



**Context**

|  |  |              |                     |              |
|--|--|--------------|---------------------|--------------|
| <b>Setting/School Roll (including ELC/ASC)</b>           | School - 225<br>Nursery AM/PM: 23/14                           |              |                     |              |
| <b>FME</b>   | 18%  |              |                     |              |
| <b>Attendance -93.72%</b>                                | <b>Authorised</b>  | <b>4.61%</b> | <b>Unauthorised</b> | <b>1.66%</b> |
| <b>Exclusion (%)</b>                                     | 0%   |              |                     |              |
| <b>Attainment Scotland Fund Allocation (PEF and SAC)</b> | Total £65 743 (£47 775 and £17 968 carry forward from 2021-22) |              |                     |              |

**OUR VISION**

Our Vision for all learners at Tayport Primary and Ferryport Nursery is that they are “**On TRACK to a bright future**”. This vision and refreshed values were created in consultation with families, staff, children and the community during 2021-22 school improvement work.

**OUR VALUES**

**Thinking** - We think and talk about our learning. We concentrate to improve. We reflect on mistakes and use them to question our thinking.

**Responsibility** - We are responsible for our learning. We are respectful. We build trust in ourselves and others.

**Achieving** - We never give up. We make progress and know our next steps. We are proud of our achievements and inspire others.

**Connecting** - We make connections in our learning. We connect and learn in our community. We collaborate to improve.

**Kindness** - We are kind to ourselves, others, and our environment. We care and share with others. We make our school a place where we all belong.

**OUR AIMS –**

Everyone at Tayport Primary and Ferryport Nursery will:

- be welcomed into a **safe, positive** and **caring** environment, where **relationships** will be fostered and valued, and **trust** built.
- develop the skills of great learners who are **mindful** of the difference they can make to their immediate and wider **community**.
- experience an **engaging**, relevant, responsive, and **creative** curriculum.
- be supported in their learning to be on track to a bright future.

**Improvement Priority Session 2022-23**

**Priority 1: 100% of learners will experience a robust, relevant, and progressive curriculum.**

NIF Priority: School and ELC Leadership  
NIF Driver: School and ELC Improvement

HGIOS 4 Quality Indicators:

1.1– self-evaluation for self-improvement; - leadership of learning; 2.2- leadership of change; 2.2 – curriculum; 2.3 - learning and Teaching; 2.5 – family learning; 3.1 – ensuring wellbeing, equality, and inclusion  
3.2 – raising attainment and achievement; 3.3 – increasing creativity and employability

HGIOELC Quality Indicators

1.1 – self-evaluation for self-improvement; 2.2 – curriculum; 2.5 – family learning

|                         |                |  |                 |   |                             |  |
|-------------------------|----------------|--|-----------------|---|-----------------------------|--|
| Has this priority been: | Fully achieved |  | Partly achieved | ✓ | Continued into next session |  |
|-------------------------|----------------|--|-----------------|---|-----------------------------|--|

**Progress:**

Further work from 2021-22 to embed our school vision, values and aims (VVA) in the life of our school has continued through this session. VVA are linked to positive relationships and achievements (personal and curricular) at our weekly "Learn to Learn" assemblies. All classes share a termly learning overview with families which makes explicit whole school links. Throughout school the VVA is visible and linked to learning. We have offered a range of events for parents over the year such as meet the teacher, termly head teacher coffee mornings, sharing our learning afternoons and sending home learning steps jotters.

Building on consultation with parents, staff and pupils in 2021-22 our school curriculum rationale has been updated.

Throughout the year teachers refer to our agreed assessment overview for the year, gathering and logging data on a class spreadsheet. VVA are embedded into our whole school IDL topic planning and evaluations. The IDL topic planners have explicit links to UNCRC and skills to learning, life and work. All teachers use Fife progression pathways for digital literacy and embed this into learning where possible.

Improving school systems for collaboration has been achieved through prioritising it in the teacher working time agreement to include weekly huddles (before 9am), collegiate planning, moderation and creating three teacher led impact teams for reading, writing and interdisciplinary learning (IDL)/ including play. In the nursery each EYO has had a lead role in improving the quality of family engagement. Each of these groups has had a school improvement plan remit.

Our nursery and early years teachers have looked outwards to explore a variety of different responsive planning formats.

