



Tayport Primary School
Standards and Quality Report 2023-24
Achieving Excellence and Equity



School Roll	219					
FME	13.6% (P6 & P7) @ February 2024					
SIMD Profile	Average: 6.2					
Attendance (%)						
The stretch target for attendance was 93.2%	Overall	94%	Authorised	4%	Unauthorised	2%
Exclusion (%)	0%					
Attainment Scotland Fund Allocation (PEF)	Total: £65 611 £47 777 (carry forward from 2022-23 - £17836)					
Cost of the school day statement	At Tayport Primary School we recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We plan our school calendar to achieve a balance of experiences over the year for all age groups. We discreetly support the cost of trips (including panto and Scottish Opera), we support the cost of the P7 residential, and reduce the cost of P7 leavers' hoodies. We are also running a pre-loved uniform shop in June. All P1-3 children have the opportunity to develop their physical literacy skills in a free targeted afterschool club.					

OUR VISION

Our Vision for all learners at Tayport Primary 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 & 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 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 Priorities Session 2023-24

Focused Priority 1: To ensure all learners feel nurtured and included in our school. All staff using the Circle framework to plan appropriate routine and structures, social & communication, & physical environments.

All staff using tools available to support the development of emotional literacy.

Directorate Improvement Plan

Health & Wellbeing

Attendance & Engagement

HGIOS 4 Quality Indicators

1.1 – Self-evaluation for self-improvement; 1.2 – Leadership of Learning; 2.1 – Safeguarding & child protection; 2.3 – Learning, teaching & assessment 3.1 – Ensuring wellbeing, equality & inclusion; 3.3 Developing creativity & skills for life and learning

Has this priority been:

Fully Achieved



Partially achieved

Continued into next session

Progress:

All teachers participated in an introductory session about the Circle Framework led by our Educational Psychologist. At the beginning of the school year this was revisited and later a "How we use the Circle Framework at Tayport Primary" A4 document was developed by teachers as a quick point of reference.

Throughout the session collegiate time was allocated to support teachers in peer assessing learning environments and supporting each other in meeting the Circle Framework classroom environment recommendations. Following this the same peer conducted a learning visit in November with a focus on giving feedback on how inclusive learning environments were. All teachers received training in the use of Fife's Summary of Support and child's plans.

At the beginning of the year, we self-evaluated against Rights Respected Schools criteria and became a bronze-rights committed school. We have continued this work and in June 2024 became a silver level "Rights Aware". As part of this work at weekly learn to learn assemblies' themes of children's rights and protected characteristics are explored. The Global Citizens MAD group led whole school events on Children in Need and Comic Relief.

All p3-7 pupils complete wellbeing webs at 3 points of the year alongside the Glasgow motivational survey. This year we have introduced the language of "SHANARRI" to pupils and they have measured their progress against the indicators and identified next steps. All teachers were trained in the use of kitbags for individual, groups and whole class.

All pupils are a member of a pupil leadership group – Making A Difference – MAD group. They have met 7 times over the school year with pupils feeding back at assemblies on progress. Parents/carers are kept up to date and included in this work via the weekly update.

All teachers are part of an impact team which has led an aspect of school improvement this year. The P7 House Captains have led and organised three house games events to encourage participation and sense of belonging.

All teachers have engaged in professional reading around the use of play to improve social skills and support self-regulation.

All teachers continue to gather specific pupil assessment data over the year and record this on class data spreadsheets. The digital records of understanding for numeracy and literacy are used by all teachers. Alongside this termly tracking meetings and support for learning consultations ensures we are meeting learners needs.

All teachers and pupil support assistants have engaged with the de-escalation audit and in key messages. De-escalation scripts and approaches are used consistently across school.

Impact:

The A4 quick reference Circle document is being used with all new staff to ensure consistency in approaches used to provide predictable staff responses and familiar classroom environments that will make learners feel secure. The Glasgow Wellbeing survey results for P3-7 from September to March showed a 5% improvement in children feeling safe [77 to 82%].

All teachers identified and planned their own next steps in making their learning environments more inclusive. This was followed up at subsequent planning meetings. Almost all teachers could explain adjustments they made to their learning environment to improve learners' experience.

