

Tayport Primary School

STANDARDS & QUALITY REPORT

Session 2025-2026



School Context						
Demographic	Roll - 203 FME – 18.48% SIMD Profile - Average: 6.3 Young Carers – 1.42% EAL – 2.37% ASN – 14.69% We currently support a few young people who are cared for by the local authority.					
Vision, values and aims	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. <u>Our School VALUES:</u> 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> Responsibility - <i>We are responsible for our learning. We are respectful. We build trust in ourselves & others.</i> Achieving - <i>We never give up. We make progress and know our next steps. We are proud of our achievements and inspire others.</i> Connecting - <i>We make connections in our learning. We connect and learn in our community. We collaborate to improve.</i> 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> <u>Our School AIMS</u> – 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.					
Attendance	Total	92.89%	Authorised	4.64%	Unauthorised	2.48%
Exclusions %	0%					
Summary of consultation with stakeholders	Parents and carers have been invited to engage in our improvement journey throughout the session. Since our Parent Council disbanded in September 2025, we have sought out opportunities for family feedback through online surveys, open invitations to Learning Partnership meetings, and informal Tayport Together Time headteacher coffee sessions. Progress on school improvement priorities and family feedback is shared regularly via the weekly school update. During the Learning Partnership visit in January 2026, most staff and several pupils shared feedback on their experiences of learning and teaching within the school. Pupil voice continues to play a central role in our improvement processes. Monthly House Captain surgeries enable pupils to share what is working well and identify areas for change. Almost all P3–7 pupils provided feedback on their health and wellbeing at two points during the year, directly informing enhancements to clubs and playground provision. Almost all P2–7 pupils also contributed feedback on our Rights Respecting Schools work. In addition, the Senior Leadership					

	Team conducts termly pupil focus groups to gather further insights and quality assure learning experiences.
Attainment Scotland Fund Allocation	PEF Allocation 2025/26 - £47 775 Underspend 2024/25 - £39 253
Cost of the School Day statement	At Tayport Primary School we are committed to reducing the Cost of the School Day and ensuring that financial circumstances never limit a child's participation in school life. We work proactively to remove cost-related barriers so that all pupils can access the same high-quality experiences, including drama workshops, Christmas parties, the annual pantomime, the P7 residential, leavers' hoodies, and all educational excursions. This session, we secured a Fife Educational Trust award which funded a Scottish Opera workshop for all P5-7 pupils, reducing costs for families. Strong community support for our Pounds for Primaries bid enabled us to secure an additional £1,000 to further enhance equity of experience. We continue to prioritise affordable and accessible school uniform, ensuring items can be purchased easily and offering clean spare uniform by promoting the reuse of lost items. As a Silver Rights Aware school (at the time), pupils chose to contribute what they were able to Children in Need and Comic Relief, ensuring donations were discreet and voluntary and did not create pressure or stigma. To support health, wellbeing, and participation, we provide a wide range of lunchtime and after-school clubs at no cost to families, ensuring all pupils can take part regardless of financial circumstances.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 1:

- Support and enhance the delivery of high-quality learning, teaching and assessment through professional learning for all staff on the use of digital technology.
- To support all staff through the use of digital technologies to create a more inclusive, engaging and personalised learning environment leading to improved outcomes for children.

HGIOS4/ELC Quality Improvement Framework Quality Indicators: 1.2 – Leadership of Learning; 1.3 – Leadership of Change; 2.2 – Curriculum; 2.3 – Learning, Teaching and Assessment; 3.1 – Ensuring wellbeing, equality and inclusion; 3.2 – Raising attainment and achievement; 3.3 – Digital literacy

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

The school has strengthened its digital infrastructure with smart screens in all classrooms and a new Digital Hub, supporting access to digital devices and the delivery of high-quality learning across Early to Second Level. Teachers are increasingly embedding meta-skills and digital skills within learning, supported by updated planning tools and ongoing learning visits.

All staff have engaged in Transforming Learning professional development and received iPads, with most beginning to use them to enhance learning. Parental engagement has been supported through information sessions and an open query form. Staff confidence continues to grow, with contributions to updated digital guidance and regular

Teach Meet sessions. The Digital Impact Team is leading work toward the Digital School Award. All P6 and P7 teachers use Showbie to make learning more engaging and accessible at home and in school. Pupil Digital Leaders (P4–P7) have taken on meaningful leadership roles, supporting younger pupils, capturing wider achievement and promoting safe, responsible use of technology, including AI. Safer Internet Day was delivered consistently across the school.