The reading impact team has led reading for enjoyment initiatives, supported teachers in developing class reading areas, led whole school World Book Day planning and the accreditation application.

The writing impact team has been testing the use of the new Fife Writing Assessment and Moderation Pack and reviewed our approach to writing and how we assess progress over the year. They also introduced a whole school star writer wall to celebrate writing achievements.

A 3-year curriculum plan and planner are being developed by the IDL Impact Team. This group has had dedicated time to plan together and gather ideas.

Through these improved collaborative systems there has been effective moderation of planning and assessments. This has been further enhanced by cluster moderation professional learning during inservice day 3 and also at a twilight where teachers moderated both writing and numeracy work from early to third level. In-house all teachers moderated the Tayport Learning Targets (TLTs) against the Fife Progression Pathway to quality assure our approach to progression in writing.

Peer learning visits between P1-P7 were organised by teachers who gave each other feedback on learner engagement. Throughout the session all teachers have participated in "Teach Meets" where they have shared an element of their practice.

Almost all nursery staff have explored Realising the Ambition and have an understanding of the need for learning environments to have high quality interactions, experiences and spaces both indoors and outdoors. All nursery staff are using Fife guidelines on Core Provision for learning exploration and investigation both indoors and outdoors. All staff are regularly reviewing core provision and enhance spaces through the actions, emotions and words of the children. In school the Play Pedagogy team has developed an inhouse manual which explains to staff how we plan and deliver play in our school.

We commit to our nursery and school staff participating in a Child Protection refresher in August and February. A range of visitors presented at school assemblies e.g. The RNLI, Speak out Stay Safe, SPPA and Scottish Dog Trust.

A whole school approach to building pupil resilience alongside Our Minds Matter learning was introduced in August. Termly learning and activities are shared with home. Our PSAs and teachers use check-ins, soft starts, lego therapy and kit-bag to support the emotional needs of our pupils. The Glasgow Motivational

Survey has been conducted twice over this year to monitor how pupils in our school feel about their wellbeing. Aspects around nurture and being included have been highlighted as areas to improve going forward.

All pupils from P1-7 are a member of a leadership group called "Making A Difference" of "MAD Group". Our Playground Pals have trained peer mediators to empower our pupils to resolve relationship challenges.

P7 House Captains are introducing British Sign Language (BSL) & Building Resilience songs. They are also taking a lead at all events and presenting when possible.

**Impact:**

Tracking of planning expectations showed that almost all planning of areas of the curriculum met expectations of being robust, relevant and progressive. This data gathered from the agreed assessment and logged on the class spreadsheet is used with other evidence to make robust tracking decisions. All teachers use the same IDL topic planner, created by the IDL Impact team, to ensure progressive teaching of knowledge and skills. From moderation activities all teachers report more confidence in tracking progress over time in writing and numeracy, resulting in more consistent pupil experiences.

Almost all nursery and early years staff are engaging with daily responsive planning identifying significant learning for individuals. Almost all staff are feeling more confident in using the language of learning.

The September Learning environment audit showed that most class charters are linked to our school VVA. The links to VVA are visible in almost all classes. The impact of the refreshed curriculum rationale has yet to be measured.

During teacher PRD meetings all teachers fed back that they felt they had made a positive contribution to their impact team. Almost all said that they felt that collaboration had improved and reduced planning workload over the year. It is anticipated that the inhouse play pedagogy manual will support consistency of pupil experience and progression in play.

All nursery staff are working together to provide a good balance of child initiated, adult initiated and adult directed experiences taking account of the unique setting. P1 and P1/2 class teachers have been provided with the Core Provision guidance and information to create positive, meaningful and relevant transitions from Nursery to P1. All early years staff have been informing parents of different types of play and how the play has been extended.

In December 2022 almost all of those families who responded said that class learning overviews were supporting their understanding of the learning in school. The majority of the same group said that the sharing our learning events were effective in building their understanding of their child's learning. Most said their child was excited to talk about their learning. It is acknowledged that despite a yearly calendar being available from August 2022 it is difficult to attend events during the school day.

Most parents/carers attended our pupil progress meetings in March 2023. Almost all (92%) said the meeting supported their understanding of their child's progress. Most said that viewing their child's jotters further supported this understanding. Next session expectations on standards of presentation in jotter will be high for all pupils.

