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## Introduction to Tullynessle School

Welcome to Tullynessle Primary School. Tullynessle School is a non-denominational school and Nursery with a role of 35. The school serves the Tullynessle catchment area.

As Head Teacher, I hope that the partnership between home and school will be productive and enjoyable and that your child settles and enjoys his/her time with us.

We take pride in the fact that this is a happy and industrious school with a real sense of team spirit and we value that the education of their child/children is shared with parents, who have a very important role to play. This handbook aims to explain how that partnership develops successfully through help, support and expectations. Early communication from parent or school will help to promote this partnership also.

We hope you find this handbook informative.

### **Valerie Goodlad**

Head Teacher

### **School Contact Details**

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Tullynessle School  
Tullynessle

Alford  
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Tel: 019755 62365

Email:  
Tullynessle.sch@aberdeenshire.gov.uk

Parent Council Email:  
pctullynessle@gmail.com

Web site: tullynessle.aberdeenshire.gov.uk

### **Adverse weather and emergency closure**

<https://online.aberdeenshire.gov.uk/Apps/schools-closures/>

Information Line 0370 054 4999 Pin **022740** (Please do not use this line to leave messages for the school.)

### **Contact details for Quality Improvement Officer**

Quality Improvement Officer  
Aberdeenshire Council  
Local Area Education Officer  
Queen's Road  
Stonehaven  
Tel: 01569 690535

### **Contact details for Director of Education and Children's Services**

Mrs Maria Walker  
Aberdeenshire Council  
Woodhill House  
Westburn Road  
Aberdeen  
Tel: 01224 665420

# Our Vision, Values and School Ethos

Tullynessle School's vision and statement of values communicate our philosophy and beliefs for Tullynessle School Community. Our vision is **Working hard together to help everyone make the most of their future**. Our core values to support this are: **Respect, Responsible and Achieving**.

At Tullynessle, our ethos permeates our aims to:

- provide a safe and inclusive learning environment where all our children feel nurtured and protected from harm.
- encourage and empower our children to take good decisions and make sensible choices, in order to be responsible citizens within the whole school community and beyond.
- inspire and support all of our children to achieve their full potential. We provide a rich environment for learning using a variety of active, engaging approaches to learning and teaching.
- provide a child-centred curriculum for excellence which encourages all pupils to be confident in their own abilities, to challenge themselves in their learning and to collaborate with others.
- provide opportunities for all pupils to be enterprising.

## Partners

We pride ourselves on effective community links and partnerships to enhance the learning. We have a BP link ambassador who provides expertise in science and technology, which motivates and inspires pupils to want to learn in these curricular areas. We take part in the Goblin Car challenge and this is supported by a member of the local community who is a retired engineer. The school hosts a termly Community Café which is enabling children to practise important skills for life and work. We try to make the most of our local community to enhance learning opportunities and these include using Montgarrie fields for outdoor learning such as John Muir awards or visiting local farms.

### ***Children's Services Network***

The Children's Services Network for Tullynessle School is based at Alford Academy. Staff from Alford Academy, its 13 associated primary schools, and representatives from Education, Learning & Leisure, Community Learning & Development and other partners, meet on a regular basis, both as a large group and in "clusters" to discuss matters of common interest in order to support young people and families.

## SCHOOL DAY

Nursery                      8.45am – 11.55am                      12.20pm – 3.30pm

Primary 1-7                      9.00am – 12.25pm                      1.25pm – 3.15pm

P1-7 pupils have a morning interval between 10.40am and 10.55am

## STAFF

### Teaching Staff

Head Teacher	Mrs Valerie Goodlad
Class Teacher	Mrs Valerie Goodlad, P1-4
Teacher Flexible Days	Mrs Wendy Main, P1-4
Class Teacher	Mrs Karen Long, P5-7

### Nursery

Early Years Lead Practitioner	Mrs Dorothea Scherer
Early Years Practitioner	Mrs June Fletcher
Early Years Practitioner	Mrs Fiona Morrison

### Ancillary Staff

School Administrator	Mrs Anne Harvey
Clerical Assistant	Mrs Karin de Rijck
Pupil Support Assistant	Mrs Susan Mackrell
Pupil Support Assistant	Mrs Helen Bellarby
Catering Supervisor	Mrs Sheila Taylor
School Cleaner	Mrs Janette Lind
School Janitor	Mr Willie Beaton
School Transport Operator	AJS Contract Cars

## POSITIVE BEHAVIOUR MANAGEMENT

Positive Behaviour Management is a vital component in helping Tullynessle School to achieve its aims and values. Our Positive Behaviour Management Policy also provides our pupils with the boundaries and rules that they need in order to fulfil their potential and contribute to the wellbeing of others.

Discipline is essential to good learning situations. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and teachers all have an important part to play in achieving this atmosphere. The rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned.

### **Rules**

We aim to provide a safe and pleasant environment for all the community, where individuals are treated with respect and consideration. To make this possible pupils are helped to take responsibility for their actions by following these rules. These permeate all aspects of school life.

1. We are gentle. We don't hurt others.
2. We are kind and helpful. We don't hurt anybody's feelings.
3. We listen. We don't interrupt.
4. We are honest. We don't cover up the truth.
5. We work hard. We don't waste our own or others' time.
6. We look after property. We don't waste or damage things.

### **Promoting Positive Behaviour**

We take a positive approach to promoting responsible behaviour, listening carefully to children and respecting the way they have been made to feel. At all times children are encouraged to develop strategies for dealing with difficult situations in a positive, constructive solution focused way. Staff are encouraged to model and use a positive approach to developing good behaviour ensuring each child feels supported as they develop.

## BULLYING AND EXCLUSION

### **Bullying**

Bullying may be defined as a range of pre-meditated, persistent and often deliberate actions, undertaken by a person or a group of people, which cause the victim(s) physical or emotional distress.

It may be useful at this point to draw a distinction between acts of bullying and incidents which, although not to be encouraged, are commonplace when groups of children play together. An occasional tussle or quarrel between two children will be treated as a breach of discipline by staff, but it is **not** bullying. Similarly, reciprocal or casual name-calling is not to be condoned, but it is **not** bullying. **Sustained victimisation** is.

