HM Inspectorate of Education (HMIE) inspects schools in order to let parents\(^1\), children and the local community know whether their school\(^2\) provides a good education. Inspectors also discuss with school staff how they can improve the quality of education.

At the beginning of the inspection, we ask the headteacher and staff about the strengths of the school, what needs to improve, and how they know. We use the information they give us to help us plan what we are going to look at. During the inspection, we go into classes and join other activities in which children are involved. We also gather the views of children, parents, staff and members of the local community. We find their views very helpful and use them together with the other information we have collected to arrive at our view of the quality of education.

This report tells you what we found during the inspection and the quality of education in the school. We describe how well children are doing, how good the school is at helping them to learn and how well it cares for them. We comment on how well staff, parents and children work together and how they go about improving the school. We also comment on how well the school works with other groups in the community, including services which support children. Finally, we focus on how well the school is led and how staff help the school achieve its aims.

If you would like to learn more about our inspection of the school, please visit www.hmie.gov.uk. Here you can find analyses of questionnaire returns from children, parents and staff. We will not provide questionnaire analyses where the numbers of returns are so small that they could identify individuals.

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\(^1\) Throughout this report, the term ‘parents’ should be taken to include foster carers, residential care staff and carers who are relatives or friends.

\(^2\) The term ‘school’ includes the nursery class or classes where appropriate.
1. The school

Tannadice Primary School is a non-denominational school with a nursery class. It serves the village of Tannadice, near Forfar, and the surrounding rural area. The roll was 109, including 18 in the nursery when the inspection was carried out in April 2011. Children’s attendance was in line with the national average in 2009/2010.
2. Particular strengths of the school

- Children who are motivated, enthused and engaged in their learning.
- Positive working partnerships across the school community.
- The headteacher’s leadership of improvement.
- Staff’s leadership for learning.

3. How well do children learn and achieve?

Learning and achievement

Almost all children in the nursery are happy and well settled. The majority are motivated and enthusiastic about their learning and approach activities with confidence. They sustain interest in their learning well, particularly when involved in imaginative play experiences, such as in the garden centre area. A few children do not engage so well in their play and would benefit from more support to develop and extend their ideas. In the primary classes, children are motivated and keen to learn. They have a very positive learning experience in all classes. Children work very effectively together, providing strong support for each other when working in small groups. They listen well and take good account of others’ views. Children are becoming involved in making decisions about their learning but are capable of taking more responsibility for their own learning. Children and parents could be given more opportunities to contribute to the child’s learning folder which is shared between home and nursery.

Children’s achievements at nursery are celebrated through discussion, photographs and displays around the nursery. They are developing an early understanding of important environmental issues by recycling.
and reusing household items to make models. At the primary stages, children are developing strong personal and social skills by working with others in the pupil council and by participating in house teams. The pupil council meets regularly and has representatives from most year groups in the school although this does not include nursery or P1. Children are organising activities to raise awareness of environmental issues such as recycling, reducing litter, and establishing a wildflower garden. Across the school children exercise responsibility well as playground monitors and sports leaders and by organising some of their own clubs. The primary school celebrates the success of children’s achievements at assemblies, on wall displays and through the development of learning logs. These are used effectively to share examples of children’s achievements between home and school.

In the nursery class, most children listen well and talk confidently. They are successfully developing conversation skills and an awareness of print and its purpose. Staff should continue to create opportunities to develop children’s literacy skills, particularly in early writing. Children are developing an awareness of numbers, and use appropriate mathematical language to describe capacity and size during play. They understand the importance of personal hygiene and follow care routines independently. In the primary classes, most children listen well and talk confidently, making positive contributions to lessons. Almost all children have achieved appropriate levels in reading and the majority has done so in writing. They are motivated by reading and responding to imaginative texts. Children are now writing increasingly well for a range of purposes. Most children are attaining appropriate levels in mathematics. Overall, they are very confident when carrying out number work and have a very good understanding of the properties of shapes. They are making good progress in their work on money and measurement. Across all stages, children’s problem solving skills are developing. Staff should continue to develop opportunities for children to learn mathematics in appropriate, real-life situations.
Curriculum and meeting learning needs

In the nursery, staff have organised the playroom into a number of different learning areas. Some of these areas captured children's interest more than others. Staff should give children more options to choose from and encourage children to become more independent. They are planning to deliver a more flexible and responsive curriculum which is based on play and active learning. Staff record observations of children’s learning and identify some next steps. In the primary classes, staff are developing the curriculum in line with Curriculum for Excellence. Staff are keen to improve learning experiences for children. The broad curriculum is well planned, and gives good support to all learners. However, children would benefit from more opportunities to use technology to support their learning. There is a good range of learning experiences and activities in and beyond the classroom. Staff organise a number of visits and trips linked to children’s learning. The school should make better use of its outdoor areas for learning experiences. Staff now need to develop a smooth transition to secondary school across all subject areas. All children get at least two hours of high-quality physical education per week.