All Pupils and teachers evaluate IDL topics using our TRACK values and their feedback used to build on future skills learning. Over the session teachers and the learning partnership evaluated the quality of plans and agreed next steps going forward. There is strong evidence of linking the learning to our local environment e.g. partnering with the launch of the Tayport Heritage Trail.

The reading impact team submitted the Reading Accreditation evidence to the Scottish Book Trust. We have achieved the Core Reading School Accreditation in April 2022.

All teachers who participated in teach meets and peer learning visits reported a positive experience and the gaining of new relevant ideas to apply in the classroom. All MAD groups have reported impact, in varying degrees, and this year's work will be used to launch more focused work next session.

All school and nursery staff are familiar with child protection procedures. Our website includes information and links for the wider community. Termly head teacher coffee mornings has created an alternative forum for parents/carers to share their views about our school.

**Next Steps:**

- Reporting of progress to families over the year will include more detailed Learning Overviews, regular sharing our learning events and daily jotters with more detailed pupil reflections. The school calendar to be under review for balance of in school events over the year and ensure plenty notice. Teachers will improve their formative assessment approaches to support this.
- Ensure the curriculum rationale is at the heart of our learning delivery.
- Whole staff professional learning on creating balanced writers and use of questioning.
- Continue detailed and robust planning procedures with the IDL planning – more explicit recording of pupil voice, recording skills and use of questioning to challenge thinking. To involve pupils in early IDL planning.
- Nursery responsive planning now needs to capture pupil voice daily, use feedback from parents and child. Build in learning conversations at the end of sessions to support children involved in identifying their strengths, successes and next steps.
- Digital refresh and investment in iPads needed to take forward IDL work.
- Reading Accreditation – to continue to Silver accreditation to focus on linking with the school community further.
- To prioritise opportunities for teachers to collaborate out with our setting and ensure moderation activities review like with like.
- Further time is required to establish Tayport's approach to QI writing and use of the Fife Writing and Moderation Pack and this will continue into next session.
- Whole staff furthering understanding the role of play and creativity [in numeracy].
- Using HWB "Responsibility for All" to target HWB focus areas for next session.
- Improve our learning environments further to promote inclusivity.
- Become a committed rights respecting school.
- To further develop mechanisms for pupil voice and leadership. Continue MAD groups and seek further opportunities to improve school sustainability.
- Learning Steps jotter to stop next session and learning reflections established in daily jotters.
- Review nursery resources (including accessibility) for responding to extending the challenge in learning and further pursue thinking
- Nursery staff to familiarise themselves and use the Leuven scale to gauge engagement in learning
- Embed peer learning visits across the school including the nursery team visiting P1 classroom and P1 teacher visits to nursery.
- The Glasgow Motivational Survey results over time show that we need to further focus more on improving children's sense of belonging and nurture therefore MAD groups and Building Resilience tool to be adapted to focus on this.

**Improvement Priority Session 2022-23**

**Priority 2: : At least 85% of learners will be on track with reading and p1-7 pupils will report an improvement in reading for enjoyment.**

|  |   |
|--|---|
| <p><u>NIF Priority:</u> School and ELC Improvement<br/><u>NIF Driver:</u> Teacher and Practitioner Professionalism</p> | <p><u>HGIOS 4 Quality Indicators:</u><br/>1.2-leadership of learning; leadership of change; 1.5 – Management of resources to promote equity; 2.2 – curriculum 2.3 – Learning, teaching, and assessment; 2.5 – family learning; 3.2 – raising attainment and achievement<br/><u>HGIOELC Quality Indicators</u><br/>1.5 – Management of resources to promote equity; 2.3 – Learning, teaching and assessment; 2.5 – family learning</p> |
|--|---|

|                         |                |  |                 |   |                             |  |
|-------------------------|----------------|--|-----------------|---|-----------------------------|--|
| Has this priority been: | Fully achieved |  | Partly achieved | ✓ | Continued into next session |  |
|-------------------------|----------------|--|-----------------|---|-----------------------------|--|

**Progress:**

All teachers use the Tayport Learning Targets for their stage to plan for the acquisition of reading skills. Through rigorous tracking pupils who were not on track were identified and received a block (of varying length) of targeted support. A digital reading resource (Reading Eggs) was invested in for all primary one and two pupils as well as for those needing targeted interventions from P3-7.