All teachers are using the Circle framework inclusive learning environment scale to meet expectations before registering a support for learning concern. Some teachers are independently using the framework to improve inclusion on an ongoing basis. Our Support for Learning teacher ensures that targeted strategies to support learners in class are mirrored at home. Kitbag online has been shared with targeted families to support emotional regulation

Initial feedback from families following "Meet the Teacher" indicated that the majority said the school and classroom environments were excellent. The minority said they were good.

During the extended learning partnership visit it was noted that Circle framework is not yet embedded across the school.

The Bronze then Silver Rights Respecting Schools award shows the good progress we have made in embedding children's rights in our school. During pupil focus groups children show an increased awareness of their rights and responsibilities. The recent Pupilwise survey asked "my school makes sure I learn about my rights and responsibilities" had 74.79% agreed, 24.37% were neutral and only 0.84% disagreed with the statement.

Through gathering of regular health and wellbeing information through wellbeing webs and the Glasgow Motivation Survey teachers are able to identify children who may need additional supports. Our teachers can identify a wealth of strategies they might use to support increased sense of belonging and feeling nurtured.

The pupils' Glasgow Motivational Survey from September to March showed an increase in children feeling they belong and important in our school.

The MAD groups have made an impact by running a healthy tuck shop, kitbag ambassadors, organising world book day, recycling lost property and hosting a pop-up uniform shop, organising a foodbank collection, training more peer mediators and creating whole school STEM challenges. There was a positive increase in pupils reporting they feel proud of the work they do in school.

Across pupil focus groups, all children were able to discuss ways their attainment and achievement are shared. All children were proud of their achievements and confident these were recognised by staff. During the extended learning partnership children spoke confidently about their participation in the Making a Difference groups and the positive impact this was having across the school.

During teacher PRD meetings almost all teachers have spoken positively about the leadership work they have undertaken this year either in supporting the Rights Respecting School application, improving parental engagement and learning and teaching. Similarly, all teachers spoke about the impact of the play professional reading and a few have developed this further in classrooms.

Termly tracking meetings that use the data collected by teachers allows for targeted individuals to be identified. All children who are identified as not on track are receiving targeted support The 5- and 10-minute boxes for literacy and numeracy and/or Reading Eggs are used daily to reduce gaps.

There has been a reduction in the number of pupil incidents. A few members of staff still report that they do not feel respected by pupils.

Next Steps:

- To continue to embed the principles of being a Rights Aware school and have teachers and pupils leading improvement across the school.
- To merge our current data gathering from class spreadsheets and trams with the new tracking system "progress".
- The robustness and range of universal strategies used throughout the school needs to be reviewed.

Focused Priority 2: To improve writing attainment

- All staff engaged in Stephen Graham creating a balanced writing professional learning.
- Rigorous collaborative writing moderation processes

<u>Directorate Improvement Plan</u>		<u>HGIOS 4 Quality Indicators</u>			
Achievement		1.3 – Leadership of Change; 2.2 – Curriculum; 2.3 – Learning, teaching & assessment; 2.4 – Personalised Support; 2.6 – Transitions; 3.2 – Securing children’s progress;			
Has this priority been:	Fully achieved		Partially achieved	✓	Continued into next session

Progress:

The Learning and Teaching impact team developed and agreed a 4-part lesson model.

Almost all teachers have received the full complement of Stephen Graham improving writing programme and attended a cluster Inservice day input on fife’s workshop for literacy. All inputs have been saved for those who did not complete or who will be new to our teaching team to engage with as part of their own professional learning. Alongside this as a staff we have engaged with Fife’s writing assessment grids and with the support of the cluster principal teacher brought together the PM Writing Resource, workshop for literacy approaches, QI methodology and Fife’s assessment grids into a robust writing programme in our school.

Through the professional learning processes teachers have successfully planned together and moderated the work produced by learners.

The cluster PT has provided Intensive peer support for the P4 and P5/6 teacher around workshop for literacy approaches. She has also provided weekly targeted group work for pupils identified as not on track with writing.

All teachers have engaged in a peer learning visit and given each other feedback on the learning environment and learning they observed.

A writing curriculum afternoon in May 2024 showcased children’s progress in writing. It shared strategies and writing supports used in class. Children shared their writing progress with visitors. In the minority of classes teachers delivered a writing lesson to visitors.