The crucial distinction is where the imbalance of power is such that the victim clearly needs positive support. At the same time the bully needs to be made aware of the damage, which his/her actions are causing.

The school is opposed to all forms of bullying behaviour, be this physical, verbal, threatening and intimidating behaviour or ostracism from groups, games or activities, and we will do everything in our power to prevent such behaviour amongst our pupils, and to deal effectively with any incidents which might occur. Victims of bullying are supported by a range of strategies and resources depending upon the needs of the child and the nature of the incidents. However, please be reassured that incidents of bullying in Tullynessle school are very rare.

We believe that a strong, positive school ethos and constant work on building a caring school community, together with close contact with parents, offer the best way forward.

### **Restorative Approach to Bullying Behaviour**

Whilst many believe that children who bully must be punished for their behaviour, it is widely accepted that this type of response can be ineffective, dangerous, breeds resentment and can make the situation worse.



Punishment can make a person resentful instead of reflective. Children who bully must be given the opportunity to hear about and face up to the pain, hurt, distress and anger they have caused to others. Punishment does not help to restore relationships and can result in further retaliation.

Aberdeenshire Council has a responsibility to protect those being bullied but also to provide an education for all pupils including children who bully or those requiring support for developing positive behaviour. Whilst appropriate action will be taken by the school, it is also important that all parents involved, work with the school to resolve the problems in the best interests of their child or young person.

### ***Exclusion***

Where pupils who repeatedly display behaviours which compromise the good order of the school i.e. disruption of learning and teaching, unsafe practices, bullying and other forms of abuse and where other forms of support and sanctions have proved unsuccessful, the authority exclusion policy will apply. For further information on exclusions contact the school or go to [http://www.aberdeenshire.gov.uk/media/3901/policy\\_disc\\_exclusion.pdf](http://www.aberdeenshire.gov.uk/media/3901/policy_disc_exclusion.pdf)

# Curriculum

Within Tullynessle School, we aim to provide a curriculum that is both inclusive and ambitious for all – a curriculum which is both academically challenging and also provides opportunities to develop skills for learning, life and work.

Our curriculum will be based around the four capacities of Curriculum for Excellence – to ensure our pupils are successful learners, confident individuals, effective contributors and responsible citizens. Our curriculum will also reflect the principles of curriculum design to ensure breadth, depth, personalisation & choice, challenge & enjoyment, progression, coherence and relevance. Therefore we will have a curriculum which we will adapt continuously over time to meet the needs of our pupils.

Following the principles of Curriculum for Excellence, achievement of children and young people is celebrated in its broadest sense. This means looking beyond formally assessed learning, to also recognise activities like volunteering and participation in arts, sports and community-based programmes. This approach complements the nurturing and aspirational outcomes of Getting It Right for Every Child, and our aim in Aberdeenshire to overcome inequality by Raising Attainment for All, promoting Equity and Excellence in schools, and Closing the Gap.

## ***Curriculum for Excellence***

Curriculum for Excellence is used across Scotland for all 3 – 18 year olds- wherever they learn.

## ***Principles for Curriculum Design***

Schools and learning communities in Aberdeenshire apply the principles for Curriculum Design that are drawn from National advice but reflect our unique Aberdeenshire context. Those principles are:

- Challenge and enjoyment in learning
- Breadth of learning
- Progression in learning
- Depth of learning
- Personalisation and choice e.g. in how to present learning
- Coherence (with other areas of learning)
- Relevance of learning

## ***Curriculum Entitlements***

The following entitlements are also provided for all pupils in Aberdeenshire Schools:

- A coherent learning experience
- Experiences in health and well-being
- Cultural experiences
- Environmental experiences
- Vocational experiences
- Creative and enterprising experiences

(In Aberdeenshire Schools this includes a strong focus on learning **In, About and Through** the environment i.e. outdoor learning.)

Learners are provided with a broad, balanced set of experiences designed around the curriculum areas of:

- Expressive arts
- Languages and Literacy
- Mathematics and Numeracy
- Health & Wellbeing
- Religious and moral education
- Sciences
- Social studies
- Technologies

The core curriculum consists of Literacy, Numeracy and Health and Well-Being. These subjects permeate all other curricular areas and attainment and achievement in these areas is continually scrutinised and reviewed annually by the school to ensure standards are maintained or improved.

Learners are given opportunities to develop skills for learning, skills for life and skills for work with a continuous focus on:

- Enterprise and Creativity
- Citizenship and International Education
- Literacy
- Numeracy
- Health & Wellbeing
- Sustainable Development
- Information Communication Technology (ICT)

See Nursery Handbook for Nursery Curriculum and pupil choice information.

### **The Curriculum for Excellence is structured into different levels.**

<b>Early First Second Third and Fourth</b>	The pre-school years and P1, or later for some. To the end of P4, but earlier or later for some. To the end of P7, but earlier or later for some. S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications and Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
<b>Senior Phase</b>	S4 to S6, and college or other means of study.

### ***The Curriculum at Tullynessle***

Each child is an individual and will progress at an individual pace. Work in the school is organised to allow for individual and group teaching. Groups are created which meet the needs of each child and which also allow for the most effective use of teachers' time. Within this, collaborative working is encouraged and pupils are encouraged to take responsibility for their own learning.

The Curriculum for Excellence is at the heart of our work, supported by Aberdeenshire Council's Curriculum Framework, available at [www.aberdeenshire.gov.uk](http://www.aberdeenshire.gov.uk). This document outlines the experiences to which all children and young people in Aberdeenshire are entitled. These, supported by the curriculum experiences and outcomes, help us to develop individuals as Responsible Citizens, Effective Contributors, Successful Learners and Confident Individuals.

Flexibility allows for new initiatives and particular learning experiences which may arise during each term to be developed with children. Within this structure we are able to respond sympathetically to the needs of our pupils and, through continuous dialogue between staff, pupils and parents, allow pupils to achieve their full potential.