The reading impact team led the gathering of evidence for promoting reading for enjoyment. They also planned live author events, community library visits and whole school events such as World Book Day. P1-3 teachers led a weeklong "Read Write Count" celebration, with parents in school for the gifting ceremony in November 2022. In May 2023 we achieved Core Reading School status.

All teachers engaged in professional learning delivered by the Scottish Book Trust to promote reading for enjoyment.

All classes and both nursery session have had termly visits to our local community library. The majority of classes visit our school library regularly to enjoy different texts.

In nursery the lending library was reintroduced and almost all parents continue to use this resource well - taking time to choose a book to take home/share books with their child in nursery. Whilst re-evaluating/reconfiguring our nursery areas the story corner we relocated back into the main playroom creating a larger area for the children to explore a wider variety of reading materials/resources. All children were involved in the decisions of choosing the colour to upholstering the seats. Different genres of books have been incorporated into all areas of the nursery and outdoors encouraging children to explore during their play. There has been a new reading pod added to the story corner which has been popular allowing a quiet space for children to engage in literacy. Bookbug and Rhymetime sessions have been running regularly at nursery on Friday mornings.

### **Impact:**

Teaching staff are more focused on the teaching of reading skills and promoting reading for enjoyment. There is evidence of pupils interacting with the reading schools displays and talking more about reading. Pupils reported enjoying the book swap during World Book Day and request for this to happen again. Teachers noted that pupils were enthusiastic choosing a book and felt this encouraged reading for pleasure. The live author events raised pupil awareness of alternative authors and books and consider the skill of an author.

Tracking of reading attainment over 2022-23 has shown a steady improvement in p1-7 pupils on track or above. In October 2022 – 71.8%, December 2022 – 83%, March 2023 – 85.5% and May – 84.1%.

The majority of the identified P1-7 group who were not on track with their reading are now on track following intensive support.

In August 2022 and then in May 2023 children were asked if they enjoyed reading. There was a 15% increase in children stating they enjoyed reading very much and a decrease of 11% in those who only like reading a bit and a 2% drop in those who said they didn't like reading at all.

In August 2022 P2-7 a few (12%) pupils reported that they did not like reading at all with the majority (53%) liking reading a lot. In May 2023 the same cohort reported that 10% did not like reading at all and 67% liking reading a lot.

The new nursery reading area is now being accessed by a larger number of children. Most recently, PLJs have been positioned back in the reading area and this has resulted in a higher uptake of children picking up their PLJ's and browsing through them. Book Bug and PEEP sessions have provided further opportunities for parents/children to explore books. These sessions have proved popular with parent/carers resulting in a waiting list for future sessions. Bookbug and Rhymetime have been well attended with up to 6 parents signing up for session blocks with their children. We have introduced a waiting list due to demand for these sessions.

Tayport Primary shared its core reading accreditation journey and impact with all the Madras cluster schools in May 2023.

### **Next Steps:**

- Continue to use reading assessment and targeted interventions to secure children's progress in reading.
- Embed core reading school values and work towards silver accreditation by establishing how we can link more with our community through reading.

- Further investment into resources to create inviting reading spaces including the outdoor reading corner.
- Teachers to continue to lead the reading accreditation alongside a pupil support assistant and head teacher.

**Improvement Priority Session 2022-23**

**Priority 3: 100% of learners will experience a progressive French curriculum. 100% of p5-7 pupils will have the opportunity to learn a third language, British Sign Language.**

NIF Priority: Teacher and Practitioner Professionalism

HGIOS 4 Quality Indicators:

2.2 – curriculum; 2.3 - learning and Teaching; 2.6 – transitions; 2.7 – partnerships; 3.2 – raising attainment and achievement

HGIOELC 4 Quality indicators:

2.2 – curriculum; 2.6 – transitions; 2.7 – partnerships

3.3 – increased creativity

Has this priority been:

Fully achieved

Partly achieved



Continued into next session

**Progress:**

At the beginning of the 2022-23 session our 1+2 Single Point of Contact (SPOC) shared the 1+2 pathways and resources available to teachers. Most teachers use the Fife progression pathways to plan and deliver a progressive French curriculum.

