



Standards and Quality Report Tarbolton Primary School and Early Years Class



Natural Resources

Engineering

I can design and construct models and explain my solutions. [TCH 1-09a](#)

I can recognise a variety of materials and suggest an appropriate material for a specific use. [TCH 1-10a](#)

I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. [TCH 1-11a](#)

"We used wood, wooden panels, wooden circles, reeds, tape to secure things, markers to colour, and wooden pegs and spoons for our passengers. We made seats out of the wooden circles and hessian fabric and added leaves for comfort."

Bradley P3

"We were using simple materials and went around the playground to add the finishing touches such as worms, sticks, rocks, and grass. (Rocks for seats and we put the worms back!)"

Ava P3

"Making the wheels was so, so, so hard because we had to push them really hard and worked on them for ages and then they didn't spin."

Mason P2

"We were making carriages to transport the King and Queen to the coronation. We used nails to attach the wheels"

Andreas P4

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

June 2023



Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Introduction

The purpose of this report is to give the reader a sense of the work carried out at Tarbolton Primary School during session 2022/23 and to allow the reader to gain more knowledge of the context we work within. The report will highlight our strengths and ongoing development needs as well as share our priorities as we move into session 2023/24.

Vision

We would like all pupils to flourish on their own personal journey through Tarbolton Community Campus, guided by unique opportunities in all areas of the curriculum to become the best that they can be. Pupils will leave us with confidence in using technology and have a variety of transferable life skills and employability skills equipping them for life in a fast-changing world. Parents will feel encouraged and supported to fully participate in their child's learning journey. Staff will be supported to reach their full professional potential. We believe we achieved this during session 2022/23.

Values

At Tarbolton Primary School we value each other demonstrating respect, empathy and acceptance. We celebrate differences and encourage self-worth, individuality and personal growth. We encourage every child to develop to their full potential in all aspects of life. We take pride in our community.

Aims

Our aims are that:

- Our school is a safe place to grow and learn.
- Pupil, parents and staff work collaboratively to make each child's learning journey a successful one.
- Pupil voice is heard and where appropriate acted upon.
- Teaching is of the highest quality.
- Pupils leave us with confidence in their own abilities recognising their own self-worth.

Context of the school

Tarbolton Primary School and Early Years class are housed within Tarbolton Community Campus.

The building consists of:

- An Early Years classroom
- 10 semi open plan primary classrooms from P1-P7
- An open pupil area including our computer suite
- 2 closed classrooms, one of which being used to teach Expressive Arts and Languages
- A large PE hall
- A staffroom
- A meeting room
- An office block which houses our main office, Depute Head Teacher and Head Teacher offices
- Tarmac and grass area for our outdoor classrooms, loose parts play and outdoor learning
- A well-established Early and First Level outdoor classroom area as well as an ever expanding Second Level area
- A continued formation of a Second Level outdoor classroom being extended and progressed into a Second Level classroom (Phase 3 approach)

In addition to this we share the following rooms with the local community

- Preparation kitchen
- Small community kitchen
- Large dining hall
- P.E hall, community rooms and dining hall all available for use in the evenings
- 2 community rooms
- Local library

Tarbolton Primary is situated in the middle of the village. Most of the children come from the village whilst the remainder come from nearby farms, outlying houses and the hamlets of Failford and Stair. The school caters for the education of boys and girls from around 2 years to around 12 years of age.

We are in a new school build having moved into our new building in February 2017.

Our early year's class currently has 42 pupils from the village of Tarbolton and 5 pupils from the area out with our school catchment area.

During session 2022-23 we were staffed to accommodate full day (9am-3pm) provision which included: 5 3 year olds, and 44 3-5 year olds with a staff compliment of 0:6 FTE Teacher, 1:0 FTE Senior EYP and 8 FTE Early Years Practitioners.

In addition to this, our authority placed an Equity and Excellence leader with us, 0.7 FTE.

Throughout the session we have also supported a range of HNC and NC students.

Places for our 2-3 year olds were allocated via our GIRFEC locality forum or as part of Building the Ambition with priority to workless families.

Each year a small number of children join us for P1 from private nurseries.

Our current school roll is 254 including our Early Years class.

Within P1-P7 we had an average of 207 pupils with a few moving on and a few joining us during the year. From P1-P7 94% of our pupils live within the village and 6% come from the outlying rural catchment area or are with us as a placing request/request to remain.

