

**Moray Council – Education and Social Care  
Tomintoul Primary School and Nursery Class - Progress Report –  
August 2018**

## **1 Introduction**

Tomintoul Primary School and Nursery Class were inspected in April 2017 by Education Scotland and the resulting report was published in June 2017. The report can be accessed from the school or on the Education Scotland website.

Since the inspection, the local authority has monitored progress and visited the school to assess the extent to which the school is continuing to improve using a clear set of target areas. This has ensured that the school has a robust self - evaluation culture in the school, supported and led by the school community.

The inspection findings were identified as follows:

### Areas of Strength

- The collegiate leadership of the headteacher and effective teamwork of all staff which leads to continuous improvement across the school and nursery
- Children across the school and nursery who are enthusiastic, motivated and have a clear understanding of their own strengths and next steps in learning
- Children's wellbeing which is central to the life and work of the school and nursery. Staff who use their very good knowledge of children to plan effectively to meet their needs
- Partnerships with parents and the local community to provide effective learning opportunities for children

### Areas for Improvement

- Continue to raise the attainment of all children. To support this work staff should develop further their approaches to moderation to ensure a shared understanding of standards across the school and nursery
- Ensure improvement priorities focus sufficiently on the planned outcomes for learners and how this impact will be measured and evaluated. Continue to use a range of evidence to support self-evaluation
- Develop further curricular programmes to ensure that there are flexible progression routes for all learners across the curriculum

## **2 Continuous Improvement**

The headteacher continues to be a strong and successful leader within a paired school system and distributes leadership across the school community. This allows all children to have a strong and successful voice for both school improvement and also in their learning and next steps; the language of learning is established within the school and supports a vibrant and successful culture within the school.

The SMARTs and wellbeing indicators are established within the school and ensure that learning and wellbeing is central to the ongoing success of the school. The school effectively engages in the child planning process and ensures that the key adult responsibilities are carried out confidently and successfully, increasingly using a positive partnership approach.

Assessments which are carried out by a range of partners form the basis of targets set and programmes of work to support learning; the school successfully work along with partners understand the principles of GIRFEC and work within agreed protocol to support individual children and their families.

## **3 Progress with Areas for Improvement**

Most children make good progress from their previous level of attainment and the attainment over time for all stages is good. The school works hard to ensure inclusion and to promote the achievement of all in a variety of different ways. This is reflected in pupil, staff and parent views. The school is making positive use of tracking and monitoring and attainment data to provide early interventions for children.

Children in each class have reflective learning logs that are shared at home and parents are encouraged to use these to engage with their child's learning, to continue learning at home and to suggest ideas for extended learning in school and nursery. The children are becoming increasingly involved in decision making about their learning and the learning experiences are differentiated with clear learning intentions and success criteria.

The headteacher and staff take a measured approach to change, ensuring that priorities are clearly identified and that these will benefit the needs of our learners and their families. There is a very strong staff team that is able to work together to initiate and implement change in line with clear improvements for children and the school community. All members of staff take responsibility to promote the school vision and values and staff strengths and development needs are recognised and progressed.

The school plans using the experiences and outcomes from Curriculum for Excellence and includes learning and teaching that promote key themes such as Developing the Young Work Force and Outdoor Learning; the school has developed progression pathways for Science, Literacy and Numeracy which are being implemented in all stages. Where appropriate, IDL and contextualised learning are being used to promote challenge, enjoyment and relevance and the children's

involvement in the life and work of the school is not limited to membership of groups and councils but is also encouraged through class and outdoor learning. Moderation has been a clear focus within the school, Associated Schools Group and the local authority and this has developed further collaborative working to ensure a clear understanding of standards.

#### **4 Conclusion**

The school had made very good progress in addressing the areas for improvement in the original Education Scotland report and the local authority is confident in the headteacher and school commitment to continuous improvement. Parents and carers will continue to be informed of further progress through the school Standards and Quality Report.

#### **5 Contact Details**

Any queries about this report should be addressed to:

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