

Summarised inspection findings

Tulliallan Primary School

Fife Council

22 November 2022

Key contextual information

Tulliallan Primary School and Early Learning and Childcare (ELC) is a non-denominational school serving the village of Kincardine. There are eight classes, P1-7, and a term-time nursery that offers all-day places from 9 am-3 pm. The school forms part of a joint headship with Blairhall Primary School and ELC. There are 169 children in the primary school and 36 in the nursery class. School attendance has dropped 2% since the pandemic and is now 92.7%. Most children live within Social Index of Multiple Deprivation (SIMD) three and four. The acting headteacher and acting depute have been in post for one month. Both have previously worked in the school for a number of years.

1.3 Leadership of change

good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The acting headteacher and the acting depute work very well together and have a close and positive relationship with all staff and children. They have set high expectations for all and model the school values very well.
- The school vision and values statement, 'Tulliallan a place to Shine', is central to the relationships and ethos in the school. The vision values and aims have been established for several years and are well known and effective in their mission. All staff and pupils know and live the values very well. There is a culture of inclusion where every child and family is valued and children and families feel happy and supported by the school. Parents and children know the school vision very well and feel that this enables a whole school approach to relationships. Staff model and reinforce the school values well as they fulfil their roles and responsibilities.
- The headteacher and the depute work very well with the staff and together they are a very cohesive team. This is evident in how they supported each other through challenges during the pandemic, resulting in a strong team morale. There are strong relationships between pupils and staff and children tell us they enjoy being at school. Children are respectful of each other and the climate across the school is positive and calm. Staff identify a number of impacts on children following the pandemic, for example, reduced resilience, greater levels of anxiety and reduced social skills. Teachers support children individually depending on specific needs and this is evident in how well children settle in classes across the school.
- Children behave very well and almost all demonstrate strong independence skills. They are aware of their rights and understand how they should be supported in school. Children are confident to speak out in classes and teachers encourage them to share their views. Children spoke confidently to adults as we visited classes. Teachers use praise and restorative conversations to support confidence in children and success in their learning.

- Staff have put in place self-evaluation activities across many areas of school and this is an area of strength. The staff have collected data on teaching, learning and wellbeing. This data is beginning to support targets for the school improvement plan. There is potential to build further on staff evaluative activities to ensure a clear link between self-evaluation activity and the targets agreed within the improvement plan.
- Parents complete regular surveys about areas of the school that they believe need to be improved. Children also complete surveys and have discussions at assemblies about school improvement. Staff are empowered to be proactive in suggesting areas that should be included in the plan. When the school improvement plan targets are agreed, these are then shared with the Family Council. A helpful one page child-friendly plan is devised and shared with families. The headteacher agrees that using more straightforward language would further improve this really helpful summary.
- Staff are currently working on a few development targets that could be more explicit in the improvement plan. It would be helpful for senior leaders to ensure all activities are included in a streamlined school improvement plan. This will enable a clear coherent plan for all staff and an agreed shared focus for school improvement. It will then support greater clarity in measuring where improvement has taken place.
- Staff are empowered to be creative and to lead change. The well-embedded collegiate ethos ensures that all staff engage in regular and frequent professional dialogue. They share ideas from external learning events and professional reading. This outward and forward-looking focus and exchange of learning and ideas supports improvements in the school, for example in approaches to teaching. There are many opportunities for staff to undertake high-quality professional learning opportunities. This learning is leading to improved approaches, for example in enabling children to lead their learning and in moderation. Collaboration also includes staff from the shared headship neighbouring school. A few staff are undertaking professional inquiry projects as well as 'tests of change' using aspects of Improvement Methodology. The support staff also work very well together and take on areas of responsibility. They feel included and fully supported within the staff team.
- At all stages, children are empowered to lead their own learning and this is an area of strength. Their involvement in various committees helps them to be involved in making decisions about issues that affect them. There is potential for more children to be involved in leadership groups and in making key decisions about the school. The children who are involved are developing key leadership skills and are able to talk about these skills and how they will prepare them well for learning, life and work.
- The staff are aware that a few children and families would benefit from support to ensure greater levels of equity. Parents are involved in the Family Council although this is mainly focussed on fund raising for the school. The staff are aware that increasing family engagement is an area for development and have prioritised this on the improvement plan. A few parents feel that the communication from the school would benefit from being reviewed to help their understanding.
- At all stages, children are developing an understanding of skills for life and work. Teachers blend skills for life and work very well into learning activities. There are a number of activities which are fulfilling some aspects of the Career Education Standard and this should be continued. A majority of children have a good understanding of the world of work.