All P6-7 pupils have a World of Work profile.

Most teachers use digital tools such as Sumdog and Reading Eggs to monitor engagement and progress, strengthening professional judgement. A few teachers are engaging with Showbie on a daily basis. Early literacy has been supported through the P1–3 phonics guide, ensuring consistency of experience.

Impact:

Teacher confidence in using digital technology continues to grow, with all staff committed to implementing Transforming Learning and consistently applying CIRCLE Framework principles to support effective learning environments.

The majority of P7 pupils show they can use Showbie independently to share learning from across the curriculum. Training in assistive technology—supported by the Tayport PS Assistive Technology Guide—has strengthened inclusive practice, enabling pupils who require accessibility tools to engage more independently.

A progressive digital curriculum has been developed using Fife frameworks this will improve the school’s ability to track digital literacy and increasing teacher confidence in reporting progress.

Almost all P6 and P7 pupils are beginning to reflect on achievements through their World of Work Profiles, strengthening their understanding of skills and values.

Engagement in digital homework through Showbie, GLOW and Sumdog has increased, with pupils demonstrating greater independence and motivation. Digital tools are also enhancing feedback and collaboration across stages. Early literacy remains strong, with the consistent P1–3 phonics programme contributing to 96% of pupils being on track in reading (January 2026). Moderation activities show increasing accuracy in teachers’ professional judgement, supported by effective use of digital tracking systems.

Next Steps

The school will progress into Transforming Learning Year 2, focusing on strengthening consistent digital pedagogy and embedding the new digital skills progression across all stages. All classes will use Showbie to share learning with home via student learning profiles. The leadership team will trial using Showbie Community as a parental engagement tool. Pupil digital leadership will continue to expand, with increased opportunities for pupils to support and lead digital learning.

Summary of Progress and Impact from last session’s Improvement Plan and Next Steps

School Improvement Priority 2:

- To support all our children to make good progress in their learning through moving towards a gold Rights Respecting approach throughout school where equality, diversity and inclusion are actively promoted.

HGIOS4/ELC Quality Improvement Framework 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	X	Partially achieved		Continued into next session	
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Progress

A clear strategic approach to embedding children's rights in school life, ensuring that the RRSA journey is sustainable and meaningful for all. Leadership was strengthened through the head teacher's attendance at the National Rights Respecting Schools Conference on Equality and Inclusion (October 2025). As part of *#operation_kindness – Year 2*, active listening was a focus during learning visits.

Natural links to relevant Articles made across the curriculum in a way that enriches the learning of all pupils. Strong relationships with clear links to the school's values and children's rights.

A strong focus on the health and wellbeing of students within the context of rights so that children feel supported and nurtured.

Pupil leadership has been strengthened through the reorganisation of *Making A Difference* (MAD) groups, now co-led by two teachers. All groups have agreed a shared understanding of what it means to be a global citizen at Tayport Primary School and have planned next steps accordingly. The Global Champion MAD group has used *Rights Around the World* resources and engaged with the UNICEF *OutRight* campaign to deepen understanding of children's rights and global citizenship.

The Health Hub MAD group leads pupil-led health and wellbeing initiatives, including Active Travel, Peer Mediation, Kit Bag Ambassadors and Junior Leaders, increasing coherence and impact across the school.

Termly Reading Cafés continue to be well attended by families and run by pupils.

During the Learning Partnership visit (January 2026), pupil voice was identified as a key strength, evidenced through effective forums such as MAD groups and monthly House Captain surgeries.

Impact:

In April 2026, Tayport Primary School achieved **Gold Rights Respecting School** and **Gold Reading School** status, reflecting strong and sustained practice. Comparison of staff survey responses from August to March shows clear improvement, with increased *Strongly Agree* responses indicating growing staff confidence and stronger embedding of children's rights across learning and pupil participation.

Articulate and passionate pupils who value child rights education and understanding of rights. and have excellent knowledge Globally aware pupils who have a strong sense of social justice with a good understanding around how and why children's rights are impacted locally and globally.

Consistency in health and wellbeing planning has improved through the introduction of a shared HWB overview, ensuring all experiences and outcomes are planned progressively across the school.

Pupils demonstrate increased confidence in sharing views, a stronger understanding of rights and responsibilities, and more meaningful engagement in decision-making. Parent feedback is positive, highlighting children's increased confidence, wellbeing and understanding of school values, and reflecting strong home-school partnerships. Pupil feedback overtime shows increasing awareness of respectful behaviour, with further development needed around personal responsibility. This has been reinforced consistently through *Learn to Learn* assemblies.