We had a staffing compliment of 11 FTE, 140 school assistant hours and 60 hours clerical.

We used part of our Pupil equity funding to employ additional support assistants and also employ both an educational welfare officer and sports development officer to support families and maximise attendance.

In addition to this we had 0.6 FTE cluster pupil support teacher and 1FTE peripatetic teacher.

All of our pupils in P1-P5 have the offer of a free meal with 20% eligible by entitlement. We have a further 9% from P6 and P7 claiming free school meals. This gives us an overall school meal by entitlement of 29%. This is above the local authority's average of 21%.

Our attendance figures for session 2022-23 has dropped by 4% from the previous year, sitting at an average of 88% which is below the local authority's average of 92%. We have had no exclusions for session 2022-23.

During session 2022-23 we experienced many successes:

- We have successfully achieved our Eco Schools Scotland Green Flag award this session.
- We received over 400 trees donated by the Woodland Trust and were planted by staff and pupils in the school grounds. The long-term plan is to nurture the trees and then re-plant them in our local community.
- Our outdoor area continues to be visited by other schools in the authority to view our good practice and share ideas.
- Our early level is well established and as a result is a haven for lots of different wildlife which enables our children to learn about science stories such as hibernation, habitats and life cycles first hand.
- We are outdoors all year where children can experience the seasons and the direct results of the weather on their bodies and environment. We grow from seed, harvest preparation and cook on our own fire.

- Our first and second level areas are all progressions of these skills and experiences with an added wildlife pond in first level and a woodworking shed in the second level. All areas have been built and resourced using observations of children's age and stage to challenge and support using their voice and opinions
- Class teachers ensure outdoor learning experiences take place throughout the session, making them aware of the resources available and helping them resource or giving staff suggestions and ideas as to how to make them feel more comfortable with outdoor learning.
- Outdoor learning has had a huge impact on our children in terms of their resilience, problem solving skills and differentiation to help them learn in a more practical setting.
- We are currently involved in the pilot scheme for our LEAF awards with Keep Scotland beautiful.
- In December 2021, we were part of a thematic inspection by Education Scotland looking into effective practice in outdoor education in order to share good practice nationally.
- In June 2022, we were successful in being awarded our plaque of achievement for being a 'Say It Out Loud' Mental Health Chartered School. This session, we have been invited to share good practice with other primary and secondary schools in looking beyond our level of achievement. Our school has been included and has highlighted our very good practice within videos shared within the local authority.