The learning and teaching impact team are collaborating with the cluster PT to align our spelling progression to Fife’s progression pathways. A writing policy has been agreed for next session.

Impact:

During our extended learning partnership visit elements of the four-part model were observed. The final writing policy now makes clear and consistent “how we teach and assess writing” at Tayport Primary.

Tayport Primary's writing policy has been drafted over the session by the learning and teaching impact team with the support of the cluster principal teacher. All teachers have reviewed and improved this draft. A literacy lead teacher has been established. The writing improvement work has included the creation of text type planning templates and self/peer/teacher assessment grids.

SLT can evidence consistent progress across all year groups linked to the processes around collaborative planning. The extended learning partnership visit in February highlighted strong evidence of collaborative approaches to planning and delivering lessons across the school.

During PRDs almost all teacher teachers spoke confidently about the impact of all writing professional learning on their teaching practice and learners. As teacher confidence in the 9 text types has grown they have established a writing assessment framework for P1-7 for 2024-25 and agreed which text types will be explicitly taught at each stage. This further promotes consistency of experience in our school.

Almost all pupils receiving targeted writing support from the cluster principal teacher are now on track with their writing. From September 2023 to May 2024 from P1-7 there has been a 5% decrease in those not on track with writing.

During planning meetings there is consistent evidence of all teachers using peer feedback to improve their learning environment and practice.

Feedback from visitors to the writing curriculum afternoon indicated that almost all learners could explain their progress in writing and next steps. All visitors gave positive feedback on how the event supported their understanding on how writing is delivered and supported.

The writing policy sets out clear expectations for all teachers around learner experiences.

Next Steps:

- For all staff to take forward Tayport's writing policy, including updated spelling progression.
- To embed agreed writing policy and supports in writing to raise attainment.

Focused Priority 3: To improve our curriculum through increased parental engagement There is evidence of increased community partnership in our curriculum.

Directorate Improvement

Equality & Equity

Health & Wellbeing

Positive Destinations

Attendance & Engagement

1.2 – Leadership of learning; 2.2 – Curriculum; 2.5 – Family Learning; 2.7 – Partnerships; 3.1 – Ensuring wellbeing, equality & inclusion

Has this priority been:

Fully Achieved



Partially achieved

Continued into next session

Progress:

We have clearly communicated with families throughout this year through our “weekly updates” which offer a range of calendar updates, reminders and successes. We introduced a termly Sway which showcased learning and wider achievement from each class. Seesaw is used from P1-P3 to share learning and communicate with families. Most families that use Seesaw reported that they find it helpful in understanding their child's progress.

All teachers have summarised A3 curriculum rationale documents, linked to the 4 contexts of learning, visible in classrooms. Links to our rationale are made during termly planning meetings.

Throughout the year we have offered a range of opportunities for parents to engage in our curriculum rationale through our termly learning overviews [with suggestions to extend learning at home], P1-3 shared starts/finishes, Reading Cafés, writing curriculum afternoon, termly Sways sharing whole school learning, open afternoons. We are beginning to share the Circle Framework recommendations with families to support regulation at home.

To support learners in improving their language of learning to set next steps particularly in writing has been developed this session through guided learning reflections linked to our school TRACK values. Learn to learn assemblies are used to develop this further with certificates linked to the learning and progress. Almost all teachers completed a peer learning visit during a time when pupils were completing learning reflections.

We have achieved the Silver Reading School Accreditation (May 2024) and have run five Reading Cafés events inviting parents/carers to read with their child.

At the end of September, we celebrated European Day of Language with our bi-lingual parents visiting classes. From 20-24 May 2024 a whole school careers week was held. We had eleven members of our school community visit and share information and answer questions about their careers.

Throughout the year P7 Kitbag Ambassadors have supported regular small group kitbag sessions in the Zen Den. In March a "kitbag and connect" community event was hosted by the Health Hub MAD group. Families attended to find out more about kit bag and visit our Tesco Grant funded "Zen Den".

Impact:

Family feedback via school surveys indicated that almost all are satisfied to very satisfied with communication levels from school. Family attendance at school events remains high. All of those surveyed said that they use the school weekly update. Of those P1-3 families that use Seesaw most said that Seesaw does support their understanding of their child's progress.

