



Standards and Quality Report Tarbolton Primary School and Early Years Class

Cost Of the School Day and RRS



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 2024



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 2023/24 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 2024/25.

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 2023/24.

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

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 years class currently has 48 pupils from the village of Tarbolton. There are currently no pupils attend our early years from out with our school catchment area.

During session 2023-24 we were staffed to accommodate full day (9am-3pm) provision which included: 25 3 year olds, and 23 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 252 including our Early Years class.

Within P1-P7 we had an average of 204 pupils with a few moving on and a few joining us during the year. From P1-P7 92% of our pupils live within the village and 8% 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, 114 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 35% 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%.

In May 2024, we received a positive inspection from Care Inspectorate which included the following:

- Children experienced warm, kind, nurturing interactions from staff who knew them well.
-

During session 2023-24 we experienced many successes:

- In October 2023, we were successful in being re-accredited for a third time, as a Gold Rights Respecting School by UNICEF.
- Our P5 and P6 pupils were awarded a certificate of recognition for taking part in the National STEM the Flow competition where they investigated and designed solutions to stop marine litter at source as part of the National Upstream Battle campaign. Pupils investigated &Source2Sea litter in our village, identified issues, raised awareness and designed an innovative engineering-based solution to the problem.

- **Green Flag Accreditation**

- One of our P7 pupils wrote a creative story which they entered in the BBC 500 Words nationwide competition.
- Our walking bus proves highly successful for supporting families in getting their child/children into school in the mornings, breaking down barriers to challenges faced and allowing a nurturing, soft start for our pupils to start their school day positively.
- Our Education Welfare Officer continues to support families and pupils successfully in helping raise attendance and levels of lateness which in turn, impacts positively on attainment.
- Our Say It Out Loud pupil group are on track for receiving our Level 3 award and flag for integrating positive mental health community events.
- We are working very positively towards becoming a Reading School to support equity and wellbeing which impacts our learners' attainment and encourages critical thinking, creativity, empathy and resilience. This has involved a number of projects this session including a reading café, reading badges designed by pupils to name but a few. We anticipate to achieve our Reading Schools Silver Accreditation by the end of term 2 next session.
- Our outdoor area continues to be visited by other schools in the authority to view our good practice and share ideas.
- 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. Outdoor learning continues to have 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.
- 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.
- Our P7's took part in the Mock Court Case Project, winning their case at Ayr Town Hall where they developed high level critical thinking and public speaking skills. Pupils demonstrated a knowledge of legal practices and procedures by engaging in trial simulations with teams from other schools.
- Our whole school engaged in a 'Music' topic during the month of May 2024 where pupils learned to read music, performed technically using a variety of instruments such as the bucket drums and glockenspiels and recorded and performed a whole school song written by our pupils and shared on Spotify. An end of topic performance was presented to parents at our 'Tar-b in the Playground' event where parents were invited in to enjoy a picnic and share the successes of our pupils learning which proved very successful.
- We have supported families in our village in helping reduce the cost of the school day through offering a weekly school food larder for parents and staff, swap and drop termly events, reduced costs to parents through our breakfast club, provided school uniforms for pupils and have produced a parent leaflet and calendar, outlining monthly costs of the school day across the session. This will be communicated to all parents at the start of each new school session.
- Our P6 pupils took part in the South Ayrshire heats for the annual Euro quiz competition and successfully came 4th out of more than 100 P6 pupils entering. Our pupils worked collaboratively and emphasised the importance of learning about other languages and cultures.

Pupil Equity Fund

During session 23/24 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 continues to be significantly beneficial in enhancing pupil's attendance levels which then has 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. Targeted support with EWO working towards achieving wellbeing goals has led to a reduced number of class disruptions which can be evidenced through teacher-pupil interactions and learner conversations.

- Targeted PEF pupils have experienced co-operation, communication and leadership skills through outside teamwork activities. Positive impact has been made with an increased level of respect, values, teamwork, co-operation and social skills.
- Targeted interventions such as music therapy, 'Wellbeing Wednesdays' and outdoor team building opportunities provided by our EWO has impacted extremely positively on pupil behaviour with increased self-confidence and belief and increased listening and attention skills.
- Strong, positive partnerships are continuing to grow with families to support levels of attendance and lateness.
- All PEF pupils can identify their '**Key Person**' to speak to with any concerns or worries.
- All targeted PEF pupils receive regular weekly check-ins with EWO.
- Average attendance has remained steady with a gradual increase within PEF cohort from August 2023 – April 2024.
- 100% of pupils are confidently able to talk about a healthy morning routine and participate in an active, healthy start to each day.
- Increased levels of fitness and confidence by participating in sports leadership activities, helping support a nurturing, healthy and positive start to the morning.
- 100% of families talk very positively about how supportive the walking bus is to themselves and their children in the morning, providing a healthy start including a healthy breakfast, physical exercise and positive start to the morning all before 9am. Families comment upon how their relationships with their children have improved as a result, removing the tensions, stress and anxieties associated with the morning routine in their home.
- In January 2024, our SDA's hours increased with a positive impact being made in achieving targeted support for pupils around improved physical fitness levels, tackling obesity, instilling positive mind-set and successful life skills.