Nursery staff know children well. Tasks, activities and resources are matched to the needs of most children. Staff should monitor children’s learning to make sure they are being appropriately supported and challenged. Staff should also ensure that children are being appropriately supported and challenged through individual planning and target setting. In the primary classes, learning activities are carefully designed to meet the needs of the children. In almost all classes, the pace of the lesson is appropriately brisk, whilst constant checking takes place to ensure that children understand what is being taught. All teachers have information about the specific needs of children in their class. Specialist staff work effectively in classes to support children’s learning. Some children have individualised educational programmes and these are well used by teachers when planning their lessons.
4. How well do staff work with others to support children’s learning?

Nursery staff have developed positive partnerships with parents, and encourage them to help children with activities in the nursery. Parents feel that they could be better informed about their child’s work. Children and families are well supported by agencies such as speech and language therapy. Parents feel that the primary school is welcoming and keeps them well informed. The Parent Council encourages parents to get involved with the work of the school and helps with fundraising activities. There are a number of strong partnerships with the community, including the Tannadice Village Improvement Group, which extend the learning opportunities for children in different ways. The Active Schools coordinator works well with the school to promote physical activity. Several parents have been trained to lead sporting activities.

5. Are staff and children actively involved in improving their school community?

Children are actively involved in improving their school community. Children are involved in a range of different groups across the school, including eco and road safety. Staff are enthusiastic and work together very well as a team. They are keen to continue to develop their knowledge and practice and undertake training. Nursery staff share ideas and work with their colleagues in the primary classes and other early years’ establishments within their cluster. Primary staff have taken on leadership responsibilities for whole-school issues. Staff and children worked together to create a successful new behaviour system. The headteacher has engaged in a round of learning visits to classes which focus on improving learning and teaching and these have been welcomed by staff. The school plan has brought about many improvements through training for staff and development of improved courses and procedures.
6. Does the school have high expectations of all children?

Staff have high expectations of children’s behaviour and manners. Children are developing a very good awareness of a healthy lifestyle through a healthy approach to eating, daily exercise and hygiene routines. The school chaplains support the school by attending assemblies on a monthly basis throughout the year, and a range of cultural festivals are celebrated. Primary children are all allocated to house groups and earn points through acts of kindness or sporting success. They find this motivating and enjoy being associated with children from other classes. Staff are fully aware of their role in protecting children and receive regular child protection training. The school has good procedures in place to deal with any complaints. Most children think that the school is good at dealing with bullying.

7. Does the school have a clear sense of direction?

The headteacher has developed a very clear vision and sense of direction for the school in consultation with staff, parents and children. She has the trust of those who work with her and has developed very effective arrangements for further improvement within the school. She has given leadership responsibilities to all teachers so that they can benefit from each other’s expertise. Teachers and early years staff have enthusiastically used high-quality training to improve children’s learning experiences.

8. What happens next?

The school provides a very good quality of education. Therefore, we will make no further visits in connection with this inspection. The education authority will inform parents about the school’s progress as part of the authority’s arrangements for reporting to parents on the quality of its schools.
We have agreed the following areas for improvement with the school and education authority.

- Further extend opportunities for children to lead and take responsibility for their learning.
- Maximise the use of the school grounds for learning.
- Continue to develop curriculum planning and provision across all stages of learning.

At the last Care Commission inspection of the nursery class there were no requirements.
Quality indicators help schools and nursery classes, education authorities and inspectors to judge what is good and what needs to be improved in the work of a school and a nursery class. You can find these quality indicators in the HMIE publications *How good is our school?* and *The Child at the Centre*. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools and nursery classes are doing.

Here are the evaluations for Tannadice Primary School and Nursery Class.

**Primary school**

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>Improvements in performance</td>
<td>very good</td>
</tr>
<tr>
<td>Learners’ experiences</td>
<td>very good</td>
</tr>
<tr>
<td>Meeting learning needs</td>
<td>very good</td>
</tr>
</tbody>
</table>

**Nursery class**

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvements in performance</td>
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</tr>
<tr>
<td>Children’s experiences</td>
<td>good</td>
</tr>
<tr>
<td>Meeting learning needs</td>
<td>good</td>
</tr>
</tbody>
</table>

We also evaluated the following aspects of the work of the school and nursery class.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The curriculum</td>
<td>good</td>
</tr>
<tr>
<td>Improvement through self-evaluation</td>
<td>very good</td>
</tr>
</tbody>
</table>

**HM Inspector:** Ken McAra  
14 June 2011
When we write reports, we use the following word scale so that our readers can see clearly what our judgments mean.

<table>
<thead>
<tr>
<th>Word</th>
<th>Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>excellent</td>
<td>outstanding, sector leading</td>
</tr>
<tr>
<td>very good</td>
<td>major strengths</td>
</tr>
<tr>
<td>good</td>
<td>important strengths with some areas for improvement</td>
</tr>
<tr>
<td>satisfactory</td>
<td>strengths just outweigh weaknesses</td>
</tr>
<tr>
<td>weak</td>
<td>important weaknesses</td>
</tr>
<tr>
<td>unsatisfactory</td>
<td>major weaknesses</td>
</tr>
</tbody>
</table>

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Text phone users can contact us on 01506 600 236. This is a service for deaf users. Please do not use this number for voice calls as the line will not connect you to a member of staff.

You can find our complaints procedure on our website www.hmie.gov.uk or alternatively you can contact our Complaints Manager, at the address above or by telephoning 01506 600259.

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