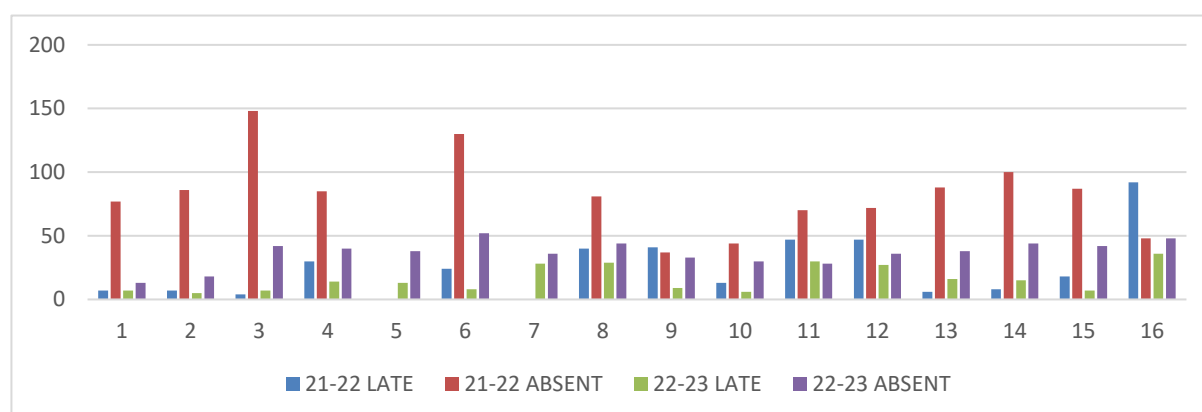
Pupil Equity Fund

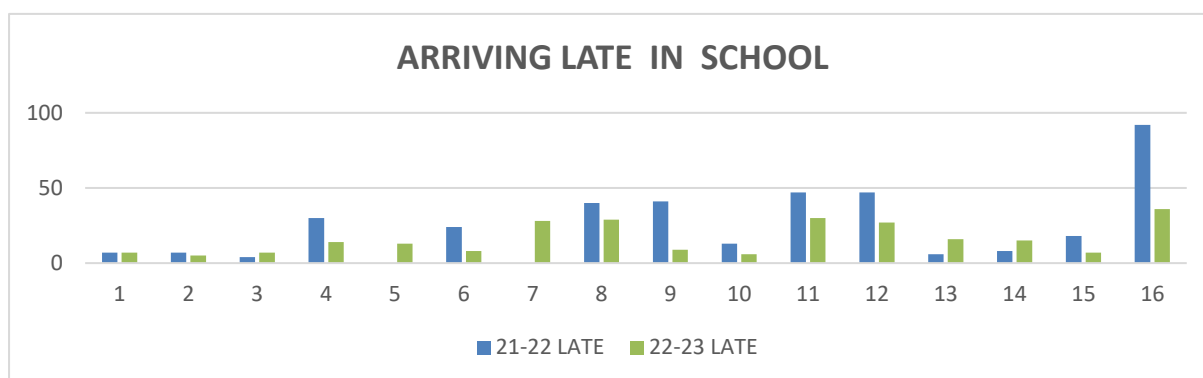
During session 22/23 we were awarded £68,600.00 as part of the Scottish government Pupil Equity Fund. Approximately 59 pupils at any one time were identified, supported and tracked through this funding. The number was variable due to pupils moving in and out of the area. Much of this money was used to improve attendance levels which then had a positive impact on our pupil's overall attainment and achievement. Pupils within the identified groups were directed towards a range of nurturing interventions. These ranged from supportive weekly check-ins with pupils and families from our educational welfare officer and the provision of a walking bus provided by our sport and development assistant every morning. The impact of our education welfare officer funded by PEF was found to be significantly beneficial in enhancing pupil's attendance levels which then had a knock-on effect in raising attainment. Families also felt more supportive through regular meetings and signposting them to further supports offered within the local authority.

IMPACT OF INCREASED ATTENDANCE FOR PEF TRACKED PUPILS

There has been a 6.92% increase in attendance of our tracked PEF pupils supported by our Education Welfare Officer for session 2022-2023. This compares with a 5.1% increase for those who are supported through PEF but not accessing the Education Welfare Officer. Teaching staff were asked to comment on the impact of improved attendance over the session.

	2021-2022	2022-2023	
	Average %	Average %	% Increase
ALL PUPILS	88.4	92.7	4.3
NON PEF	90.9	94.6	3.7
PEF	84.1	89.2	5.1
WELFARE	77.9	84.92	6.92





What key outcomes have we achieved?

School Priority 1: Literacy and English: Spelling

To raise attainment in Literacy: Whole school approach to spelling

NIF Priority

*Placing the human rights and needs of every child and young person at the centre of education,
 *Closing the attainment gap between the most and least disadvantaged children
 * Improvement in attainment, particularly in Literacy and Numeracy.

Links to HGIOS 4 /HGIOELCC

1.1 Self-evaluation for self-improvement
 2.2 Curriculum
 2.3 Learning, Teaching and assessment

Progress and Impact:

Effective planning of high-quality teaching and learning experiences is embedded in our whole school approach to spelling. As a result of this, the comparison between pre and post surveys, on pupil and staff attitude towards spelling, shows a considerable increase in levels of motivation and enjoyment which in turn, has a positive impact on raising attainment amongst all learners.

New planning documents which ensure application, breadth and challenge, are now in place across all levels from P1-P7, with 100% of teaching staff feeling more confident when planning for and teaching highly effective spelling lessons. Planners focus on a 4-week teaching and learning rotation which covers phonics, phoneme families, common words and grammatical spelling rules. This ensures consistency of teaching and learning approaches across the whole school. The planners are supported by teaching activity guides and a bank of resources including flipchart templates to aid and support staff in the teaching of spelling. As a result of peer observations and professional dialogue, spelling is coherent throughout the school, with pupils in every level experiencing consistent lesson formats and learning experiences. There is a raised awareness of effective pedagogical spelling approaches among teaching staff as a result of in-house CLPL and team-teaching.

Our pupils, who have been identified through PEF, have received additional targeted support from class teachers in their learning to help support to close the gap between the most and least disadvantaged children and young people in our school.