IMPACT OF INCREASED ATTENDANCE FOR PEF TRACKED PUPILS

There has been a 7% increase in attendance of our tracked PEF pupils supported by our Education Welfare Officer for session 2022-2023. This compares with a 5% 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	Impact
--	-----------	-----------	--------

	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

COMPARISON DATA FOR PEF TRACKED PUPILS

What key outcomes have we achieved?

School Priority 1: Literacy and English

To raise attainment in Literacy: Phase 1: Whole school consistent approach within Literacy pedagogy in particular, spelling and phonics to include assessment and moderation practices.

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:

As a staff, we identified that there was a need to look at our assessments approaches within Literacy, in line with South Ayrshire Reads, to ensure that pupils progress in their learning by making the most of formative feedback. This led to all staff and pupils completing a baseline survey to assess our current approaches to Literacy assessments being used across all stages in the school. The results proved consistent in that all staff and pupil responses aligned with the current assessment approaches we use in school.

Initial feedback suggests that most pupils are aware of their next steps in reading, writing and phonics/spelling which supports them to become more motivated by their successes and acquire a sense of ownership and responsibility. Almost all staff recognise the need for an attainment tracker to be used across all levels that is consistent, clear and user friendly which will lead to an increased awareness of teachers being able to monitor the impact of their teaching on pupil progress. Protected assessment and moderation time for Literacy will be built into the quality assurance calendar and agreed with teaching staff and Senior Leadership team.

We had identified that there was an inconsistency in confidence amongst staff with planning, delivering and assessing teaching and learning in phonics/spelling. This led to the organisation of peer support pairings including all practitioners from N5-P7, which enabled us to support colleagues effectively throughout the teaching and learning cycle. As a result of the supportive nature of professional dialogue, almost all staff now feel more confident in their ability to plan and teach effective phonics lessons in line with South Ayrshire Reads. All staff use spelling and phonics planners consistently throughout all stages. All staff participate in feedback sessions during Literacy Working Party staff meetings and state that their confidence has increased using these resources to support and facilitate teaching and learning.

Initial results from surveys indicated that class teachers' confidence levels were low with regards to assessing under the writing organisers, which allowed us to plan for high-quality, supportive writing moderation meetings and these were held in November and May. Staff moderated across levels, as engagements of the group identified a need for wider collaboration. This resulted in high-quality professional dialogue and self-evaluation. Most staff recognised that they may be tracking writing in accordance with their class setting and not assessing and judging achievement confidently across the level. This has supported a more collaborative approach with staff now having experience with assessing and moderating with the South Ayrshire Progression Pathways, CfE Benchmark Pathways and an Early – Third Level Writing Criterion. As part of writing development in South Ayrshire, a member of our staff

will be working closely with a strategic working party and development group for writing in South Ayrshire and therefore staff will keep up to date with key messages, resources and CLPL opportunities. This will help inform all teaching staff of a clear and shared understanding in terms of assessing writing.

All pupils were assessed in May on phonics and spelling (P1-2 phonics tracker/P3-7 Schonell spelling assessments: 89.9% of pupils are achieving expected levels or above). According to these specific assessment results, across P1-7, 78% of learners are achieving expected levels or higher in phonics and spelling. When we look at the pupils who are achieving expected levels or above, P1-2 results show 86% of pupils and P3-7 results show 76% of pupils. This illustrates what the Literacy working party have determined; our current spelling assessments are currently not fit for purpose as they are based more on spelling rules and exceptions to rules and not on phonics, advanced phonics and knowledge of phoneme families. All teacher formative assessments and judgements indicate progress and an increase in attainment for phonics and spelling and therefore we know, as a staff, that our assessment approaches need adapted. This will come from working closely with our SAR mentor and partnership schools to introduce and implement assessments that are more suited to our teaching and learning practices.

As part of the South Ayrshire Reads initiative, we have an established Reading Leader in our school who throughout the session has been working closely with members of the SAR team to evaluate current teaching and learning practices and introduce the main pedagogical approaches within the Science of Reading. All staff have attended three universal CLPL sessions surrounding the Science of Reading; Phonological Awareness, Phonics, Advanced Phonics and Fluency. As a result of this all staff members have a shared understanding of these main aspects and have had opportunity to trial out the methodologies in their own practice. This has supported a more clear and coherent phonics and spelling pedagogy which leads to positive outcomes for all pupils.