Next Steps

Opportunities for pupil evaluation will be extended to ensure learner voice continues to inform school improvement. Parental engagement will be further strengthened through Showbie Community.

Continue to embed and refresh your strong rights-based approach by making learning about rights more visible, consistent and pupil-led, with increased opportunities for children to take action and lead advocacy.

Improving Outcomes

Attainment:

Overall Attainment for 2025 - 2026				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	89.3%	85.7%	96.4%	96.4%
P4	78.3%	82.6%	82.6%	95.7%
P7	76.9%	89.7%	79.5%	87.2%

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	92.9%	96.4%	85.7%	96.4%
P4	100%	91.3%	82.9%	95.7%
P7	92.3%	92.3%	89.7%	87.2%

Attainment Over Time Evaluative Statement:

Overall, attainment over time across the school demonstrates a strong and improving trend, with most cohorts achieving high levels of attainment in literacy and numeracy. Data shows that the majority of learners consistently achieve above 80–90% attainment by the end of stages from P2–P7 in recent years, reflecting effective learning, teaching and assessment approaches.

Attainment in literacy and numeracy shows a positive upward trend over time, with most cohorts achieving high levels (typically 80–100%), particularly from P2–P7 in recent years. Upper stages (P5–P7) consistently demonstrate strong outcomes above 85%.

There is clear progression across stages, with attainment improving as cohorts move through the school. Some variation at P1 and P4 is evident; however, data indicates recovery and improved consistency over time. The data highlights that targeted support, robust tracking, and a focus on equity are leading to improved consistency and reduced variability across stages. Learners who require additional support are increasingly well identified, and interventions are contributing to sustained improvements in attainment outcomes.

Overall, the school is demonstrating good capacity for continuous improvement, with attainment data evidencing that most children are making appropriate or better progress over time, and an increasing proportion are achieving expected levels in line with national expectations.

Impact of PEF on outcomes for children and young people:

Priority	Progress	Impact
All identified children will experience engaging learning across the curriculum facilitated by digital technology.	All P6 and P7 pupils now have 1:1 devices. All classrooms now have interactive Smart TVs to support engaging learning. Teachers have received professional learning to access digital tools. To improve independence identified children have received targeted support in how to use the assistive technology features within devices.	A significant proportion of targeted pupils (35.2%) experience poverty-related barriers and are effectively supported using assistive technology. All practitioners consistently use interactive Smart TVs and have engaged in professional learning to embed digital approaches across learning. Targeted learners report increased engagement, confidence and enjoyment in literacy, with digital tools supporting access and independence. Staff evidence improved learner confidence and independence, with measurable improvements in the quality, accuracy and detail of written work.
Ensure that our health and wellbeing programme is progressive and is developing the skills needed to live a healthy lifestyle.	As part of achieving Gold Rights Respecting Schools Award, practitioners audited and strengthened progression within the HWB programme, ensuring improved consistency and coverage. Outdoor environments have been enhanced through repair of playground equipment, increasing access to high-quality play for all learners. Targeted interventions, including the bespoke "Together We Can" programme, have supported identified pupils to build self-esteem, strengthen relationships and develop a stronger sense of belonging.	Most learners report improved wellbeing, with increased sense of belonging and feeling valued across the school community. Targeted interventions, including pupil leadership opportunities and 1:1 wellbeing support, are strengthening engagement, confidence and participation. Whole-school approaches to health and wellbeing are embedded effectively, with survey data evidencing positive gains across wellbeing indicators for identified groups.
15% of our school population is possibly impacted by poverty therefore we have a range of supports in place to reduce the cost of the school day.	Pupil Equity Funding has been used effectively to reduce financial barriers and ensure equitable access to key experiences, including residential, performances and cultural events. Targeted support for uniform and participation costs has promoted inclusion and reduced stigma. Tracking of participation has supported the delivery of free, pupil-informed clubs, increasing engagement for those less likely to access wider opportunities. Sensitive approaches to family support, including confidential referrals, have ensured timely assistance where needed. Overall, the fund is used well to improve inclusion, participation and wellbeing for all children.	Pupil Equity Funding has had a strong impact on improving equity of participation and inclusion across the school. All P7 pupils received leavers' hoodies and all who wished to attend the residential were able to do so. All P1–P7 pupils accessed the Christmas pantomime, and all children experienced performing to an audience, ensuring equity in wider achievement and confidence building. Targeted tracking shows that all identified children participated in at least one club, either in or out of school, supporting increased engagement and opportunities for achievement. Participation in Glee was fully inclusive, with all children able to attend at no cost and benefit from a high-quality performance experience. Effective family support is evidenced through partnership working, with NE Fife Toy Drive data (Christmas 2025) indicating that 8.4% of support reached Tayport families.