Our first whole school and nursery IDL was “Vive La France” and this launched our commitment to French for the session. A nursery to P7 video was created to celebrate the diverse range of languages in our settings.

The SPOC provided intensive weekly support to the current P7 cohort during term 1. From term 2 the SPOC supported the primary 5 cohort and teacher.

All teachers participated in a Madras cluster event which shared approaches to language acquisition in November 2022.

In February 2023 the SPOC shared good practice information and a tool to support delivering class routines in French.

All P5-7 teachers and head teacher signed up for BSL training. BSL has been introduced to all P4-7 pupils weekly at L2L where the focus has been on basic greetings and manners. Fife Languages team is further developing school support to schools to deliver BSL effectively.

**Impact:**

The “Vive La France” video was positively received by our families and the children who participated were proud of their involvement. Next session we plan to promote diversity and languages again during “European Day of Languages” in September.

Almost all classes have established daily routines in French. P1-2 are very enthusiastic about “Camenbear” and engage well. The majority of a P3-7 pupil focus group were able to discuss and talk about how French is taught in their class.

Teachers reported positively that pupils have gained a deeper understanding of some basic French vocabulary and Vive La France topic helped develop their understanding of French culture. Another also said: The children are now confident with basic greetings; numbers and colours. Another said children really enjoy their French sessions and I do feel the initial topic in term 1 helped with this (as well as boosting own confidence).

The majority of teachers reported some improvement in confidence in delivering L2 over the session. At weekly L2L assemblies’ general greetings are done using BSL.

**Next Steps:**

- Continue to develop tracking of planning and progress of 1+2 by using the Madras cluster expectations and progression grid.
- To celebrate language and diversity through RRS work.
- Pupils and P4-7 teachers have agreed to put BSL on hold for next session and follow the multi-language model for L3 so will learn more about Spain and Spanish during 2023-24.



### Improvement Priority Session 2022-23



#### **Focused Priority 4: Nursery Only – promote EYO leadership of learning to improve the quality of family engagement.**

NIF Priority: ELC Leadership

HGIOELC Quality Indicators

1.2 Leadership of learning; 1.3 Leadership of change; 2.2 Curriculum;  
2.3 Learning, teaching and assessment; 3.2 Securing Children's progress

Has this priority been:

Fully achieved



Partly achieved

Continued into next session

**Progress:**

All EYO's and SEYO's took on lead roles for this session meaning that a wide range of experiences have been offered to children.  
All practitioners are contributing to posts on Seesaw to share children's learning.  
SEYO's are now taking a lead in delivering team meetings.  
Parent Questionnaires "Quick Question Time" sent out each term with a relevant focus feeding into adapting children's experience.  
Each keyworker carrying out initial meetings to promote strong relationships with families.  
Lending Library has been set up offering a family friendly flexible borrowing system so ensure all children have access to texts.  
Weekly team meetings ensure good communication and shared understanding of families.  
Creating better links with the local community and using local resources e.g. beach.  
Collaborative planning on Whole school and Nursery themes.

**Impact:**

All lead roles have led to carefully planned sessions such as Bookbug and PEEP – a maximum of 6 parents for each session offered. Uptake for these sessions have resulted in a waiting list.  
Parent feedback has impacted on the content of PEEP sessions as the team have responded to the needs of the families attending.  
All new staff have been mentored by SEYO's to ensure consistent approaches at Ferryport.  
All staff now feeling more confident in leading an area for improvement – this was highlighted through the PRD process.  
Almost all families are signed up and regularly using seesaw to give and receive information about their child's progress  
Almost all families have engaged in sharing their thoughts and opinions linked to the Ferryport setting through the Microsoft Forms Quick Question Time Questionnaires. Feedback Information is shared with all Stakeholders and suggested Next Steps/Actions undertaken by the Team or specific Team members. EL Care Inspectorate unannounced visit resulting in 3 Very Goods and 1 Good (May '23)

**Next Steps:**

- In-putting planned events into annual calendar to ensure continuity and maintenance, including planned team meetings (with agreed focus) and beach visits
- Introduce rhymetime sessions for afternoon children.
- Promote stay and play sessions by regularly timetabling sessions.
- Further promote and embed Community links both through external visits and having visitors come in to the Nursery.
- Children's Rights – systems to be put in place to allow children to have a choice about attending Beach Foreshore and School PE visits.
- Promote awareness to parents/carers of areas within the Nursery for rest and sleep if desired by children.
- See advice on beach provision to support a positive mind set for beach experience for all.
- Invite parents/carers only to explore the beach area before the sessions start, sharing the value of the experience (Health and Wellbeing, Curriculum, skills for life).

