

Context of Tayport Primary School

Demographic	Roll - 217 FME 14.7% SIMD Profile - Average: 6.3 EAL – 4.5% Armed Forces – 5.9% ASN – 14.1%		
Vision, values and aims	<p>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.</p> <p><u>Our School VALUES</u></p> <p>Thinking - <i>We think and talk about our learning. We concentrate to improve. We reflect on mistakes and use them to question our thinking.</i></p> <p>Responsibility - <i>We are responsible for our learning. We are respectful. We build trust in ourselves & others.</i></p> <p>Achieving - <i>We never give up. We make progress and know our next steps. We are proud of our achievements and inspire others.</i></p> <p>Connecting - <i>We make connections in our learning. We connect and learn in our community. We collaborate to improve.</i></p> <p>Kindness - <i>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.</i></p> <p><u>Our School AIMS</u> – Everyone at Tayport Primary will:</p> <ul style="list-style-type: none"> - 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. 		
Attendance	Actual: 94.04% Stretch target: 94.98%	Authorised Absence: 3.94%	Unauthorised Absences: 2.02%
Exclusions	0%		
Summary of consultation with stakeholders	Throughout the session all parents have had the opportunity to feedback on improvement priority work through family surveys and open invitations to our learning partnership meeting and termly Parent Council meetings. Progress with school improvement areas is shared at Parent Council meetings and through the school weekly update. Feedback from parents/carers is sought in a		

	<p>planned and responsive manner throughout the year. Discussions around the spending of PEF funding is a standing item at Parent Council meetings.</p> <p>During the learning partnership visit (2 December 2025) almost all staff and some pupils gave feedback.</p> <p>Monthly house captain surgeries offer opportunities for pupils to feedback on what is going well and what needs to be improved in our school. Almost all P3-7 pupils gave feedback on their health and wellbeing at two points in the year and this contributed to improvements in clubs and the playground. Almost all P2-7 pupils gave feedback on our Rights Respecting Schools work. School SLT also hold termly pupil focus groups to gain feedback on school improvement work.</p>
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Attainment Scotland Fund Allocation (PEF and SAC): £47 775 (plus carry forward £1990) = £49 705

Cost of the school day:	<p>At Tayport Primary School we recognise the need to reduce the Cost of the School. We ensure that all our pupils have the same experiences around drama workshops, attending Christmas parties and the panto, P7s attending a residential, having leavers' hoodies and any other school trips. We successfully gained a Fife Educational Trust award which funded a drama workshop for 100 pupils. The community supported our Pounds for Primaries bid helping up to win a further £1000. We ensure our school uniform is easily purchased and organise an annual pop-up free uniform shop. As a Silver Rights Aware school pupils chose to contribute what they could to both Children in Need and Comic Relief. Our STEM family challenges ensure materials are accessible to all with a focus on sustainability. To promote physical activity, we offer a range of lunchtime and afterschool clubs which are free in cost to all pupils.</p>
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Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 1: To support all our children to make good progress in their learning through proactively promoting a Rights Aware approach throughout school where equality, diversity and inclusion are actively promoted.

HGIOS 4/HGIOELC Quality Indicators: 1.2 – Leadership of learning – children leading learning; 2.7 – Partnerships – collaborative learning; 3.1 – Inclusion and equality; 3.3 – Creativity & Employability; Creativity skills, Digital literacy

Has this priority been: (please highlight)	Fully achieved		Partially achieved	X	Continued into next session	X
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Progress:

Term 1 launched our whole school interdisciplinary learning “#operation_kindness” this ensured a focus on our Silver Rights Respecting schools award and an early anti-bullying fortnight to update the school anti-bullying policy. Our whole school assembly programme (learn to learn) has a heavy focus on respect, understanding others and being kind. During this process we realised that many parents/carers and children did not know about our systems and processes around bullying situations so in term 2 we delivered whole school lessons and explicitly shared our policy around anti-bullying processes with both.

All teaching staff have engaged in professional learning around delivering outdoor learning and teaching global citizenship across the curriculum in the primary classroom. During the learning partnership visit [Dec 2024] it was noted that each term teachers work together to plan learning this ensures that learners' experience consistency and

progression across year groups. The IDL planner and progression pathways help to give a focus for this discussion. All teachers feed cooperatively into the design of the IDL planner.

We also saw from pupil focus groups that while almost all children felt they were being respectful to others they felt that others were not as respectful to them.

Termly class learning and wider achievement is shared with families via our website linked to the four contexts of learning. During L2L assemblies we share this learning and use it as a platform to celebrate achievements from out with school. Teachers award planned weekly “On TRACK to a bright future” certificates linked to school values and a specific aspect of learning. Teachers track this overtime on class data spreadsheets.