Next steps:

- Continue to ensure opportunities for peer observation, feedback and moderation of spelling – teaching and learning activities are planned for throughout the session including a focus on our identified PEF pupil cohort to ensure we continue in our efforts to narrow the attainment gap.
- Assessment of spelling and tools for writing to be contextualised, with clear targets and next steps in place for pupils.
- Introduce a whole school, consistent and progressive approach to the assessment of literacy throughout the session, updating our policy documents.
- Staff to become familiar with South Ayrshire Reads strategy and the 6 Pillars of Reading.

School Priority 2: Numeracy and Mathematics (Concrete, Pictorial, Abstract approach)

To improve the quality of teaching and learning of mathematical reasoning throughout the school.

NIF Priority

- Placing the human rights and needs of every child and young person at the centre of education
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in attainment, particularly in Literacy and Numeracy

Links to HGIOS 4 /HGIOELC

- 2.2 Curriculum
- 2.3 Learning teaching and assessment
- 2.4 Personalised support
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

Progress and Impact:

Within our staff team our starting point was to identify where staff felt in terms of knowledge of CPA and how confident they felt about teaching this way. Results were mixed, with many staff having little to no experience of it at all. Over the course of terms 2 and 3, our Numeracy Development Officer worked closely with staff both at collegiate meetings and team teaching in classes. This was positive and staff already felt more confident in implementing some of the strategies. We identified links between many of the strategies used in classes already, and how the CPA approach would enhance experiences for learners.

In November, the school participated in 'Barvember'. The working party sent out example questions to every stage and alongside this, class teachers used what they had learned from our Development Officer visits to teach children how to approach and answer the daily question. Some classes used this as a morning starter, whilst others used it as part of their numeracy introduction. Feedback was positive from all involved and teachers reported that learners were making more use of manipulatives.

Scott Morrow also led a parent and child 'treasure hunt' style workshop which was fairly well attended. Children worked alongside their parents to solve the word problems using the strategies they had been learning in class. Parental feedback was positive, and they are excited about being able to use some of the strategies at home.

Parents alongside learners engaged in a numeracy workshop to explain the CPA approach, using the strategies in action which as a result helped aid all stakeholders to feel more confident to approach questions involving mathematical reasoning.

100% of our identified PEF pupil cohort responded positively to these CPA visuals and hands on approach to learning which led to an increase in pupil engagement and motivation towards their numeracy lessons.

Next Steps:

- Embed CPA in assessment approaches across numeracy using a variety of methods to track and monitor pupil progress with a focus on our PEF cohort to ensure a positive impact.
- CPA resource boxes to be fully implemented in classrooms to enhance learning.
- Moderation opportunities for staff to observe a peer and provide feedback.
- Examples of good practice to be highlighted and shared at collegiate meetings.
- Further develop CPA in the Early Years Class to ensure children are accessing high-quality learning experiences through play, linked to the developmental milestones.
- Learners will participate in a pre and post consultation to measure impact and enjoyment of using the CPA methods.

School Priority 3: Health and Wellbeing: Whole School approach to improve our outdoor learning experiences for all.

NIF Priority

- Placing the human rights and needs of every child and young person at the centre of education
- Closing the attainment gap between the most and least disadvantaged children, Improvement in attainment, particularly in Literacy and Numeracy
- Improvement in children and young people's health and wellbeing.

Links to HGIOS 4 /HGIOELC

- 2.2 Curriculum
- 2.3 Learning teaching and assessment
- 2.4 Personalised support
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

Progress and Impact:

Our outdoor area has been transformed from a large boggy patch of grass to an amazing outdoor space where children can fully immerse themselves in sensory and practical learning experiences with nature. The development of this space has been progressively planned, organised and created now for 3 years in collaboration with the pupils at the centre of the project and various partners in learning to enhance the relevance and impact of the outcomes stemming from these experiences.

Our early level is well established and as a result is a haven for significant biodiversity, which enables our children to actively learn about fundamental ecological concepts such as hibernation, habitats, and life cycles. Our first level area is extensive and includes experiences from all curriculum subjects, boasting orchards, vegetable raised beds, fruits cages and a pond providing shelter for a great diversity of wildlife ranging from insects to hedgehogs. Our second level area is currently being developed by the upper primary based on pupil voice and what experiences pupils want to lead their learning towards and to what aims. The positive impact results in many pupils volunteering to help the outdoor learning practitioners maintain the different natural habitats around the campus at lunchtime and this proves to be an invaluable model and inspiration for the rest of the pupils and adults of our learning community. Arrangements have also been made for next session to launch a gardening club in order to give opportunities to all agents wanting to get involved.