- Continue to undertake Microsoft Quick Question Time (minimum of once a term), to seek the voice of the Ferryport Stakeholders and Next Steps/Actions undertaken and reviewed. QQT to be designed to allow the children to share their voice using Technology.

### Attainment of Children and Young People

| May 2023 Stage | Reading | Writing | Listening and Talking | Numeracy |
|----------------|---------|---------|-----------------------|----------|
| P1             | 96%     | 89%     | 96%                   | 96%      |
| P4             | 84%     | 66%     | 87%                   | 84%      |
| P7             | 81%     | 77%     | 81%                   | 61%      |

#### Overall Attainment for 2022-23

|    | Literacy | Numeracy |
|----|----------|----------|
| P1 | 89.3%    | 96.4%    |
| P4 | 63.2%    | 84.2%    |
| P7 | 74.2%    | 61.3%    |

| Literacy       |        | Numeracy       |        |
|----------------|--------|----------------|--------|
| Stretch Target | Actual | Stretch Target | Actual |
| 74.3%          | 75.6%  | 78.8%          | 80.6%  |

| Stage | Reading |      |      | Writing |      |      | Listening and Talking |      |      | Numeracy |      |      |
|-------|---------|------|------|---------|------|------|-----------------------|------|------|----------|------|------|
|       | 2023    | 2022 | 2021 | 2023    | 2022 | 2021 | 2023                  | 2022 | 2021 | 2023     | 2022 | 2021 |
| P1    | 96%     | 94%  | 90%  | 89%     | 86%  | 83%  | 96%                   | 89%  | 80%  | 96%      | 89%  | 96%  |
| P4    | 84%     | 78%  | 84%  | 66%     | 72%  | 72%  | 87%                   | 83%  | 88%  | 84%      | 83%  | 78%  |
| P7    | 81%     | 81%  | 80%  | 77%     | 76%  | 61%  | 81%                   | 95%  | 80%  | 61%      | 76%  | 78%  |

#### Evaluative statement of attainment over time.

Our school stretch targets in literacy and numeracy consider the social context of Tayport as well as previous achievement of Curriculum for Excellence levels at P1, P4 and P7. Our stretch target for combined literacy for 2022-23 was 74.3%. Our actual combined literacy attainment for this time was just above at 75.6% meaning that most P1, P4 and P7 achieved expected levels. When we drill down into this figure, we can see that performance in writing is consistently lower from P3 – P7 which supports the decision to continue to invest in new writing resources and training to focus on raising attainment in writing next session. Although data over time is comparing different cohorts our approach to improving reading through targeted approaches is reflected in the P1, P4 and P7 reading attainment results. In numeracy our stretch target for 2022-23 was 78.8% and our combined numeracy attainment was 80.6%, meaning, again, that most P1, P4, and P7 pupils achieved expected levels. A program of targeted numeracy work for those not on track in the upper stages is planned for next session.

#### Evidence of significant wider achievements

Our Primary 7 children attended a 5-day residential outdoor learning experience at Ardroy in August 2022. They embraced the opportunity to develop problem solving, teamwork and endurance skills, as well as, overcoming challenges. The P7s who did not attend Ardroy organised and hosted a MacMillan coffee morning raising over £300.

This year have prioritised connecting with our local Tayport community and have done this through a foodbank collection, laying a poppy wreath at our local memorial and Remembrance Garden, collecting for the Fife NE toydrive, holding a Christmas Cheer gathering at the local church, the P5-7 choir performing at the Auld Kirk Christmas fundraiser and with some classes participating in their Spring craft fair. P3-7 classes have engaged with the Larick Centre to support building a plastic bottle wigwam while also giving this local centre feedback on what they want from it. P1-7 attended the Christmas Panto at



the Byre Theatre which was subsidised by our parent council, so everyone had the experience. Our Parent Council ran a series of successful fundraising activities remotely to replace the annual fundraising fairs and other events through the year. Children were treated to Halloween goodie bags, Selection boxes at Christmas. The Parent Council supported a successful sports day event at our local football ground.