All classes were involved in performances to parent/carer audiences over the year. Attendance at all events were high and visitor feedback overwhelmingly positive.

Glasgow wellbeing results for P3-7 pupils show a sustained high result for pupils reporting that they are proud of the work they do at school.

In May 2023 the minority of families said they were unaware of our refreshed curriculum rationale encouragingly in November 2023 most families responding to a survey indicated that they were aware of it. In May 2024 all class teachers audited their class' learning experiences against the rationale and demonstrated that it is indeed the foundation of learning at Tayport primary school.

The minority of families responded to our post pupil progress meeting survey. However almost all said that the meeting definitely supported their understanding of progress to date and their child's next steps.

In October 2023 almost all of a p4-7 pupil focus group said they found the guided learning reflections useful with less than half stating they found the reflection tricky. Teachers confirmed that the guided reflection PowerPoint supported them and learners so this is now established termly. Most teachers reported that the peer learning visiting during learning reflections supported them in improving how they support learners in this area. In May 2024 teachers moderated the learning reflections across the school and could see improvement in focus and skills as well as pupils identifying next steps.

Achieving our Silver Reading School Accreditation has embedded the importance of reading together in our school community. Almost all of those who attended our Reading Cafés said it successfully offered an opportunity to read together. Most said our school was very welcoming. [A few said welcoming]. Most said they enjoyed reading with their child a lot at the café with a few saying "quite a lot" or "a bit". We received only positive comments about building a sense of community through the cafés.

All P3 pupils in kitbag ambassadors focus group recorded an improvement in all areas on their SHANARRI well-being web.

Following the whole school careers week where parents/carers visited in person or remotely to talk about their job teachers noted that our pupils were engaged and that they wanted to then speak about jobs for the future. Pupil feedback was also very positive. Our visitors said children asked interesting questions and were enthusiastic. The contribution from parents/carers enriched this learning.

Next Steps:

- Agreeing a manageable and consistent approach to whole school sharing learning which also reduces the number of ways we communicate.
- Continue to offer a balanced calendar of family events and embed the silver reading accreditation processes.

Attainment of Children and Young People

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	93%	83%	83%	100%
P4	88%	88%	81%	81%
P7	88%	92%	84%	88%

Overall Attainment for 2023 - 2024

	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	86%	83%	89%	100%
P4	72%	81%	81%	81%
P7	73%	80%	77%	88%

Evaluative statement of attainment over time.

At Tayport Primary School we regularly track pupils progress across the curriculum using our class data spreadsheets and Fife's TRAMs System. This allows us to monitor progress over time as children travel through our school. This data is quality assured against Base (P1) and Scottish National Assessments at P4 and P7.

Overall attainment in **literacy** is good. Most children achieve CfE levels as expected at early level. Most children achieve national expected levels of attainment at first level in all organisers and they are exceeding Fife's stretch targets in all areas. Most children achieve expected levels in writing and listening and talking at second level with almost all achieving the expected CfE level in reading at second level.

Overall attainment in **numeracy** is good. All children in this cohort achieved CfE levels as expected at early level. Most children achieved national expected levels of attainment at first and second level in numeracy. At early and second level young people at Tayport Primary are exceeding Fife's stretch targets in numeracy. At first level we are meeting the expected attainment target.

Reviewing the current P7 cohort's attainment over time in literacy and numeracy below significant improvement is demonstrated in reading, writing and numeracy from P4 to P7:

Current P7's attainment overtime	Listening and Talking	Reading	Writing	Numeracy
P4 (May 2021)	88%	84%	72%	78%
P7 (May 2024)	88%	92%	84%	88%

Reviewing the current P4's attainment over time in literacy and numeracy shows improvement in listening and talking with a slight decrease in reading and writing. Writing improvement has been a focus for P1-7 and will take time to translate into improved writing attainment. While there is a significant decrease in the cohort achieving expected first level in numeracy although this is a typical pattern in many schools. Numeracy attainment is a planned focus for 2024-25.

Current P4's attainment overtime	Listening and Talking	Reading	Writing	Numeracy
P1 (May 2021)	80%	90%	83%	96%
P4 (May 2024)	88%	88%	81%	81%

Evidence of significant wider achievements

There has been a wide variety of wider achievement opportunities across the school this session. All opportunities have developed a range of skills linked to the 4 capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals as well as school values and Rights Respecting School work.