At Tarbolton Primary School & Early Years Centre, we learn for sustainability throughout the curriculum and throughout the year: With the transitions of the seasons and the weather, our pupils and staff are outdoors all year round, fully immersing themselves in experiencing our natural environment and its uncertain changes. We grow our own food from seeds to harvest, prepare, and cook it in our outdoor kitchen, and learn to dispose of waste sustainably, producing our own compost and reusing and recycling what we can. We also hold various events where we promote Reducing, Reusing and Recycling clothes within our community.

The Outdoor Learning Working Party, in collaboration with the school Eco-Committee, has been working towards the school's L.E.A.F. (LEarning About Forests) accreditation, which answers to the responsibility of all educators to provide children and young people with Learning for Sustainability experiences woven through their curriculum. This also reaches the National Improvement Framework aims of ensuring that sustainability is foundation of all practice.

All staff were provided with opportunities to maintain progression of their own learning this year, through various professional development courses and opportunity to join the SWEIC OL Steering Group, within which two of our practitioners have themselves organised and led CLPL sessions.

Next Steps:

- To further explore the idea of a gardening club to involve all stakeholders in the development of our second level outdoor area.
- To further improve the confidence and enhance the skill set of staff to utilise the outdoors effectively both within and out with the school grounds.
- To provide high quality learning experiences and interactions using the outdoors with all pupils including our targeted PEF pupil cohort.

- Use robust monitoring and tracking systems to ensure a positive impact is evident when learning outdoors for all pupils, including our targeted PEF cohort.

Evaluation Summary

Quality Indicator	Evaluative statements	evaluation
1.3 Leadership of change	<p>All staff are committed to change which results in improvements for learners. All staff seek to improve their own professional development through attending high quality and meaningful training opportunities which has supported the creation of carefully planned individual and collective career-long professional learning.</p> <p>All staff are committed to seek out opportunities to regularly engage in critical and creative thinking in the teaching and learning of literacy and numeracy approaches. This has enabled them to self-evaluate their own teaching and learning approaches and engage in peer moderation and professional dialogue to ensure and maintain high quality teaching and learning which is consistent and shows progression across all stages.</p> <p>Senior leaders create conditions to support creativity, innovation and enquiry. This has been drive by continuous staff consultation and collaboration. Evidence of more class teachers has shown a desire, commitment and enthusiasm towards taking on more leadership roles within the school such as leading the school pantomime, leading working parties linked to our priorities and staff undertaking secondment roles within the local authority.</p>	5 – very good
2.3 Learning and teaching	<p>Our learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes. There has been an increased engagement of pupils using high quality resources and equipment including digital technologies. Learners have access to their own class set of laptops across the school and Ipads are used effectively in Primary 1-3.</p> <p>All teachers and early years staff have well-developed skills of data analysis which are focused on improvement. This has resulted in staff identifying where the gaps exist within individuals within their class and ensuring appropriate interventions and differentiation of tasks are robust. Pupils self and peer assess to improve their learning and are aware of their individual targets, knowing what they need to do to improve their performance. Care plan targets for our early years pupils are carefully monitored and are shared regularly with parents/carers.</p> <p>As a result of our spelling working party this session, processes for assessment and reporting are very effective in informing improvements in learning and teaching. This is reflected in the improvements made this session towards the planning and delivery of spelling approaches to ensure progression and challenge is addressed. This has helped shape both staff and pupil's motivation, engagement and positive attitude towards the teaching of spelling.</p>	5 – very good