The Making A Difference "MAD" groups have established pupil leadership in school. This is giving all pupils the opportunity to contribute to school improvements and develop team working and leadership skills. A Tesco community grant was achieved to develop community links with health and wellbeing.

A group of young leaders have been trained and they run a P2/3 Friday lunchtime club. We have P6 peer mediators who offer weekly sessions to those who seek support in improving relationships. Our Junior Road Safety Officers are implementing actions from the school travel plan and led a successful Walk to School week in May 2023.

P5-7 participated in a Scottish Opera programme, preparing and then delivering an opera performance to families in March. Feedback from parents was overwhelmingly positive about this rich experience developing their children's confidence. P1-2 delivered a successful modern Nativity performance in December.

Almost all of primary 5 pupils engaged in Bikeability level 1 sessions and the majority of primary 6 pupils achieved Bikeability level 2, improving their responsibility for their own safety when out in the community.

As a whole school and nursery, we have engaged in a number of national events such as Anti-bullying Week, Safer Internet Week and World Book Day. Learning from these events was shared via our school twitter account. Weekly "Learn to Learn" assemblies have provided a platform to develop and establish our refreshed school vision and values. This has allowed a consistent language of learning to promote a positive school culture. Three children from each class receive a certificate in recognition of them working on our focus TRACK value that week. Children report feeling proud and "noticed" on receipt of an award.

A "Together we can" Rugby group has run throughout terms 3 and 4 and has supported identified youngsters to build positive relationships and self-confidence.

As we closed 2022-23 our Primary 7s prepared and delivered their awards ceremony to their families and on the final day of term we came together as a school community to celebrate the end of a great year.

### **Feedback from external scrutiny – Learning Partnership – January 2023**

#### **Strengths Identified:**

- Positive relationships between all staff and pupils were highlighted and evident during learning visits and focus groups. Behaviour management strategies were used effectively in all observed lessons. Strong relationships and teamwork were evident in the nursery staff.
- The school vision and values underpin the planning of learning and teaching, and also to evaluate its impact. The P1-P7 IDL planning documents showed an increasing quality of evaluation linked to the values by pupils.
- A rigorous approach to tracking and monitoring progress and achievement of all learners has been introduced. This system is attempting to track progress across the curriculum.
- A range of targeted support for learning approaches in reading and health and wellbeing (linked to tracking procedures and HWB survey results) were shared.
- The format of the Interdisciplinary Learning planners provide consistency and ensure coverage of all Experiences and Outcomes over a three-year cycle. The majority of teachers effectively evaluate the IDL topics in line with the school values, to promote a consistent language of learning. Further discussion on expectations of the detail required will ensure consistency of use going forward.
- At Ferryport Nursery all children were observed being highly engaged in play. The home corner offered a range of experiences such as digital technology, varied reading materials, and writing opportunities. There were links to a recent interest in the Lunar New Year. The nursery book chest offered a range of diverse texts, story books and reference books. The learning environment has

been refreshed with nursery pupil's input. The Personal Learning Journeys (PLJs) samples were full of examples of learning and play. The use of QR codes to share learning was highlighted.

- Effective Play pedagogy observed in the early years' classroom was noted to be of high quality.
- Pupil focus groups spoke positively about leading aspects of school improvement.

**Next Steps:**

**Learning and Teaching**

- To improve clarity around the use of learning intentions and success criteria.
- A four-part model could be introduced.
- Teachers approaches to formative assessment to be refreshed.
- Professional learning to improve skilled and planned questioning.
- Moderation of approaches to differentiation.

**Meeting Learners' Needs**

- The tracking spreadsheets should be further developed to monitor numeracy on a regular basis.

**Nursery and Early Years**

- Numeracy opportunities could be further developed.
- Play areas could have more explicit learning focus.
- Refresh playroom environment.