Active Schools data indicates a high increase in the number of activities/clubs on offer to children this session. Based on September 2024 feedback the number of lunchtime clubs were increased and P5-7 trialed a monthly “Funky Friday” where pupils can select various activities, with different teachers/ PSAs.

Impact:

The refreshed anti-bullying policy has been active since November 2024. Almost all staff now report that they are familiar with the policy and processes. During pupil surveys at the end of March 2025 there was a 25% improvement in positive pupil responses from September 2024 to my school deals well with any bullying. Similarly, parents/carers responses demonstrated an increase of 11% strongly agreeing that school deals well with bullying.

All children are experiencing an increase in outdoor learning opportunities across the curriculum. During term 2 and 3 we have used guided learning reflections in class and at “learn to learn” to unpick how we show respect to each other in school and within our community. The pupil focus group in March 2025 showed a 35% improvement in other children showing respect to each other. Parent/carer March feedback also showed a 26% increase in strongly agree to the statement: the school encourages children to treat others with respect.

Almost all children (95%) said they have opportunities to share their wider achievements with staff in school.

Children fed back to house captains and at L2L that they have enjoyed the increase in clubs, trying new sports/activities, and going to different classrooms and meeting other children. Teachers use the tracking system on their class data spreadsheet to support meeting social emotional needs.

The learning partnership visit highlighted that the views of pupils are important to the work of the school. Pupil focus groups, pupil surveys and wellbeing webs are used in a planned way across the school year to inform planning for improvement (for example for special focus improvement themes e.g. Kindness, Responsibility). This is very effectively tied together under the school’s vision On TRACK to a bright future, which includes the values: Thinking, Responsibility, Achieving, Connecting and Kindness, with associated descriptors underneath.

Next Steps:

- To begin Gold Rights Respecting School journey as a school improvement priority 2025-26.
- Establish an outdoor learning progression as part of the gold rights respecting school award.

School Improvement Priority 2: To plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education. To use benchmarks for all curriculum areas to measure children’s progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements.

HGIOS 4/HGIOELC Quality Indictors: 1.2 – Leadership of learning; 1.3 – Leadership of change; 2.2 – Curriculum; 2.7 – Partnerships – collaborative learning; 3.1 – Inclusion and equality; 3.2 – Raising attainment and achievement; 3.3 – Creativity & Employability

Has this priority been: (please highlight)	Fully achieved		Partially achieved	X	Continued into next session	
<p>Progress:</p> <p>Over the session a planned programme of professional learning, during collegiate time and inservice days, supported teacher confidence in tracking progress across the curriculum. The Madras cluster moderation task contributed specifically to moderating health and wellbeing attainment through a series of lessons collaboratively planned, delivered and assessed during term 2. Almost all teachers said this supported their confidence in consistent tracking of health and wellbeing. Furthermore, teachers quality assured our whole school IDL plans used Fife's new social studies progression and benchmarks.</p> <p>The explicit teaching of meta-skills to children through term 4 guided learning reflections and L2L assemblies to support links between them and our embedded curriculum rationale.</p> <p>Our teachers continue to independently record a range of assessment data and make predictions across the curriculum using our class data spreadsheets. Termly support for learning consultations ensures that this data is analysed and responded to. All teachers can login to Progress and have begun the reporting process. Two collegiate sessions were planned to support moderation of Progress report writing.</p> <p>Pupil Progress meeting notes were adapted to be in line with Progress to support teachers/parents/carers with the new tracking system.</p> <p>Almost all teachers were introduced to Fife's new tracking system "Progress" at Inset 3. SLT have inputted predictions for P1-7 literacy and numeracy. SOY Base and P7 NSA results inputted.</p>						
<p>Impact:</p> <p>Most (86%) teachers said that moderation activities have supported them in making sound professional judgements. There was a 28% increase in teachers "strongly agreeing" with this statement from September to March. The moderation activities have improved our inhouse IDL planning by embedding the use of Fife's progression pathways. Teachers agreed their collaborative planning is supporting increased differentiation and meeting all learners' needs. Following March Pupil Progress meetings almost all (95%) of parents/carers said they received helpful feedback on their child's learning.</p> <p>Ongoing tracking with teachers, using our cross curricular inhouse tracking systems and Fife's records for understanding is providing consistent evidence of progress in all classes.</p> <p>Samples of learning reflections show that most pupils are making links between the learning experience in our school and meta-skills. Teachers and pupils have planned Tayport Primary School's next 3 year whole school IDL topics and have ensured that Children's Rights, Learning for Sustainability and racial literacy are represented throughout.</p>						
<p>Next Steps:</p> <ul style="list-style-type: none"> - To build on using Progress on an ongoing basis over the year to track learning. - The language of meta-skills to be incorporated into our four-part teaching model as part of our Transforming Learning school improvement priority for 2025-26. 						