2.3 Learning, teaching and assessment

very good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- The ethos and culture of Tulliallan Primary School reflects clearly the strong commitment of all staff to provide a nurturing and inclusive learning environment. Almost all children report that they feel respected and happy in school. They describe their school as a friendly and inclusive place to learn.
- Children create a class charter in all classes based on the United Nations Convention of the Rights of the Child. They have a very good understanding of their rights and responsibilities as global citizens. Teachers support children's understanding of global goals very effectively. For example, children in P4 consider how they live and the impact of their actions on the planet. As a result, children are very clear about the difference they can make to their own and others' lives and are confident to tackle discrimination.
- Children are empowered and confident in making suggestions about their next steps for learning. This well-embedded practice across the school provides children with personalisation and choice. For example, children work as a team to select reading texts that are the stimulus for improving their reading skills. This ensures children enjoy highly relevant learning experiences that motivate them well to be independent learners.
- Learner participation is highly evident in all classes. Children problem solve and work collaboratively in groups and pairs during tasks and activities. A detailed model for lesson structure supports all teachers to provide consistency in learning experiences.
- Teachers encourage children to use skills to overcome challenge in learning. Children recognise that mistakes in their work provide good opportunities to learn. This builds their confidence very well. Children consider themselves as successful learners and have confidence to tackle new and tricky concepts. Teachers share the purpose of learning in all classes and share measures of success with children. All teachers should continue to support children to co-create success criteria to deepen their understanding of learning.
- Almost all teachers ask open-ended questions to check children's understanding and extend their learning. They make appropriate interventions to address identified areas. They set differentiated tasks and activities to provide appropriate support and challenge for children. This ensures that children's learning is set at the correct level of difficulty. Teachers give children accurate feedback that helps them to reflect on the progress they are making. Children feedback to teachers as a class or group on what they need to revise and what their next steps are. Children set meaningful targets and record these in their learning journals, which they share with their families at home. As a result, almost all children are very confident of what they do well and what they need to improve on.

- Teachers use digital technologies effectively as a tool for learning to enhance children's experiences. For example, children overcome barriers to learning using accessibility tools on computers. Teachers enhance children's learning further using the outdoor environment. For example, children in P5 worked outdoors using their knowledge of mathematics to develop their mapping skills.
- Staff in the school would benefit from working alongside practitioners in the early years setting to develop further play pedagogy. Together, staff should review national documentation to support them in planning and implementing approaches to learning through play.
- Teachers are highly skilled in using assessment tools to determine accurately children's progress and attainment. In almost all lessons, teachers use a well-balanced range of assessment strategies effectively. Teachers use the National Benchmarks to plan well-designed assessments. These assessments provide children with rich opportunities to apply and deepen their learning. As a result, teachers have a very good understanding of children's strengths and areas for improvement. Children assess their own progress very well. They use a wide range of self and peer assessment strategies successfully to track the progress they are making in learning.
- Teachers are well supported by highly-effective moderation processes. This enables efficiency and confidence in their professional judgements. This very strong practice is well embedded across the school. Teachers work closely with each other and local schools to develop the Tulliallan Moderation Process. Commendably, teachers revisit and continue to develop their moderation process to support planning, teaching and assessment. This identifies clearly the shared expected standards enabling teachers to provide children with appropriate progression in learning.
- Teachers effectively plan learning experiences across all curriculum areas to build on children's prior learning. They have a very good understanding of the progress children make through the levels of Curriculum for Excellence (CfE). Teachers track the skills children are developing in literacy and numeracy through their 'records of understanding'. Senior leaders meet with teachers four times a year to discuss children's learning and identify those needing challenge and support using the data gathered. As a result, senior leaders identify promptly children requiring further support to overcome barriers to learning. Senior leaders would benefit from ensuring targets set for children with additional support needs are more specific and measurable. This would ensure that teachers are clear about the progress children are making.
- Senior leaders have recently revised approaches to monitoring the quality of children's experiences. For example, a whole school approach to monitoring children's experiences in writing has led to revised practice in this area. This is improving outcomes for children. Senior leaders should continue to develop their monitoring framework to identify whole school themes and share these with staff.