**PEF Evaluation/Impact**

**Targeted Interventions:**

- A group of children across the school whose attendance was below 85% - we aimed to improve this.
- Reading attainment for identified pupils in P3-P7 who have a reading age (1 – 24 months) below chronological age will be improved.
- We have identified a group of pupils who are finding sustained engagement in learning challenging. This can lead to distressed and dysregulated behaviour. We want all children to feel safe and happy in our school.
- Writing attainment for identified pupils in P4 -P7 who are not on track with writing will be improved.
- To ensure all P7s experience an outdoor residential and remove cost as a barrier.

**Progress:**

Our PEF funded Principal Teacher and PEF funded pupil support assistants have ensured a focus on improving attendance in the identified group. A range of activities such as wellbeing and nurture breakfast club, choir, Girl Talk club, together we can rugby, kit bag, individual check-ins, phone calls with parent have been used.

All identified children for targeted interventions received the planned 1:1 support in reading.

There has been careful tracking of progress in writing of the focus group with 43% being identified as having an identified additional support need.

Various health and wellbeing groups such as baking, kitbag, rugby together we can have been used to support those who struggle to engage fully in learning.

All identified P7s were encouraged to attend the residential.

**Impact:**

The identified attendance group has over the year improved attendance by an average of 11%. Further improvements in attainment in reading have been noted for the majority of this group too.

The focused PSA sessions to target reading gaps has resulted in the reading ages of the identified group improving over 6 months on average by 9.4 months. In a few cases the gains were 14-24 months. This targeted intervention has revealed deeper issues around reading for a few which are now being supported. The purchase of 10 I-pads has supported these children in accessing the online Reading Eggs programme daily.

Within the writing focus group there is now personalised support is in place to move these children on and we are confident that we have the correct support in place to improve writing. In the remaining members of the group the majority have shown improved writing attainment in that they are on track although still vulnerable.

All funded residential trip pupils attended the four-night stay and gained the experiences hoped.

**Next Steps:**

- Continue focus on improving attendance based on this year's attainment results.
- Focus on targeted support for those not on track in numeracy and writing.
- Ensure all children have the opportunity to fully engage in school life without cost as a barrier.

**Tayport Primary School and Ferryport Nursery**

| <b>NIF Quality Indicators (HGIOS 4) School Self- Evaluation</b> |             |              |              |  |
|---|-------------|--------------|--------------|--|
| Quality Indicator   | 2020 - 2021 | 2021- 2022   | 2022-23      | <b>Inspection Evaluation</b><br><i>(within last 3 years)</i> |
| <b>1.3 Leadership of change</b>                                 | Very Good   | Good         | Good         | n/a  |
| <b>2.3 Learning, teaching and assessment</b>                    | Good        | Satisfactory | Satisfactory | n/a  |
| <b>3.1 Ensuring wellbeing, equity and inclusion</b>             | Very Good   | Good         | Satisfactory | n/a  |
| <b>3.2 Raising attainment and achievement</b>                   | Good        | Good         | Satisfactory | n/a  |

| <b>NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)</b> |             |            |           |  |
|--|-------------|------------|-----------|--|
| Quality Indicator  | 2020 - 2021 | 2021- 2022 | 2022-23   | <b>Inspection Evaluation</b><br><i>(within last 3 years)</i> |
| <b>1.3 Leadership of change</b>  | Very Good   | Good       | Very Good | n/a  |
| <b>2.3 Learning, teaching and assessment</b>                                     | Good        | Good       | Good      | n/a  |
| <b>3.1 Ensuring wellbeing, equity and inclusion</b>                              | Very Good   | Good       | Good      | n/a  |
| <b>3.2 Securing children's progress</b>  | Good        | Good       | Good      | n/a  |

| <b>Care Inspectorate (within last 3 years) –<br/><u>unannounced visit Friday 12<sup>th</sup> May 2023.</u></b> | <b>Grade (if applicable)</b> |                   |                |
|--|------------------------------|-------------------|----------------|
|  | <b>2020 - 2021</b>           | <b>2021- 2022</b> | <b>2022-23</b> |
| <b>1.1 – Nurturing Care &amp; Support</b>  | n/a                          | n/a               | Very Good      |
| <b>1.3 – Play and Learning</b>   | n/a                          | n/a               | Very Good      |
| <b>2.2 – Children's Experiences &amp; High Quality Facilities</b>  | n/a                          | n/a               | Very Good      |
| <b>4.1 – Staff skills, Knowledge &amp; Values</b>  | n/a                          | n/a               | Good           |