Improving Outcomes

Attainment:

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	89.3%	96.4%	96.4%	96.4%
P4	89.2%	81.1%	78.4%	83.8%
P7	93.5%	96.7%	87.1%	90.3%

Overall Attainment for 2024 - 2025				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	80%	89.3%	87%	96.4%
P4	75%	78.4%	81%	83.3%
P7	75%	87.1%	81%	90.3%

Almost all children in P1 are achieving Early level in reading, writing, listening and talking. By the end of P4 most learners achieve first level in all areas of literacy and numeracy. Similarly, most of our P7 pupils are on track to achieve second level in all literacy and numeracy. At P1, P4 and P7 children have achieved beyond all our school stretch targets. Our ongoing commitment to improving teachers' delivery of writing is reflected in most cohorts from P1-P7 demonstrating improvement in writing attainment year on year.

PEF update:

Priority	Progress	Impact
To improve numeracy attainment for identified group of 13 pupils from P1-7 from not on track [3] or [4.1] to on track [4.1-4.2] by March 2025.:	All children in the target group have been a focus of support for learning consultations. Where required they have received further assessment and daily targeted work on numeracy concepts. From P4 up Sumdog is used to engage learners in a different way. A selection of numeracy materials are meeting individuals' needs. Progress for a few has been inhibited by lower attendance.	Funding from PEF to allow for additional PSA time has supported 1:1 sessions for focus group. Although within the focus group not all learners are on track most individuals have made progress within their numeracy attainment which can be evidenced through P4-7 children engagement in Sumdog. Within this group another learner is receiving 1:1 teacher input using new resources to clarify misconceptions. The impact is that this child now has an individualised programme.
All children will show increased sense of wellbeing by participating and experiencing	All teachers received professional learning around the Natural Connections programme. Resources to support outdoor learning purchased and collegiate planning	All children in the identified group have experienced planned outdoor learning over the year. Through tracking of experiences all P3-7 children have a school leadership role and most have experienced participating in a school run club. Most of the identified group have achieved the

planned outdoor learning. All P7s will attend the P7 residential	time dedicated to incorporating it into whole school learning.	Bronze level of the Natural Connections award. All identified P7 children within the target group attended the P7 residential. The feedback from this group was overwhelmingly positive. The Glasgow Wellbeing and Motivational Survey showed in March 2025 for P4-7 children in this group that they said <ul style="list-style-type: none"> • I feel I belong to this school” – average of 7.5 score (medium/high); • Adults look out for me in school/ make sure I am feeling okay – average 8.2 (high).
All children in the identified group will fully participate in school and experience all offers.	We liaise with our Parent Council to ensure we offer a balance of experiences over the year which might be partially funded by them, or other grants. We minimize and make optional any pupil led fundraisers such as Children in Need.	All children in the identified group have engaged in all wider school experiences such as: Christmas Panto trip, class parties, local class trips, and outdoor learning. Clean school uniform is available to all. The Glasgow Wellbeing and Motivational Survey showed in March 2025 for P4-7 children in this group that they said <ul style="list-style-type: none"> • I feel good about myself in school – average score 8 (high)
Improvement in phonological awareness within group. The majority will move from a 3 to 4.1 or 4.1 to a 4.2. The identified groups’ reading ages will improve by over 6 months.	PSA hours have been committed to 1:1 sessions with all target children over the session. All P3 target children	The majority of the children in the target group have improved their score in our reading tracking system. All children in this group who were off track in reading have PSA hours to support 5/10 minute box time and use of Reading Eggs in school and home. The average gain, in months, in reading age for the P3-P7 group is 13 months.

Achievements

At Tayport Primary School we strive to bring together our school community and therefore share planned learning for each term in class learning overview documents that are organised and presented under the headings of the four contexts of learning. As the learning proceeds over the term teachers capture learners’ achievements in the class learning showcases documents which are then shared and celebrated on our website: [Classes and Pupils | Tayport Primary School](#). In June 2025 we opened our doors with the wider school community to recognise 150 years of our school building and celebrate Tayport then, now and next.

This session all pupils have gained a bronze accreditation (core or level 1) from Natural Connections as we make a commitment to learning outdoors. In addition, each pupil is a members of “Making A Difference”, MAD group, which focuses on developing meta-skills. A dynamic team of upper school pupils are house captains, junior leaders, peer mediators and the active travel team all contribute to listening to pupil voice and making improvements to our playground and club offer. Our weekly Learn to Learn (L2L) assemblies offer opportunities to link our school values to achievements and progress in all these groups as well as individual certificates and successes from out with school.

Evaluations				
	2022-23	2023-24	2024-25	Inspection Evaluations
1.3 Leadership of Change	Good	Good	Good	N/A
2.3 Learning, teaching and assessment	Satisfactory	Good	Good	N/A
3.1 Ensuring wellbeing, equity and inclusion	Satisfactory	Good	Good	N/A
3.2 Raising attainment and achievement	Satisfactory	Good	Good	N/A