



Tulloch Primary School

Standards and Quality Report 2022- 2023



Tulloch Primary School is situated in the north of the City of Perth. The current roll P1-7 is 360 with 66 nursery children. The school has 14 mainstream classes, ELC and two Intensive Support Classes.

In Tulloch Primary School we aim:

- To create an ethos where we encourage one another, build on values, and promote a spirit of courage and compassion
- To provide and maintain a safe and nurturing environment in which pupils are happy and can reach their full potential
- To provide excellence in learning and teaching and achievement for all
- To actively promote the health and wellbeing of all by encouraging healthy living
- To create a positive atmosphere where pupils, parents and staff work in partnership to enhance education and celebrate success
- To foster positive relationships where everyone is valued and actively involved in community partnership

The Standard and Quality Report covers the work of the school and evaluation of progress covering the period from August 2022- May 2023

Tulloch Primary School staff, the Parent Council and PKC Education & Children's Services have all been involved in consultation in the production of this report.

ATTAINMENT, ATTENDANCE AND ACHIEVEMENT

Attendance

The overall attendance rate for pupils in session from August 2022-May 2023 was 91%. This is a 1% increase from last session.

Attainment and Achievement

We have evaluated Quality Indicator 3.2 Raising attainment and achievement as good. Across the school children are progressing well with their learning.

In Listening and Talking, Reading and Numeracy most pupils in P1 are on track to achieve Early level or beyond.

In Writing the majority of pupils in P1 are on track to achieve Early level or beyond.

In Listening and Talking, Reading and Numeracy most pupils in P4 are on track to achieve Early level or beyond.

In Writing the majority of pupils in P4 are on track to achieve Early level or beyond.

In Listening and Talking, Reading, Writing and Numeracy, most pupils in P7 are on track to achieve Second Level and beyond.

This session we have been innovative and creative to ensure there has been a wide range of opportunities for achievement for all children. Every class has had a school trip with classes visiting places including Dundee Science Centre, The Scottish Crannog Centre, Stirling Castle and Blair Atholl Estate. We offered a range of extra after school clubs including the family art club, coding club, netball and football. We welcomed many visitors to the school this session to enrich learning, these included Generation Science who worked on coding with P4, NHS worked with our upper classes to teach about the dangers of smoking, Show Racism the Red Card also continued their valuable work to teach the children in upper stages about racism and discrimination. We entered teams into several sporting events including the County Sports, Cross Country Championships and cluster schools football competitions. Our Glee team won the local heats and got through to the regional finals at the Caird Hall in Dundee and are competing in the national finals in June. Health week in May welcomed visitors into the school and parents enjoyed watching the nursery and primary sports days. Success was celebrated at assemblies in which the children shared learning with parents and other classes.

LEARNING

Learning, Teaching and Assessment

We have evaluated Quality Indicator 2.3 Learning, teaching and assessment as good.

Throughout the session there has been a continued whole school curriculum focus on Literacy, Numeracy and Health & Wellbeing. We have been focusing on raising attainment in writing using new approaches to teaching writing. All class teachers have attended training and we aim to change classroom writing practices and develop a writing programme that includes explicitly teaching to write for different purposes. There is a shared understanding of how talk supports and enriches learning and belief that developing oracy skills provides our learners with a platform to be heard and the ability to actively listen and engage in learning. Learners are encouraged to be fluent speakers, who are confident to communicate, debate and present in a wide range of situations. Staff continue to use a progressive Health & Wellbeing programme and link lessons to children's rights. We know through termly wellbeing indicator surveys how our learners feel (safe, healthy, achieving, active, nurtured, respected, responsible and included). Data from the surveys and conversations with children was used to identify where individuals and groups of children required additional support. Class teachers used this information to plan for whole class, small group, and individuals.

Inclusion & Equality

We have evaluated Quality Indicator 3.1 Ensuring wellbeing, equity, and inclusion as very good.

Teachers continue to use the Perth & Kinross Primary Tracking & Monitoring Tools to track progress and ensure children are appropriately supported and challenged and targeted support builds on universal support. Pupil Equity Funding was used to embed literacy and numeracy interventions to support and raise attainment of identified children. Almost all children who were included in the Wave 3 reading intervention made progress and this impacted positively on their reading and writing skills. The impact and quality of these interventions have also been tracked using the Perth & Kinross Closing the Gap Tool.

All teaching staff have continued to engage with the CIRCLE Assessment Tool to identify barriers to learning and plan universal supports and specific supports to ensure inclusion is at the heart of our practice.

LEADERSHIP

We have evaluated Quality Indicator 1.3 Leadership of Change as good. Professional learning opportunities were aligned to school improvement and involve all practitioners across the session. The Rights Respecting School Committee have been leading the classes in the action plan and gathering evidence of good practice to prepare for our UNCRC Gold Accreditation visit next session. We have resumed a wide range of opportunities for our learners to develop their leadership skills including leading their own learning, buddy classes, reading buddies, upper classes leading school events. Our House Captains have organised house reward afternoons and Pupil Council have made links with our Parent Council to organise our five-year anniversary assembly to celebrate the fifth anniversary of the new building.

IMPROVEMENT PRIORITIES FOR SESSION 2023-2024

Our focus next session will be to continue to our Rights respecting School Award journey to our Gold Accreditation. Working with our local management group schools we will be sharing good practice and embed understanding of children's rights.

We will look to refresh our curriculum to ensure it is relevant and engaging and introduce curriculum pathways for all areas of the curriculum to ensure appropriate progression for all learners.

Another priority will be to embed the teaching of oracy skills and continue to improve provision of high- quality teaching of oracy across school. Building on this session's improvements, we are applying for Voice 21 Accreditation to recognise progress and improve outcomes for all learners.

We will continue to focus on embedding a whole school approach to teaching writing skills through use of explicit teaching strategies which have had a positive impact on the children's writing experiences, we will be involved in the National Improving Writing Programme to improve attainment in writing for cohorts of pupils at P4 & P5.

Based on the evidence for school improvement this session, Tulloch is well placed for continuous improvement.