This session, we began our journey towards becoming a Reading School and are currently working towards our Silver accreditation. A Reading Leadership Group has been established which includes pupils, our local librarian and Reading Lead practitioner. The result of this has included a successful, well-established, popular Reading Café which pupils attend at lunch within our community library, a fantastic celebration for World Book Day including author visits to each class, a very successful sponsored read in which the pupils raised over £1000 to put towards transforming our school library. Evidence of more pupil enjoyment in reading has become evident this session. This journey will continue into next session and our aim will be to have Silver Accreditation by the end of Term 2. All classes visit our community library on a weekly or by-weekly basis. All pupils and staff have a library membership and can access and loan books. This has helped pupils to create enjoyment around books and contributed to our positive reading culture. All staff and pupils have been asked to complete a Reading Schools Reading Attitude survey which will give us a clear insight into how our staff and pupils view books and how many are reading for enjoyment at school and at home. This survey will also be sent to parents at the start of the next session.

Next Steps:

- Review and replace current literacy assessments. As a working party we are aware that the assessments we administer demand a review and is an area for development which will be reflected in our priorities next session.
- Moving forward we have identified that our phonics progression must align with the South Ayrshire Reads progression, which will in turn, complement our decodable texts now used in school from P1-P7.
- Next session staff will gain more professional development in the learning cycle and ensure all literacy lessons follow the correct format as introduced from SAR.

- All staff will work closely and collegiately with our SAR partnership schools to embed practice in the 6 components of the Science of Reading.
- As a whole school staff team, we aim to achieve our Silver Reading Schools Accreditation.

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:

- All staff are confident in the delivery of the CPA approach across all levels. High quality teaching of concepts has been observed in all classes.
- Where appropriate, all staff have engaged in CLPL which has included professional dialogue with colleagues and Mr Morrow (Numeracy Development Officer) to ensure continuity from early years to P7.
- Staff have provided learning opportunities in different contexts both indoors and outdoors, through play and real-life contexts.
- Through the successful implementation of the CPA boxes in each classroom, all pupils have access to and are using the materials in their daily learning to enhance their understanding of numeracy concepts.
- The Senior Leadership Team have carried out classroom observations and have witnessed increased levels of motivation and self-confidence amongst teaching staff in the delivery of CPA across the school.
- The working party have provided resources such as concrete materials and digital packs (first and second level) to support staff and enhance learning experiences. ADD IN IMPACT FROM FEEDBACK SURVEY
- Pupils have spoken positively about their experiences in numeracy since the implementation of CPA:

It's sometimes really challenging but that motivates me. The stuff, like the concrete materials we use are brilliant. (Pupil A)

Maths is good. It can be challenging but I like that. I like using CPA because it helps me work things out and understand concepts more clearly. (Pupil B)

My teacher makes maths fun and we feel we have learned so many cool strategies. It's good as then you can choose what works best for you. My teacher always tells us to have an open mind and that helps. (Pupil C)

Next Steps:

This session staff have engaged in professional dialogue informally surrounding assessment using the CPA approach. Next session, the assessment and moderation will become more formal with the introduction of relevant paperwork to support planned moderation activities. Moderation activities will

take place termly in a variety of ways to create opportunities for staff to discuss approaches and results to inform next steps.

Based on the success of the literacy peer observations, staff feel these would be beneficial in a numeracy context, therefore these will be pre-planned as part of the quality assurance calendar next session.

Staff and families are now familiar with our new platform, Learning Journals. Therefore, next session, the working party will provide helpful materials for parents to share what is going on in the classroom. Within each class, teachers will share short video clips to explain strategies and new concepts when they are introduced. These will be stored for future use to build up a bank of resources for teachers and families.

Confidence??? Results??? On track pupils???

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 visual 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: Reducing the Cost of the School Day

NIF Priority

- Placing the human rights and needs of every child and young person at the centre of education

Links to HGIOS 4 /HGIOELC

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

- 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.

Progress and Impact:

At the start of this session, staff within our working group analysed pupil, parent and staff responses to pupil, staff and parent surveys as a baseline in ascertaining views upon barriers surrounding costs being faced in relation to the school day. Staff then examined and discussed the key themes and issues that emerged from the data in response to our evaluation aims which resulted in a shared understanding of specific barriers faced by our families. Upon consultation, young people and families commented on the impact of the CoSD project on the wellbeing of children and families, for example, how actions such as reductions in the cost of school uniforms, reducing costs to breakfast club payments and how free food is distributed to all, positively impacts lives of families within our community. This feedback and more, has supported the implementation of the following practice changes within our school throughout this school session:

Practice changes in the CoSD programme:

Uniform – by recycling items, buying primary and catchment secondary items of clothing including blazers.