### ***Early Curriculum Experiences and Outcomes***

The Early Curriculum Experiences and Outcomes are experienced by all children in Nursery and P1 and may continue beyond this. The focus at this level is the development of learning through play. The interests of the children are used to develop learning contexts and experiences. Children are encouraged to become actively involved in their learning through spontaneous play, planned purposeful play, investigating and exploring, events and life experiences, and focused learning and teaching.

Our extensive outdoor areas are used daily to provide opportunities for children to build their confidence, develop social skills, problem solve, investigate, take 'risks', collaborate and cooperate and begin their development as independent learners. Science, technologies, expressive arts and social subjects outcomes are explored regularly through child centred exploration and learning.

Core skills in literacy and numeracy are developed throughout each day as children interact with each other, their environment and with staff. Learning in literacy and numeracy gradually becomes more planned as learners develop and make progress.

Health and wellbeing permeates every minute of every day whether through planned physical activity, focused learning or the development of social skills and respect for other individuals.

Early maths is focused on the understanding of quantities and using mathematical language to describe or compare amounts, shapes and sizes in order to solve practical problems. Children are encouraged to learn and recognise the names of numerals and to say both forward and backward number sequences. With this foundation to their understanding, children are then able to begin to investigate mathematics in the world around them through relevant contexts and solve problems appropriately.

### ***First Level Curriculum Experiences and Outcomes***

As children progress through Primary 1 they will begin to explore First level experiences and outcomes. As with the Early Level, learning remains active and fun with early learning being built on. Children are encouraged to become more independent as learners and there is a strong focus on cognitive development to support this.

Literacy, Numeracy and Health and Wellbeing are at the core of the First Level Curriculum but are often developed within interdisciplinary contexts which are engaging and meaningful to pupils.

At this stage, pupils begin to participate in more formal Philosophy for Children sessions and cooperative learning permeates many lessons. Both these ways of teaching encourage children to take on different roles, think for themselves, develop social skills and begin to make essential links in their knowledge and understanding.

Children at the First Level continue to get opportunities to work outdoors within many curricular areas. Science and technology investigations are experienced by children every week with the emphasis being on enquiry and investigative skills.

Much of the learning in the First level will be delivered through interdisciplinary learning. For example, contexts such as Diwali are used to develop an understanding of celebration as well as developing writing skills. Much outdoor learning also involves the development of social skills as well as science, maths and technology. Each learning context is selected carefully by the class teacher in order to develop specific outcomes whilst engaging children in enjoyable activities. Links with our school in Malawi and a focus on global citizenship allow pupils to develop an understanding of the world beyond Tullynessle.

### ***Second Level Curriculum Experiences and Outcomes***

As children progress and move through to the upper stages class in either P4 or 5, they begin to work with the Second Level experiences and outcomes. By now, most children have a strong base

of social, literacy and numeracy skills to build on and have learned within and through all eight curricular areas.

At this time, interdisciplinary learning is still used to ensure links in learning are supported and children's prior skills and knowledge are used to help them work independently and achieve as much as possible.

### ***Organisation of the Upper Stages Curriculum***

In order to deliver a curriculum that is broad, meaningful and relevant we have organised learning in P5-7 in a way that will support teachers in achieving the very best for their pupils. Throughout the curriculum Scottish contexts and resources are used to help pupils develop an identity with the place they live.

**English** is taught as a discrete core subject with an emphasis on continued development of literacy skills. Time is spent developing skills in spelling, punctuation, handwriting, the construction of texts, critical literacy, research skills and writing for many purposes. However relevant contexts and resources are used to enhance this learning and to develop links across subjects. Pupils are given opportunities to write for many purposes within every curricular area. Pupils will often develop aspects of social subjects through their reading and writing and similarly learning in the social subjects provides opportunities to apply learning in English and literacy. Whenever possible the class teacher will provide opportunities for pupils to apply their learning throughout the week.

**Maths** is also taught as a discrete subject during the week with a strong emphasis on the development of numeracy. Maths is taught through the development of understanding of mathematical ideas and concepts such as the laws of multiplication and division addition and subtraction. This is done through investigation where children are encouraged to construct their own knowledge from discussions. Teaching is aimed at the cutting edge of a child's understanding. Children are given opportunities to learn facts and knowledge which underpin future learning. Finally children are encouraged to apply their learning within realistic problem solving contexts and through other curricular areas such as science and technology. Maths topics are developed in blocks over the year.

In addition to the emphasis on developing **Health and Wellbeing** throughout the school the Health programme allows pupils to consider and discuss topics which have an influence on their personal and social wellbeing, including sex education, drugs awareness and nutrition and safety issues. Visitors may be used to help with these topics, including our liaison officer for Grampian Police, Accident Prevention Officers, Fire Officers and the School doctor.

Through experimenting and carrying out practical scientific investigations and other research to solve problems and challenges children develop their inquiry and investigative skills. They will also be encouraged to develop a range of analytical thinking skills in order to make sense of scientific evidence and concepts.

Practical activities in the technologies offer children opportunities to develop a range of skills, knowledge and experience. **STEM subjects (science, technology, maths and engineering)** are developed throughout the year. The school recognises the importance of these subjects in the future lives of pupils.

Computers and iPads are available in each classroom and children are given regular opportunities to develop their skills in word processing, graphic design, using the internet, communicating through e-mail and using a variety of ICT equipment. Each class has an Interactive Whiteboard and pupils have

access to Glow, the Scottish Schools Intranet. We have a number of subscriptions and memberships to interactive websites to complement the curriculum and pupils can access these at home or in school. ICT permeates through all areas of the curriculum and available **technologies** and software in school are used in learning and teaching at all stages.

The development of **Global Citizenship** is seen as an essential part of the school curriculum. Many Social Subjects' experiences and outcomes as well as some from Health and Wellbeing and Religious, and Moral Education are organised into the themes of Social justice and Equity, Diversity, Globalisation and Interdependence, Sustainable Development and Peace and Conflict. By organising the curriculum in this way skills such as critical thinking, the ability to argue effectively, the ability to challenge injustice and inequalities, respect for people and things and co-operation and conflict resolution begin to develop in pupils. This approach allows children to develop; a sense of identity and self-esteem, a commitment to social justice and equity, empathy, value and respect for diversity, concern for the environment and commitment to sustainable development and a belief that people can make a difference. Experiences and outcomes not encompassed by this approach are developed through mini topics and may be used as a contexts for the development in English and literacy.