2.2 Curriculum: Learning pathways

- The design of the learning pathways in Tulliallan Primary School very well supports children to become successful learners, confident individuals, effective contributors and responsible citizens. Children describe how they can demonstrate these qualities in and outside of school and recognise them in others. For example, children can identify global figures who are role models as effective contributors on sustainability issues.
- Teachers use progression pathways across all curricular areas based on the experiences and outcomes of Curriculum for Excellence (CfE). These ensure that children enjoy rich learning experiences that build on their prior skills and knowledge. The 'Wha's like us' interdisciplinary learning pathway provides children with diverse approaches for learning.
- Across the school, all children are highly motivated to learn through a range of current and relevant contexts. Global goals and sustainability feature strongly in the curriculum. This is successfully developing children's understanding of themselves as global citizens. Teachers plan collaboratively to ensure children have a good understanding of equality and diversity. For example, children in P6 explore gender equality as part of a wider topic about democracy.
- Staff make good use of the school grounds and local woodland areas to provide valuable outdoor learning experiences. A strong partnership with the Tulliallan Police College provides children with opportunities to grow fresh fruit and vegetables in the school allotment. This is helping them to learn about nature and healthy eating in an enjoyable way. Children experience enjoyment as well as challenge in their work in the allotment.
- During assemblies, children work across stages in well-planned opportunities to contribute to the development of the school's vision and values. Children participate in leadership groups such as the Eco Group and Tasty Treats Social Enterprise Group. These develop children's confidence well and enable them contribute effectively to the wider community.
- Children learn French in line with Scottish Government's 1+2 language approach. Children receive two hours of planned physical education each week and this is an experience that they very much enjoy. Children also love their art work and are becoming familiar with the idea of galleries by displaying their own art. They can discuss what they like about pieces of their art.
- There is potential to support children to understand the levels at which they are working across all curriculum areas. The transition information to high school would then offer a greater understanding of the rich primary school experiences across the eight areas of the curriculum.
- At all stages, children are developing an understanding of skills for life and work. Teachers blend skills for life and work very well into learning activities. There are a number of activities which are fulfilling some aspects of the Career Education Standard and this should be continued. A majority of children have a good understanding of the world of work.

2.7 Partnerships: Impact on learners – parental engagement

- Parents are very welcome in Tulliallan Primary School and parental engagement is actively encouraged. Parents have many opportunities to be involved in school life. They volunteer regularly in school, supporting activities and outdoor learning. Staff value parents' contribution to their children's learning experiences in school.
- The school has established positive relationships with parents who feel that the teachers in the school are friendly, supportive and approachable. Partnership with parents and the Tulliallan community is strong and there is a real sense of pride in the school and children's successes and achievements. Parents feel the school provides positive wider pastoral support across the school community. Staff both know and support families well. Relationships are based on mutual trust and respect.
- Parents have provided positive feedback and say their children enjoy learning at school. Teachers know children well and treat them fairly. Parents confirm their children are happy to be at school and that children feel safe here.
- The Parent Council, renamed Family Council, focuses mainly on fundraising events for the school which helps to enrich opportunities for all pupils. Family Council would benefit from encouraging a wider range of members, this would ensure thoughts and views are more representative of the wider school community.
- Parents are highly supportive of the school and attend fundraising and community events which celebrate children's learning. Parents feel the school should be mindful of the needs of working parents ensuring opportunities for all. Staff recognise that there is scope to continue to find ways to engage parents more, including those who find it challenging to come to school for various reasons.
- The school gathers feedback from parents on a range of topics linked to the life and work of the school. They should now ensure this feedback is analysed and used effectively to inform improvements. There is scope to further involve parents in whole school issues and school improvement.
- The school communicates with parents in various ways including newsletters, planned events and a website. Staff provide helpful information to parents about their children's experiences. They are pleased with the range of experiences and activities from which their children learn. Parents tell us they would benefit from further advice on how best they can support their children's learning, for example by sharing the school's approaches to developing children's literacy and numeracy skills. Parents would like more information regarding Curriculum for Excellence levels and how these relate to their child.
- Parents feel positive about homework grids and family learning tasks. These enable families to plan the learning over the course of the term, they are flexible and adaptable to meet the needs of family life providing helpful opportunities to learn together at home.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Tulliallan Primary is a highly nurturing school. The commitment and hard work of staff to ensuring the positive wellbeing of children is central to their work. All staff aim to ensure that children have a rich and happy school experience, achieving their full potential. Commendably, school leaders are mindful of the health and wellbeing needs of the staff team. Following the pandemic, staff surveys and evaluations highlighted a few areas to support staff wellbeing. The collegiate approach was a strength in supporting staff morale.
- Children understand each other well and speak with empathy and care about each other. The school vision and values are combined in the statement 'Tulliallan a place to SHINE' (Success, Honesty, Inclusion, Nurture and Equity). These values are well embedded and highly evident in behaviours. They support the school aim of developing successful, independent children. Children are effective in contributing to their school and community, through for example, the Tulliallan Tasty Treats enterprise initiative. This is clearly supporting the aim of developing children's confidence.
- Staff treat children and each other with respect and dignity. There is a calm and happy atmosphere across the school. The indicators of wellbeing are evident in almost all behaviours both amongst children and with staff. Almost all children feel safe at school and they can talk about what safety means to them. Children learn about internet safety and can talk about how to keep themselves safe online. They can talk about the foods that are healthy and unhealthy and the right choices they should make.
- The wellbeing indicators are embedded into many class activities and teachers regularly use learning opportunities to highlight specific aspects of wellbeing. This enables health and wellbeing to integrate seamlessly within learning contexts. Children are encouraged to reflect on their behaviours and relationships on an ongoing basis. They are skilled in understanding the impact of their behaviour on others. Teachers create a nurturing approach in all classes. This results in children feeling listened to and understood. Staff use restorative approaches in everyday practice and children are confident in using a common language to discuss and express their views on their own wellbeing.
- Children across the school are developing leadership skills through involvement in committees and taking responsibilities, such as playground monitors. The children are trained in how to resolve conflict and how to support their friends in keeping safe in the playground. These roles rotate to enable every child to take part.
- The school has effective procedures in place to identify additional support needs for those children who require intensive support. Children who require a Child's Plan have one in place. There is scope to improve the individual targets within the plans. This will ensure children's specific needs are met within the classroom and beyond. These plans should