3.1 Ensuring wellbeing, equity and inclusion	<p>Outdoor spaces are used effectively by almost all staff to promote positive relationships and wellbeing. Almost all staff take account of research linking benefits of outdoor learning and green space with wellbeing. This has created a highly effective and collaborative staff network team who are enthusiastic to share and learn from each other's strengths and areas for development.</p> <p>Almost all staff engage in regular professional learning to ensure they are fully up-to-date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people. This has resulted in the creation and establishment of shared effective practice and professional dialogue with staff engaging critically in self-evaluation using HGIOS4, HGIOELC and Realising the Ambition.</p> <p>All staff, children and young people know, understand and use the wellbeing indicators as an integral feature of school life which has raised awareness and contributed towards improving children's school attendance and being on time, leading to positive outcomes and raised attainment.</p>	6 - excellent
3.2 Raising attainment and achievement (P1-7)	<p>Very good progress from learners across P1-7 is demonstrated through robust tracking of attainment over time in all curriculum areas and at all stages. Increased engagement in the use of class data amongst our staff team has resulted in critical reflection and enhanced self-evaluation.</p> <p>Almost all children and young people are fully engaged in their learning and participate in decision-making about their learning pathways and future career aspirations. The outdoor learning experiences that our learners are provided with demonstrates that pupil voice is evident. This has become particularly evident with some of our second level pupils contributing towards building an outdoor tool shed, drawing plans, measuring the shed foundations and walls and working alongside community joiners in its design and creation.</p> <p>Confident teacher judgements along with a range of holistic assessments lead to improvements in attainment within our pupils. Robust benchmarking and baseline assessments are carried out by teachers with appropriately considered interventions put in place to help raise attainment amongst our pupils. Positive impacts of interventions are evident and those interventions not proved to be showing as effective are quickly stopped and re-evaluated. Increased engagement of moderation and collegiate working has proved to have a positive impact on our learners. This in turn, will lead to a whole school consistent approach to delivering high quality teaching and learning experiences.</p> <p><u>Cfe Standards and Quality statement 2022-23</u> For session 2022/23 teaching staff have assessed pupils against CfE experiences and outcomes.</p>	5 – very good

Language				
	19/20	20/21	21/22	22/23
Early		90%	89%	93%
First		73%	77%	87%
Second		68%	87%	85%

Numeracy				
	19/20	20/21	21/22	22/23
Early		90%	79%	93%
First		67%	77%	87%
Second		64%	96%	83%

Health & Wellbeing				
	19/20	20/21	21/22	22/23
Early		90%	79%	95%
First		96%	94%	86%
Second		100%	99%	97%

GL Assessments 2022-23

For session 2022/23 teaching staff have assessed pupils using GL assessments. The average score is between 90 and 110.

GL Assessment Results May 2023

	P3		P4		P5		P6		P7	
	E	M	E	M	E	M	E	M	E	M
Class Average	115	123	119	123	109	111	104	107	98	100

In Summary....

LANGUAGE

83% pupils achieved curriculum for excellence levels in line with or higher than levels expected for their age.

MATHEMATICS

88% pupils achieved curriculum for excellence levels in line with or higher than levels expected for their age.

HEALTH AND WELLBEING

Over all almost all (94%) pupils achieved curriculum for excellence levels in line with our higher than levels expected for their age.

Early Years Developmental Milestones

Communication and language	
% of pupils achieving all age appropriate milestones	56%
Mathematics	

	% of pupils achieving all age appropriate milestones	84%	
	Health and Wellbeing		
	% of pupils achieving all age appropriate milestones	100%	

What are the key priorities for improvement in 2023-24 ?

Priority: 1 of 3

Literacy and English:

Phase 2: To provide high-quality, whole school approach to the teaching of phonics, spelling and assessment and moderation in order to raise spelling ability across the school. We aim to fully implement our planners which have been created last session with a focus on robust assessment and collaborative moderation experiences taking place throughout this session.

Priority: 2 of 3

Numeracy and Mathematics:

Phase 2: To improve the quality of teaching and learning of mathematical reasoning across the whole school. To continue to build upon the philosophy and staff confidence in teaching Concrete, Pictorial and Abstract approaches within Numeracy to support pupils understanding of concepts.

Priority: 3 of 3

Health and wellbeing:

Whole school approach to fully embed the Cost of the School Day programme. We recognise that whilst we are already implementing various initiatives towards helping reduce costs for our families, we strive to develop this further and show creativity and innovation in our approaches to tackling poverty and offering support to our families and community.

What is the capacity for improvement?

Tarbolton Community Campus is in a strong position to maintain its strengths and indeed more forward. We will continue to self-evaluation to identify areas for improvement. We will continue work with all stakeholders to identify these.

For session 2023/24 we have a staffing compliment of 12 FTE teachers and 6 FTE early years practitioners. In addition to this we have 140 hrs school assistant time and 60hrs clerical.

We will continue to use our PEF funding to fund a Sports Development Officer, a Welfare Officer and 45 hours school assistant time this session. It is our aim to ensure that we can build upon our rising attendance figures this session within targeted pupils to ensure that learning is fully maximised and there is no 'lost learning' as a result of external, challenging factors currently faced by our families.

The continued commitment of staff, parents and pupils means that Tarbolton Community Campus is in a very good position to move forward into the session 2032-24.