		Overall, PEF has ensured that financial barriers do not prevent children from accessing opportunities, resulting in improved participation, inclusion and positive outcomes for targeted learners.
14% of identified pupils from P2-7 are off track with their reading [using our internal tracking system] and a further 24% are vulnerable to not being on track. Gaps will be identified and targeted support given.	All these learners received additional PSA support in class, focused 1:1 sessions to target phonics gaps and have had access Reading Eggs online platform a minimum of 3x weekly. A new reading scheme has been introduced P1/2 to provide deeper practice, and a Reading Pals programme has been piloted. Reading ages are assessed in August and again in March as an additional comparator. Toe by Toe and Power of 2 has been introduced to a few older pupils. All P1 and P2 teachers follow the agreed phonics programme to ensure consistency. End of March Support for learning consultation notes show that each teacher knows which children have gaps and is targeting misconceptions using bespoke strategies.	Targeted interventions have resulted in the majority of identified learners moving from off-track to on-track in reading, with an overall 11% improvement evidenced through in-house tracking. Standardised and programme data demonstrate accelerated progress, with 61.5% of pupils achieving strong Lexile growth. Targeted support in reading comprehension has led to significant increases across key skills, including summarising and identifying language features (both +57.1%), with notable gains also in inference and skimming/scanning. Assessment data shows very high attainment in decoding and high-frequency words, with sustained improvement over time, indicating increased accuracy, confidence and fluency in reading.

Achievements

There have been a range of wider achievement opportunities across this school this session. All opportunities have developed a variety of skills linked to the Four Capacities and the Four Contexts for Learning:

On TRACK to a bright future embraces the Four Capacities of Curriculum for Excellence:

- Effective Contributors
- Successful Learners
- Responsible Citizens
- Confident Individuals

The Four Contexts for Learning (how we plan our curriculum):

- Ethos and life of the school as a community – being a Gold Reading School and Gold Rights Respecting School.
- Curriculum areas and subjects – Workshop for Literacy and Conceptual Numeracy approaches P1-7.
- Interdisciplinary learning – Working towards our Digital School Award, Whole school IDL themes links learning with meta-skills.'
- Opportunities for personal achievement

These wider achievements have been shared throughout the session through our Weekly Update, Termly Showcase of Learning for each class, and celebrated through weekly assembly celebrations. P1 also use Seesaw to share ongoing learning and achievements with home. We invite children and parents/carers to email in details of any out of school achievements. By term 4 2026 Book Creator app is being trialled to share termly learning too.

Below is an overview of these opportunities:

Primary 1	Primary 2	Primary 3
Outdoor Explorers MAD group Nativity Performance Play Pedagogy	Outdoor Explorers MAD group Nativity Performance	MAD groups Scottish Afternoon Performance Glee Choir
Primary 4	Primary 5	Primary 6
MAD groups Scottish Afternoon Performance Glee Choir	MAD groups Scottish Opera Performance Termly Funky Fridays Glee Choir	MAD groups Scottish Opera Performance Bikeability – level 1 Active Travel Team, Junior Leaders, Peer Mediators & Zen Den Ambassador Pupil leadership opportunities. Termly Funky Fridays Glee Choir
Primary 7	Whole School	
MAD groups Scottish Opera Performance P7 Residential House Captains Bikeability – level 2 Active Travel Team, Junior Leaders, Peer Mediators & Zen Den Ambassador Pupil leadership opportunities. Termly Funky Fridays Glee Choir	Scottish Poetry Performance Weekly Learn to Learn assemblies with TRACK certificates P3-P7 – Reading Cafés Sports Day Children in Need Comic Relief House Games A range of lunchtime and after school clubs Outdoor learning Christmas parties and panto trip	

Evaluations (School)				
	2023-24	2024-25	2025-26	Inspection Evaluations
1.3 Leadership of Change	Good	Good	Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	
3.2 Raising attainment and achievement	Good	Good	Good	



Tayport Primary School Standards and Quality Report 2025-26