**Religious and Moral Education** enables children to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgement. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people. Children need to be aware that beliefs and values are fundamental to families, and to the fabric of society in communities, local and global. They can develop their understanding of diversity in our society and their own role within it through learning about religion as well as learning from religion.

Pupils are introduced to the idea of religion as a significant area of human experience. In the course of their primary schooling, pupils learn about Christianity as well as other World Religions. Moral Education underpins much of what takes place during the school day, but may also link to other curricular areas and topics. Assemblies are held and led by staff, pupils, the local minister or visitors.

The **Expressive Arts** play a central role in shaping our sense of our personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting children to recognise and value the variety and vitality of our culture locally, nationally and globally. The expressive arts include; art and design, music, drama and dance and provide children with opportunities to be creative and imaginative, to experience inspiration and enjoyment and to develop skills in each of these areas. There are strong links between the expressive arts and literacy and this link is used to enhance learning in these curricular areas.

During the course of the school year we have valuable input from specialist teachers, professional arts companies, creative adults, musicians and cultural organisations. Excursions may be arranged to enhance the expressive arts programme. These have included visits to the Theatre or music productions, art galleries, museums, dance competitions and other events. Parents are invited to performances and presentations during the year.

### ***Third and Fourth Level Curriculum Experiences and Outcomes***

Some pupils may begin work within the Third level of the curriculum while still in P7 or earlier. They are provided with tasks and teaching which extend and challenge their thinking and are encouraged to work more independently. Although these children may be academically quite advanced they often lack the maturity to engage with the most complex tasks and we ensure they are challenged in a way which is appropriate to their age. Secondary staff will support us in developing learning with these children if necessary.

Any parent who wishes to discuss the curriculum in greater depth may arrange an appointment with the Head Teacher.

The school is committed to a policy of multicultural and anti-discriminatory education.

## 1 1+2 Approach to Language Learning in Aberdeenshire

The Scottish Government has introduced a policy 'Language Learning in Scotland: A 1+2 Approach'. Children are growing up in a multilingual world and to allow them to take their place as global citizens, they need to be able to communicate in many settings. This approach entitles every child and young person to learn two languages at school in addition to their mother tongue language.

In Tullynessle School the first foreign language will be French. This language will be learned from P1 (in Primary School) through to S3 (in secondary school). From P4 / P5 our learners will be introduced to another foreign language.

We are committed to this new approach to language learning because learning languages can play an important role in helping young people to develop their literacy skills, including literacy in their first language, whether this is English or another language. Through languages, learners have opportunities to:

- develop and improve their skills in listening, talking, reading and writing
- get a feeling for how languages work
- learn how to communicate ideas and information in their own language as well as in the new languages they learn
- become familiar with different texts and media in different languages
- Develop skill which will help them further for learning, life and work.

If you would like your child to access Gaelic Medium Education and they have not yet started to attend a primary school you can make a request for an assessment of need for Gaelic Medium Primary Education (GMPE). For more information, please go to: <http://aberdeenshire.gov.uk/schools/information/gaelic-in-schools/>

The parent or carer of any child or young person can make a request for their child to attend to any school which offers GMPE. This will enable your child to be taught by specialist staff. As there are currently no schools in Aberdeenshire which have GME provision learners are transported to school in Aberdeen City.

## 2 Further Information

Further information on the schools approach to Curriculum for Excellence including information for parents, can be found on the school website at: [tullynessle.aberdeenshire.gov.sch](http://tullynessle.aberdeenshire.gov.sch).

More general information on Curriculum for Excellence and the new Qualifications can be found by clicking on the hyperlinks below.

**Policy for Scottish Education:**

<https://education.gov.scot/scottish-education-system/policy-for-scottish-education>

**Early Learning & Childcare:**

<https://www.education.gov.scot/scottish-education-system/Early%20learning%20and%20childcare>

**Broad General Education (Pre school – S3):**

<https://education.gov.scot/scottish-education-system/Broad%20general%20education>

**Senior Phase and beyond (S4 – 16+):**

<https://education.gov.scot/scottish-education-system/senior-phase-and-beyond>

**National Qualifications:**

<https://education.gov.scot/nationalqualifications/>













































This service is free and involves an independent third party who helps to resolve disagreements between education authority and parents or young people. A local independent mediation service can be accessed at:

Children 1<sup>st</sup>  
)UDVHUEXUJK%XVLQHVV&HQUUH  
6RXWK+DUERXU5RDG  
Fraserburgh  
Aberdeenshire AB43 71  
Tel no 01346 5  
Fax no 01346 512810  
Email [EHUGHHQVI@Children1st.org.uk](mailto:EHUGHHQVI@Children1st.org.uk)

Additionally, information for the Scottish Child Law Centre can be found at:

[www.sclc.org.uk](http://www.sclc.org.uk)

### **38 Insurance**

No insurance is held by Aberdeenshire Education & Children's Service that automatically compensates school pupils for personal accident, whether an accident occurs within or outwith the boundary of the school. Insurance of this nature, e.g. personal accident, life, private medical, is seen as a parental responsibility. It is your responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate.

Aberdeenshire Education & Children's Services does hold third party liability insurance, which indemnifies the Council against claims from third parties, e.g. parents on behalf of pupils who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. In these circumstances all claims are handled on behalf of the Council by external Insurers and Claim Handlers and compensation is dealt with on a strictly legal liability basis.

The Authority has a duty of care in respect of pupils in its charge during school hours and as such has to take reasonable steps to ensure the safety of all primary and secondary pupils. However, it is thought that secondary pupils should be more mature and, therefore, a lesser degree of supervision would be sufficient.