include SMART (Specific, measurable, achievable, realistic, trackable) targets with timelines and a clear record of the journey of a child's learning and wellbeing outcomes.

- For those children who do not require a Child's Plan, staff should consider how their needs are identified and supported. Children may require short or longer term targets to support specific needs, for example in social or emotional challenges. Children and their parents should be aware of targets and should be involved in planning and tracking them. This will support clearer outcomes for all.
- Staff have regular professional learning opportunities which support many aspects of wellbeing. This is enabling staff to use a variety of techniques to intervene and support children, such as using coaching techniques to resolve issues. Children are familiar with these techniques and are being positively supported by this approach.
- Children have a good understanding of equality and reflect this in how they behave and interact with each other. Children are able to explain the difference between equality and equity and this helps them to understand other children's needs. They understand, for example, that some children need greater levels of support than others. Children learn about equality and discrimination within many areas of the curriculum. They discuss topical and real-life issues as an integral and seamless part of curriculum discussions. This results in children who have a good understanding of prejudice and equality. It blends well with their work on the Rights of the Child and results in confident children who value fairness.

3.2 Raising attainment and achievement

very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Across the school, most children are making very good progress in their learning from prior levels of attainment. This takes into account the impact of the pandemic on children's progress and achievement. Overall, almost all children achieve expected levels of attainment in listening and talking. Most children achieve expected levels of attainment in reading, writing and numeracy and mathematics.
- At early level, almost all children achieve national expectations in listening and talking. Most children achieve expected levels in reading, writing, numeracy and mathematics. At first level, almost all children achieve expected levels of attainment in listening and talking. Most children achieve expected levels in reading, writing and numeracy and mathematics. At second level, almost all children achieve expected in listening and talking. Most children achieve expected levels in reading, writing and numeracy and mathematic. At second level, there a few children who are exceeding expectations in reading.

Listening and Talking

- Across the school, almost all children are very confident and articulate when talking to each other and adults. They use a wide range of age-appropriate vocabulary to express their views and ideas.
- At early level, almost all children listen and talk carefully and respectfully to each other during group and paired activities and interact confidently with adults. At first level, almost all children summarise the main ideas of texts. A few children require support to contribute to group discussions and listen to the views and ideas of others. Almost all children working at second level can successfully identify the features of debates. They use persuasive language effectively to present their views and counter arguments.

