Plan opportunities to work with colleagues from other schools.
- Continue to gather views of children and parents of the work of the school.

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