It may be necessary to provide supervision for primary children on school premises before or after normal school hours if their early arrival or late departure is due to the timing of official school transport. This general duty of care continues if the children go home by way of school transport and ends when the child gets off the bus, at which point the parents then become responsible.

Parents may wish to consider their own insurance arrangements in terms of appropriate extensions to their household insurance or arranging their own separate covers.

### **39 School Off Site Excursion Insurance**

Aberdeenshire Council has in place a School Excursion Insurance policy, whereby both pupils and teachers are covered for offsite activities / trips both within the UK and abroad (offsite meaning off the school premises). The policy covers medical expenses, loss of baggage, cancellation, curtailment and change of itinerary (along with other sundry benefits) etc. for worldwide trips and adventurous activities (including winter sports).

If personal items such as jewellery, phones/tablets, watches etc. are taken on a school trip then these are taken at an individual's own risk and are not covered under the policy, unless damage or loss is caused by an Aberdeenshire Council employee. Should a parent or carer want such items to be covered then this would need to be arranged by parents/carers independently of the school. In addition to this policy, Aberdeenshire

Council also holds Public Liability insurance cover for any injury or loss incurred by individuals due to the negligence of the Council or its employees (including volunteers).

## **40 Data we hold and what we do with it.**

Education authorities and the Scottish Government collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. This has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.

## **41 How Does Aberdeenshire Council Hold and Store Pupil Data**

Aberdeenshire Council use a system called SEEMIS which is used in all local authorities in Scotland and is subject to independent scrutiny to ensure that it is a secure environment for holding such data. Our schools update the data held in the system when they have an education update to make to a pupil's record or when they receive advice from a parent or guardian either through the Annual Data Check exercise or when they are made aware of a change of circumstances at any other time in the year.

## **42 Parental Access to Records**

SAR - Subject Access Request information

Subject Access Requests are the formal process by which individuals can seek information held about them (or their children) by the council. The requests can be broad, in terms of everything that is held, or quite specific - everything held by a specific department, establishment, team or individual. We have a legal requirement to provide the information under the Data Protection Act 1998. An SAR is wider than an Educational Record in that it will include all personal data held about a child not just their educational record. Further information can be found at:

<https://ico.org.uk/for-the-public/personal-information/>

The Pupils' Educational Records (Scotland) Regulations 2003 means that you can get access to your child's records. Details of the regulations and process for obtaining information specific to pupils are available by contacting the school directly or can be found at:

<https://education.gov.scot/parentzone/my-school/general-school-information/My%20child's%20record>

## **43 ScotXed**

If you have any concerns about the national ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at [mick.wilson@scotland.gsi.gov.uk](mailto:mick.wilson@scotland.gsi.gov.uk) or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

## **44 Information Sharing**

In terms of effective communication, including sharing relevant and proportionate information, where appropriate, Aberdeenshire Council in accordance with the Data Protection Act 1998 and Human Rights Act 1998 adheres to this as part of our current routine practice.

## **45 Freedom of Information**

The law gives everybody a right to access all recorded information held by the council. This is called Freedom of Information or FOI. Anyone can use this right, and information can only be withheld where Freedom of Information (Scotland) Act 2002 (FOISA) expressly permits it.

# Appendix

**School Improvement Plan**

**Members of Parental Groups**

**School Term Dates**

**Map of Catchment Area**

# ***STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN***

## **FOR**

### **Tullynessle School**

**LAST UPDATED: September 2017**

**Aberdeenshire Council Education and Children's Services**

"Education and Children's Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire"



## Introduction: local and national context

This Standards and Quality Report and Improvement Plan is influenced by both Aberdeenshire and national priorities. These can be summarised as follows:

Aberdeenshire Priorities: these should be reflected in all areas of this document and the actions that emerge from it

- to develop excellence and equity;
- to embed the principles of GIRFEC (Getting it Right for Every Child);
- to provide support in developing inclusive, vibrant and healthy communities.

National Improvement Framework Priorities:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

National Improvement Framework Drivers:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

Additionally to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our School 4 are referenced. Links to these sources are:

NIF- [www.gov.scot/Resource/0049/00491758.pdf](http://www.gov.scot/Resource/0049/00491758.pdf)

HGIOS 4 - [https://www.educationscotland.gov.uk/Images/HGIOS4August2016\\_tcm4-870533.pdf](https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf)

## 1. Context of the School

Tullynessle School's vision and statement of values communicate our philosophy and beliefs for Tullynessle School Community. Our vision is **Working hard together to help everyone make the most of their future**. Our core values to support this are: **Respect, Responsible and Achieving**.

At Tullynessle, our ethos permeates our aims to:

- provide a safe and inclusive learning environment where all our children feel nurtured and protected from harm.
- encourage and empower our children to take good decisions and make sensible choices, in order to be responsible citizens within the whole school community and beyond.
- inspire and support all of our children to achieve their full potential. We provide a rich environment for learning using a variety of active, engaging approaches to learning and teaching.
- provide a child-centred curriculum for excellence which encourages all pupils to be confident in their own abilities, to challenge themselves in their learning and to collaborate with others.
- provide opportunities for all pupils to be enterprising.

We pride ourselves on effective community links and partnerships to enhance the learning. We have a BP link ambassador who provides expertise in science and technology, which motivates and inspires pupils to want to learn in these curricular areas. We take part in the Goblin Car challenge and this is supported by a member of the local community who is a retired engineer. The school hosts a termly Community Café which is enabling children to practise important skills for life and work. We try to make the most of our local community to enhance learning opportunities and these include using Montgarrie fields for outdoor learning such as John Muir awards or visiting local farms.

Strengths include:

### **High quality, active learning experiences**

At Tullynessle School, most children behave well and work hard. Almost all children are engaged and enthusiastic in lessons and respond well to the wide range of practical activities and learning experiences on offer.

Levels of performance

Most of the pupils are achieving in literacy (reading and writing) and numeracy with some exceeding expectations.

### **The inclusive and nurturing ethos**

Supportive, nurturing relationships characterise the school and children benefit from high quality care and support. The school has a very inclusive culture.