Reading

- At early level, most children use their knowledge of letters and sounds to read new and unfamiliar words. They understand the difference between statements and questions and can answer and ask questions. At first level, most children identify the features of a biography. They use their reading skills to gather key facts about famous people. Children can confidently read aloud new and unfamiliar texts and use features of punctuation to add fluency. At second level, most children can identify the skills they use to support their understanding of texts. They can summarise, predict and relate the mains ideas of texts to their own experiences.

Writing

- At early level, children make attempts to spell familiar words correctly using their knowledge of sounds and letters. Children at first level gather and organise information read to create mind maps as part of the planning process for writing. Children recognise that planning their writing is helping them organise thoughts and structure their writing. Children at second level write across a range of genres for a variety of reasons such as creating poetry and personal accounts. Across the school, there is scope to remind children about technical aspects of writing such as spelling, punctuation and handwriting presentation.

Number, money and measure

- At early level, children can identify and write numbers beyond 20. Children can describe the strategies they use to count on and count back. They use concrete materials to add single digit numbers. At first level, children can use rulers and metre sticks to measure accurately and estimate lengths. Children are less confident in identifying units of measure or working with measuring instruments for volume and weight. Teachers should provide opportunities for children to revisit concepts of measurement regularly to consolidate their learning. At second level, children can carry out addition, subtraction, division and multiplication calculations to work with money to budget and plan for household bills.

Shape position and movement

- At first level, children use their knowledge of compass points to map outdoor areas successfully. At first level, children can name a variety of 2D shapes and 3D objects. The majority are confident in describing the properties of these shapes using appropriate mathematical vocabulary. At second level, children can identify the properties of 3D objects using mathematical vocabulary. They are confident in using their knowledge of angles to identify compass points and follow directions.

Information handling

- At early level, children use their knowledge of colour and shape to match and sort items. At first level, children use their talking and listening skills to talk about number problems. They select and organise relevant information to find solutions. Children are less confident about recording information in graphs. At second level can interpret information from graphs to draw conclusions about information.

Attainment over time

- Senior leaders have data to evidence children's progress over the last five years. Attainment over time data shows that most children make very good progress in literacy and numeracy. Teachers recognise the need to raise attainment in writing across the school. They identify that children did not have the same opportunities to participate fully in extended writing in different genres during periods of remote learning. They are proactive in addressing these gaps and have effective strategies in place to raise attainment in this area.
- Teachers use Scottish National Standardised Assessments data as part of their suite of assessment materials to assess children's skills in literacy and numeracy. In addition, staff are skilled in making professional judgements based on well planned assessment using the National Benchmarks. Teachers track and record children's progress and the skills they are developing in literacy and numeracy. They discuss with senior leaders the progress children are making during termly progress meetings. As a result, the assessment data gathered and predictions teachers make about children's attainment are reliable and robust.

Overall quality of learners achievements

- The design of the curriculum and the approaches to teaching support all learners to develop the four capacities of Curriculum for Excellence very well. Children have a range of

opportunities to contribute to the wider life of the school. For example, children across the school participate in Eco School's award and the First Minister's Reading Challenge. Children have a very good understanding of how and why their school is planned and organised the way it is. For example, a few spoke confidently about why their classrooms were designed as they were and how this helps their work.

- Children demonstrate very good leadership skills in the Tasty Treats social enterprise challenge. This is an activity that they are very proud of and speak in detail about what and how this works. Children's achievements and success in this exemplary work has been recognised with a national award.
- After school clubs and groups are now resuming following the pandemic. Children are keen to participate in music and drama activities.

Equity for all learners

- The well-embedded school values support a culture where children expect to be treated equally.
- The headteacher uses Pupil Equity Funding to provide additional teaching staff to work with children and raise their attainment in literacy and numeracy.
- Wellbeing approaches support all children understand the importance of resilience. This helps them overcome challenges in their learning and feel nurtured and included.
- The school library has a wide range of books that supports children to develop a love of reading. Many areas of the school also display a rich and relevant variety of books. Children enjoy and talk about reading books to develop their literacy skills well and explore themes such as diversity.
- Senior leaders provide staff with an overview of children's additional support needs. Teachers support children to use digital technologies as a tool for learning. This is helping children to overcome barriers to learning and access the curriculum.
- Senior leaders track the progress and achievement of children who may experience factors of poverty. All staff have a good understanding of the socio-economic background of children and their families and the range of needs.
- Senior leaders, teachers and support staff track children's attendance carefully. They work proactively with families to ensure attendance issues are addressed promptly.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.