These have been shared throughout the session through weekly update, termly sway. Seesaw, and Twitter and celebrated through TRACK certificates, wider achievement walls and showcases [in termly Sway].

Primary 1	Primary 2	Primary 3
Gardening Gang, Modern Nativity Performance	Modern Nativity, Performance	P3&4 Scottish Afternoon
Primary 4	Primary 5	Primary 6
P3&4 Scottish Afternoon	Scottish Opera Performance, Drumming, Bikeability, Choir	Scottish Opera Performance, Brass, Door monitors, JRSOs, Junior Leaders, Bikeability, Choir
Primary 7	Whole School	
Scottish Opera Performance, Residential camp, House Captains, Buddies, Brass, JRSOs, Junior Leaders, Choir	MAD groups, Whole school SWAY to share learning and individual wider achievement, House Games, Sports' Day, TRACK certificates, STEM family challenges, IDL – whole school topics, World of Work Week, Anti-Bullying fortnight, STAR writers, STAR readers, Reading Cafés,	

Feedback from External Scrutiny - Extended Learning Partnership- 6 February 2024

Strengths identified:

- All children demonstrate knowledge of school values, reflecting on these regularly to identify individual strengths and next steps.
- Tracking and monitoring conversations with teachers inform next steps and actions which are focused on learners as well as the robustness and reliability of the data being entered into the school's tracking and monitoring systems.

- Teachers were able to discuss how analysis of data is used by teachers and support for learning staff to inform planning, next steps and progress at classroom and school level.
- Systems for tracking and monitoring enable practitioners and senior leadership teams to input and evaluate a range of data on learner achievement, progress
- Data around Literacy/ numeracy/ poverty inform targeted support packages.
- Child's Plans are developed collaboratively.
- Support plans are reviewed regularly. There is evidence of strong collaborative systems between pupils, staff and parents/carers.
- A range of health and wellbeing initiatives, including: Zen Den, Together we can rugby session, responsive Kit bag were mentioned by pupils in focus groups.
- Very positive comments shared about the school and wider community with a clear belief in trust and respect between school staff and parents.
- Weekly and termly communication provides parents with a clear understanding of what is happening in school each week and what is coming up. This supports parents to discuss pupil learning and life in school. In addition to written communication, phone calls home share additional information and share success.

Next steps:

- A wide range of learning activities and approaches were observed. Further consideration is required to ensure all learners' needs are met through differentiated planning across the curriculum. Explicitly use assessment data to inform differentiated planning.
- Ensure IDL planners have personalisation and choice at their heart. Collaborative IDL plans that teachers develop should show progress within a level, with effective pace and challenge.
- Consider ways in which to ensure Aifl strategies and assessment information is used consistently to inform planning and next steps, including the use of planned questioning and to support pupil engagement.
- Moderation and assessment practices around class data need to be consistent across the school, building on good practice that already exists.
- Continue to showcase termly learning and engage parents in sharing wider achievements.
- Celebrate work of individuals within MAD groups.
- Agree on consistent tracking of wider achievement.
- Ensure opportunities for personalisation and choice within curriculum.

Feedback from External Scrutiny – Silver Reading School Accreditation – Scottish Book Trust – 6 June 2024

Strengths identified:

- Core accreditation covers the foundational work key to building a reading culture in school and focuses on reading routines and the school environment. Achieved April 2023
- Silver accreditation builds on the foundational work of Core through schools providing additional opportunities to broaden their learners' experiences, such as engaging with authors, visiting libraries, and bringing in other outside expertise. Achieved May 2024

Next steps:

- Gold accreditation builds on Core and Silver levels through schools sharing the enthusiasm and expertise they have developed as a Reading School with their wider communities through, for example, working with other schools in their cluster, intergenerational projects in their communities, and partnerships with local businesses.

Feedback from External Scrutiny – Silver Rights Respecting School Accreditation Visit – 6 June 2024

Strengths identified:

- Children know there are adults in school they can rely on. There was a sense of working together to support each other. Children are aware of their own wellbeing and can self-refer to Zen Den. Children showed passion for kitbag and could talk about its benefits.
- The MAD groups support a sense of belonging, equality, inclusion and decision making.
- Pupil voice very evident in playground improvements.