### **The quality of support provided**

Staff know children very well and work closely with parents to ensure that they are aware of any circumstances which might affect children or their learning. Staff work hard to provide appropriate support and challenge to ensure the needs of all are met.

**The engagement of all staff, pupils and partners in improving the school.**

Staff, pupils and parents at Tullynessle demonstrate a commitment to continual improvement. Staff are highly motivated and committed to CLPL (career long professional learning) to enhance their own practice and maximise impact for learners.

Analysis of the **SIMD (Scottish Index of Multiple Deprivation) data** shows that no child at Tullynessle School lives in an area of deprivation (deciles 1 and 2); the majority of children are in decile 9. Although Tullynessle School does not have any children who are classed as living in an area of deprivation, we believe that all children are entitled to the best education and to be the best they can be.

The school has not received any **Pupil Equity Funding** but the Cluster is committed to using **PEF** to support positive mental health. All schools in Alford Cluster have purchased Bounce Back, a Health and Well-Being resource to develop resilience and staff in all schools will be trained in supporting positive mental health. The school has a clear commitment to excellence and equity and values the learning of all children.

## 2. How good is our leadership and approach to improvement?

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

### Overview:

The school has a clear vision and set of values which underpin the life and work of the school. These were revisited in 2016-17 with all staff, pupils and the wider school community.

Staff are committed to self-evaluation to lead improvements in their classes and across the school. They are beginning to use data (both standardised data and their own teacher judgement) to identify pupil need for universal or targeted support. Staff are committed to working collegiately to learn from each other. A key aspect of this is peer classroom observations and associated professional dialogue to lead to improvements in learning and teaching. Staff take part in regular CLPL (career long professional learning) opportunities and have Employee Annual Reviews/Professional Review and Development meeting to discuss their development needs and strengths.

The school now has a stable and permanent staff and is in a good place to take forward improvements that will have a lasting impact.

### Key strengths:

- A clear vision and set of values to underpin our work
- A commitment to improvement

### Identified priorities for improvement:

- To develop leadership at all levels within the school which will in turn lead to improved learning outcomes for pupils (Links to Q.I 2.2 Curriculum, 2.3 Learning, Teaching and Assessment, 3.2 Raising Attainment and Achievement)
- To increase teacher knowledge and expertise of numeracy and maths developmental progression (Links to Q.I 2.2 Curriculum, 2.3 Learning, Teaching and Assessment)
- To further develop effective learning and teaching

In relation to the priorities listed above the following action plans have been confirmed:

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p><b>1.1</b> All teaching staff in school and nursery staff will identify a need and plan for an aspect of improvement through an action research project. Term 1 2017</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Have experiences and learning opportunities that better meet their needs</li> </ul> <p>Staff will:</p> <ul style="list-style-type: none"> <li>• Feel confident to initiate well-informed changes to improve learning outcomes for the children</li> <li>• Understand their role in improving outcomes</li> <li>• Gain confidence, through evidence based action research, to justify their thinking leading to change</li> <li>• Engage with key documents to support their action research – HGIOS 4?, HGIOELC? And Building The Ambition</li> </ul>	<p>A PDSA (Plan, Do, Study, Act) cycle will be used.</p> <p>Sharing with HT, team members and PT Early Years</p>
<p>2.1 Purchase Maths no Problem as scheme for Maths from P2-7 – September 2017</p> <p>2.2 Attend afternoon workshop at Alford Primary about basics of MNP teaching – Inset August 2017 – teaching staff</p> <p>2.3 November Inset training day – teaching staff</p> <p>2.4 Use of professional training videos within the resource at twilight sessions</p> <p>2.5 HT observations of teaching – terms 1 and 2</p> <p>2.6 Peer observations of teaching – term 3</p> <p>2.7 Using benchmarks – twilight and follow-up regular meetings between CT and HT</p> <p>2.8 Visits of CT to other schools to see same stage teaching</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Have a clearly structured programme of numeracy and maths based on developmental progression</li> <li>• Know clearly what they are learning and how</li> <li>• Be able to talk confidently about their progress and next steps in learning and record these</li> </ul> <p>Staff will:</p> <ul style="list-style-type: none"> <li>• Use richer approaches to learning and teaching</li> <li>• Be clear upon what they are teaching and why</li> <li>• Be clear on what children are learning and how to assess their progress</li> <li>• Be more confident in teaching due to the structured</li> </ul>	<p>Pupil voice – feedback from pupils about how they are feeling in Maths/numeracy</p> <p>Learning journals to show depth of understanding</p> <p>Questionnaire/feedback from staff</p> <p>Feedback from parent sessions</p> <p>Conversations between CT and HT</p>
<p>3.1 Work as part of the Cluster to improve learning and teaching with a focus on Learning Intentions and Success Criteria</p>	<p>Staff will:</p> <ul style="list-style-type: none"> <li>• Be able to share learning more effectively with pupils</li> </ul>	<p>Gauge staff confidence through professional dialogue</p> <p>Ask pupils about what they are learning</p>

<p>3 twilight sessions plus part of November Inservice plus some independent reading from Shirley Clarke's Understanding Formative Assessment. For Class Teachers</p>		
<p>Evidence of progress/comments/identified next steps:</p> <p>Date:</p> <p>Date:</p> <p>Date:</p>		
<p>Evaluation of QI 1.3 - Leadership Of Change:</p> <p>Sources of evidence/evaluation activities undertaken:</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Overall evaluation of level of quality: (brief description)</p> <p>Level of quality for this QI: ( HGIOS?4 1-6 scale)</p>		

### 3. How good is the quality of care and education we offer?

<p>Relevant NIF priority: All</p>
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Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

In relation to the priorities listed above the following action plans have been confirmed:

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p><b>1.1</b> Deliver family workshops to support their child's progress in early literacy – term 1 (nursery, P1/2 parents), P1 teacher and term 3 (Link to Emerging Literacy development)</p> <p><b>1.2</b> Deliver family workshops to support their child's progress in early numeracy – term 2 (nursery, P1/2 parents) HT</p> <p><b>1.3</b> Deliver workshops for the whole school to support our teaching of numeracy and maths – after InSet training in Maths No Problem (term 2 or 3) HT to deliver</p>	<p>Through increased family engagement, parents will feel they can better support their child's learning.</p> <p>Raised attainment in literacy and numeracy due to greater understanding of a developmental progression</p>	<p>Levels of attendance at meetings</p> <p>Feedback/Questionnaire following the sessions to gauge effectiveness</p>
<p>2.1 Attendance at Aberdeenshire's Dyslexia Working Group – throughout the year - Karen</p> <p>2.2 Use of the Dyslexia in The Classroom Reflective Tool as a baseline – term 1, one twilight session – teaching staff and PSAs</p> <p>○ 2.4 Complete Online Module - Introduction to Dyslexia and Inclusive Practice – 3 hours twilights – teaching and PSA staff</p> <p>2.5 One twilight for Karen to feed back from the Working Group</p> <p>For teaching staff and PSAs</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Have their needs met more effectively</li> <li>• Be better supported by all staff through their deeper understanding of needs</li> <li>• Be better supported by technology</li> </ul> <p>Staff will:</p> <ul style="list-style-type: none"> <li>• Undertake professional development leading to a qualification</li> <li>• Be empowered to identify and address needs through gained knowledge and expertise</li> <li>• Understand the sensitivities surrounding additional support needs and know how to support children discreetly</li> </ul>	<p>Classroom observations – differentiated to meet the needs of dyslexic children</p> <p>Planning for learning – clear plans for differentiating for dyslexia</p> <p>Asking pupils</p>

<p>3.1 Audit practice using the Career Education Standard</p> <p>3.2 Engage with skills guidance from Aberdeenshire</p> <p>3.3 Profiling Process</p> <ul style="list-style-type: none"> <li>• Revise or refresh the guidance for Pupil Profiles to ensure that teachers and pupils put an emphasis on describing and evidencing their skills development</li> <li>• Use Appendices in SfLLW guidance to promote discussion with staff about how young people can be supported to articulate their skills</li> <li>• Sample Profiles to gauge how well pupils demonstrate their understanding of their skills development. Nursery and teaching staff</li> </ul> <p>3.4 Share gender bias and stereotyping resources with all teaching, non-teaching staff...be aware of using gender neutral language. Audit resources and how they are presented to children. For nursery, teaching staff and PSAs</p> <p>3.5 Audit of parent body and possibly the wider community (at a Community Café?) to find out which careers are represented and if they are willing to share in school. Led by Parent Council with HT support</p>	<p>Staff will:</p> <ul style="list-style-type: none"> <li>• Have an agreed understanding about what are the key skills for learning, the key skills for life and the key skills for work.</li> <li>• Share skills with pupils on a regular basis</li> <li>• Make skills a visible part of learning across the school</li> <li>• Have a clear understanding of the importance of addressing gender imbalance and will be proactive in addressing these issues</li> </ul> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Understand the importance of developing skills for learning, life and work</li> <li>• Be able to talk about the skills they are using in class and at home</li> <li>• Reflect on their use of skills regularly in their profiles and in their wider achievements</li> </ul>	<p>Skills language will be evident throughout the school</p> <p>Skills will be commented on in pupil profiles – move away from writing about participating in activities</p> <p>Pupils will be given their voice at all levels to talk about the skills they are using and this will be evident in the profiles – they will be done with the child or by the child</p> <p>Monitoring of resource use by staff and how and to whom they are presented – collect photo evidence</p> <p>Follow up audit of parent workforce to put into use as appropriate (i.e. fitting our curriculum)</p>
<p>Evidence of progress/comments/identified next steps:</p> <p>Date:</p> <p>Date:</p> <p>Date:</p>		



Evaluation of QI 2.3 - Learning, Teaching and Assessment:

Sources of evidence/evaluation activities undertaken:

- 
- 

Overall evaluation of level of quality:

(brief description)

Level of quality for this QI:

( HGIOS?4 1-6 scale)

4. How good are we at improving outcomes for all our learners?

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Overview:

Staff are committed to improving outcomes for all pupils. The ethos is based on respect for each other, supporting each other to be responsible and achieving. Staff show commitment to the welfare of the children and are working hard to be a truly inclusive school. We recognise the need to make some changes to ensure all feel they are well supported to do their best. Staff are beginning to use data to track progress and to identify interventions. This needs to be more robust with earlier intervention based on evidence of need. Staff are beginning to use benchmarks to assess children's progress and the importance of tracking progress to raise attainment, particularly in Literacy and Numeracy. More robust use and analysis needs to be put in place for this to have greater impact.

There is a need for staff to understand the importance of skills for learning, life and work and the role these have in creating and developing our curriculum.

Key strengths:

- Staff know pupils as individuals very well and are committed to ensuring their well-being
- Staff are aware of their developmental needs and want to act on them

Identified priorities for improvement:

- Taking a Developmental Approach to Emerging Literacy. (Links to QI 2.3 Learning, Teaching and Assessment, QI 1.3 Leadership of Change, 2.5 Family Learning)
- Develop positive mental health (especially resilience) in pupils (Link to Q.I. 2.1 Safeguarding and Child Protection and 2.4 Personalised Support)
- Effective use of assessment to inform professional judgement (Link to Q.I. 2.3 Learning, Teaching and Assessment)

In relation to the priorities listed above the following action plans have been confirmed:

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p><b>1.1</b> P1 teacher and HT to attend whole day training for Emerging Literacy June 2017</p> <p><b>1.2</b> Deliver introductory family learning workshop on emergent literacy - Term 1 2017-18</p> <p><b>1.3</b> Complete initial assessment with P1 children - August 2017</p> <p><b>1.4</b> Attend 4 local networks during the session 2017-18</p> <p><b>1.5</b> Engage with Emergent Literacy support materials to assess and analyse data, plan developmentally appropriate learning</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• experience a developmentally appropriate curriculum using the developmental continuum to support current programmes</li> <li>• have developed foundation skills required for early reading, writing, resulting in positive destinations and literacy attainment</li> <li>• be tracked using the developmental continuum to ensure that individual needs are met</li> <li>• make appropriate progress in literacy within the Early level</li> </ul>	<p>Initial Emerging Literacy assessments completed as a baseline and on-going assessment completed during the year to track and monitor progress – led by P1 teacher and in discussion with HT.</p> <p>End of level teacher judgements for P1 including standardised assessment data.</p>