Next steps:

- To use L2L to explicitly weave children's rights into learning and strengthen and broaden the rights lense.
- Extend decision making of MAD groups and empower pupils to make changes linked to rights.

Consultation with Stakeholders

All parents have had the opportunity to feedback on improvement priority work on health and wellbeing, writing, parental engagement throughout the session. Termly sways share progress with SIP and also any feedback from parents/carers.

During the extended learning partnership visit all parents/carers were invited. A few responded and attended the ELP session. Almost all staff gave feedback during this also.

Less than half families were represented in the March Parentwise survey.

Almost all our pupils responded to the March Pupilwise survey. Almost all P3-7 pupils gave feedback on their health and wellbeing at two points in the year. Almost all P2-7 pupils fed back on our Rights Respecting Schools work. There has been termly pupil focus groups who have given feedback on school improvement areas.

Tayport Parent Council was re-established in March 2024. School improvement areas were shared and feedback regularly sought at all meeting. In May 2024 the Parentwise results were shared and discussed how they will direct school improvement areas for 2024-25.

How is SQR, IP and PEF Plan shared with stakeholders?

In September IP and SQR are shared with all parents/carers through our normal communication via email which links directly to our school website. A SIP display is also updated regularly in school.

Parent council meeting are given a progress update at each meeting. This is then available for all parents/carers through PC minutes.

PEF Evaluation/Impact

Targeted Interventions: By May 2024

1. All identified learners will have improved attendance by 10-20%.
2. Numeracy attainment for identified pupils in P3-P7 who are currently not on track will be improved.
3. All identified learners will have improved wellbeing scores and their barriers to learning reduced. These learners will increase the amount of time in class.
4. Writing attainment for identified pupils in P3-7 who are not on track with writing will be improved.
5. Identified children in P7 will have attended the P7 residential at Ardroy. This improves sense of belonging.
6. Across the school everyone for whom cost is a barrier will experience the opportunities offered.

Progress:

1. The majority of identified learners have improved their attendance to 90-96% meaning they have accessed the targeted writing support from our cluster PT.
2. Of the identified group all received targeted support using the 5- or 10-minute numeracy box. A few children attended "group time" where targeted inputs are delivered.
3. Within this group children have been offered "Together we can" Rugby session, Kitbag, Choir, and Football coaching. Over the year 62 pupils have participated.
4. All teachers have received professional learning in writing. Support staff have also been trained during Inservice days. Identified pupils in P4-P6 have received targeted writing support from the cluster principal teacher. In P3-5 identified individuals receive targeted interventions. Within this group almost all are now on track. The majority of the P3-7 are on track. All have made progress.
5. All primary 7s were given the opportunity to attend a 4-night residential. Most of the identified P7s attended.
6. All children for whom cost could be a barrier attended all school experiences offered.

Impact:

1. 50% of the identified learners whose attendance improved to 90-96% have are on track with their literacy and numeracy.
2. Of the identified group four children have left Tayport Primary. Within the group two pupils are now on track with expectations. Two of the learners have now been identified with an additional support need. The remainder of the group all receive targeted support and have all made gains and are now closer to being on track.
3. Almost all identified children are present in their own class full-time. Glasgow Motivational Survey results between September 2023 and March 2024 show an average increase for almost all. All the identified children in this group are now on track with their learning.
4. Within the p4-6 cluster PT group almost all are now on track. The majority of the P3-7 are on track. All have made progress.
5. All primary 7s were given the opportunity to attend a 4-night residential. Most of the identified P7s attended.
6. Almost all children for whom cost could be a barrier attended all school experiences offered.

NIF Quality Indicators (HGIOS 4) Tayport Primary School Self- Evaluation				
Quality Indicator	2021-2022	2022-2023	2023-2024	Inspection Evaluation
1.3 Leadership of change	Good	Good	Good	N/A
2.3 Learning, teaching and assessment	Satisfactory	Satisfactory	Good	N/A
3.1 Ensuring wellbeing, equity and inclusion	Good	Satisfactory	Good	N/A
3.2 Raising attainment and achievement	Good	Satisfactory	Good	N/A

Headteacher : *Mrs Victoria Tweed*