<p>experiences and track progress – ongoing 2017-18</p> <p><b>1.6</b> Ongoing universal and targeted support given to families on the progress and how they can support at home – ongoing 2017-18</p> <p><b>1.7</b> Share emergent literacy approaches with nursery staff to increase knowledge of a developmental progression – throughout the year</p>	<p>Staff will:</p> <ul style="list-style-type: none"> <li>• understand a developmental approach to emerging literacy at the early level</li> <li>• be able to articulate the progress of each learner, based on robust evidence</li> <li>• demonstrate research based practice</li> </ul>	<p>Evidence of attendance and feedback form family engagement workshops.</p> <p>Evidence of on-going interactions between schools and families to provide universal and targeted support.</p> <p>Nursery staff will evidence their understanding of the progression in their planning for and assessing children's progress in early literacy.</p>
<p>2.1 Pupil GMHA workshop for all pupils across the cluster – Tullynessle date?</p> <p>2.2. 2 x Parent Workshops – to be at an agreed central location for each Mini Cluster</p> <p>2.3 Staff Workshops – to take place at the November Cluster In-service</p> <p>2.4 Bounce Back Resource – Ongoing in all schools throughout the year</p> <p>2.5 11<sup>th</sup> – 22<sup>nd</sup> September – Attendance Summary Record (attached to the email) to be completed by all class teachers, schools to collate and submit to Laura.</p> <p>2.6 All primary schools to have completed baseline <a href="#">surveymonkey</a> by 15 Sept.</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• have higher levels of resilience which will have a positive impact on teaching and learning</li> <li>• have equity across the cluster</li> </ul> <p>Staff will:</p> <ul style="list-style-type: none"> <li>• gain knowledge about mental health in young people and the impact that promoting good mental health can have on availability for learning</li> </ul>	<p>Analysis of baseline survey done by all pupil in the cluster prior to the use of Bounce Back – at cluster level.</p> <p>Analysis of attendance survey at start of project – at cluster level.</p> <p>Comparison of data at end of year with baseline surveys to evidence impact – at cluster level</p> <p>Teacher judgement on engagement levels within classes in our own school end of term 3 – class teachers.</p> <p>Monitoring of key children's levels of engagement and building of resilience at regular intervals throughout the year – Class teachers</p>
<p>3.1 Develop staff expertise in the use of benchmarks – moderate planning and assessment using the benchmarks.</p> <p>Staff development meetings – for nursery and teaching staff</p>	<p>Staff will:</p> <ul style="list-style-type: none"> <li>• Plan more effectively for appropriate learning using the benchmarks</li> <li>• Have clear assessment information/ progress on pupils' attainment linked to the benchmarks</li> <li>• Understand where to take next steps in learning</li> <li>• Be able to talk to pupils about the progress they are making</li> </ul>	<p>Looking at planning</p> <p>Discussion with CT and HT</p> <p>Assessment information</p>

	Pupils will: <ul style="list-style-type: none"> <li>• Have learning experiences that are better matched to their developmental needs and in turn this will raise attainment</li> </ul>	Ask pupils about their learning, where they are going with their learning, what are their next steps
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Evidence of progress/comments/identified next steps:

Date:

Date:

Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:

Sources of evidence/evaluation activities undertaken:

- 
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Overall evaluation of level of quality:  
(brief description)

Level of quality for this QI:  
( HGIOS?4 1-6 scale)

Evaluation of QI 3.2 - Raising Attainment and Achievement:

Sources of evidence/evaluation activities undertaken:

- 
- 

Overall evaluation of level of quality:

(brief description)

Level of quality for this QI:

(HGIOS?4 1-6 scale)

## 5. What is our capacity for improvement?

(To include comments on:

- Teacher professionalism / opportunities for professional learning
- Leadership at all levels
- Engagement with parents and partners)

## APPENDIX 2

### Members of Parental Groups

#### PARENT COUNCIL

Chair: Susan Christie-Green

Vice Chair: Anne Manning

Secretaries: Beckie Ruddick and Fiona Parsons

Treasurer: Mary Watson

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### **APPENDIX 3 - School Events Calendar & holidays**

Monday 21 August 2017	In-service Day
<b>Tuesday 22 August 2017</b>	<b>First day of Term 1</b>
Friday 13 October 2017	Last day of Term 1
Monday 16 October - Friday 27 October 2017	October Holidays
<b>Monday 30 October 2017</b>	<b>First day of Term 2</b>
Monday 13 November 2017	In-service Day
Tuesday 14 November 2017	In-service Day
Friday 22 December 2017	Last day of Term 2
Monday 25 December 2017-Friday 5 January 2018	Christmas Holidays
<b>Monday 8 January 2018</b>	<b>First day of Term 3</b>
Friday 9 February 2018	Occasional Day
Monday 12 February 2018	Mid Term Holiday
Tuesday 13 February 2018	In-service Day
Wednesday 14 February 2018	In-service Day
Thursday 29 March 2018	Last day of Term 3
Friday 30 March - Friday 13 April 2018	Spring/Easter Holidays
<b>Monday 16 April 2018</b>	<b>First day of Term 4</b>
Monday 7 May 2018	May Day Holiday
Monday 4 June 2018	Occasional Day
Friday 6 July 2018	Last day of Term 4
Monday 9 July - Friday 17 August 2018	Summer Holidays
Monday 20 August 2018	In-service Day
<b>Tuesday 21 August 2018</b>	<b>First day Session 18-19</b>



Please also find a link to the annual holiday calendar:

<http://aberdeenshire.gov.uk/media/16718/school-holiday-planner-2015-2020-updated-003.pdf>

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### **APPENDIX 3 - Map of catchment area**

Please refer to Aberdeenshire Council website:

[www. Aberdeenshire.gov.uk](http://www.Aberdeenshire.gov.uk)