Swap and Drop – creating a swap and drop termly event for dressing-up events such as Halloween, Christmas, outdoor learning, P.E kits etc.

Community Food Larder – providing free foods, fruit, vegetables etc for all parents and families as well as whole school staff.

Fundraising Events – limiting the cost of family events, asking for donations rather than a fixed price.

School Trips – subsidising the cost, supporting payments by instalments.

Breakfast Club – reducing the costs for attending breakfast club, supporting payments by instalments.

Promotion of entitlements and financial support – through signposting to other agencies and encouraging take-up of entitlements of FSM through our Education Welfare Officer.

Creation of CoSD calendar – this calendar has been co-created with staff to allow parents to see costs likely to be incurred throughout the school session, shared at the start of the school year, giving plenty of notice to parents and families to allow for careful planning and budgeting.

CoSD Education – working party staff members created lessons and resources for teachers to deliver to their pupils across all stages in the school in order to educate pupils in the importance of costs when purchasing uniforms, trips, school lunches, gym kits, pencils and dress down days which can be difficult to afford for some families. This has resulted in an increased awareness of pupils understanding that young people can't take part in opportunities because of cost, feelings of missing out and being excluded which means it is harder for them to learn, achieve and be happy at school. Hearing directly from children during focus interviews were also a valued aspect of the CoSD project and was a powerful driver for change.

CoSD Parent Leaflet – working party staff have produced a 'Cost of the School Day' parent information leaflet, outlining the supports we have in place to help support our families to lessen the impact of poverty by reducing or removing financial barriers in order for pupils to participate fully in the life of our school.

CoSD Policy – staff have created a CoSD policy to raise awareness within our learning community of the financial implications and burdens education can create and outlines within our policy, the ways in which we aim to build on our actions and interventions to break down financial barriers in order for all our pupils to feel happy, safe and included.

Attitude Change and Impact:

In the school survey, staff identified a raised awareness of the consequences of child poverty and the cost of the school day. All staff reported that this had led to an improved understanding among whole school staff and raised awareness by holding staff meetings, using materials from the toolkit and delivering presentations. Staff also reviewed the financial request made by parents so that we were aware of the costs of our school activities. Our school working group considered how much we were asking parents for over the school year and reflected and changed practices that stigmatised pupils. One member of staff commented that '....we now have a 'chuck it in a bucket' as we call it that might be nothing and just your hand going in pretending to put money in or whatever you can afford.' The result of this has made a big difference as pupils feel happier, more at ease and less self-conscious about financial pressures. Our working group still recognise that there is more to do to change attitudes among school staff and encourage more empathy and challenge staff views.

Staff raised awareness and encouraged parent views around CoSD during parents evening this session to discuss the financial challenges families face meeting costs associated with the school day. Inputs have also taken place with the Parent Council and Education Welfare Officer through meetings delivered by CPAG in Scotland which allowed parents to reflect, in particular, on future fundraising and event activities. It was evident that the examples of a changed approach to fundraising activities and a greater appreciation of the financial demands placed on parents did not translate to all school activities. This has supported a more inclusive approach as to what costs are being asked of parents moving forward.

The strength of actions being taken was supported by the nature of existing school values, the active support of the senior leadership team, schools sharing practice with each other, the working group within our school and working with community partnership agencies. This has strengthened our school's way of working to reduce costs for our families.

Evaluation Summary

Quality Indicator	Evaluative statements	evaluation
1.3 Leadership of change	<p>The vision of our school is ambitious and focuses on improvements in outcomes for all. All staff are committed to change and have high expectations of all learners which results in improvements. All staff show commitment to shared educational values and professional standards. 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 consistency and progression across all stages. Leaders at all levels</p>	5 – very good

	<p>motivate and inspire others to sustain collective commitment towards improvements, through daily actions.</p> <p>Senior leaders create conditions to support creativity, innovation and enquiry. This has been driven by continuous staff consultation. Evidence of more class teachers has shown a desire, commitment and enthusiasm towards taking on more leadership roles within the school such as leading school shows, planning for whole school topics and taking a lead role within working parties linked to our priorities. Staff work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change, leading to a greater equity for all learners. A few members of staff have also undertaken secondment roles within the local authority.</p>	
<p>2.3 Learning and teaching</p>	<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. All pupils access the outdoors in their learning which supports their mental health and wellbeing as well as promoting opportunities for development and growth including exploration, hands-on learning and risk taking.</p> <p>All teachers have well-developed skills of data analysis which are focused on improvement. This has resulted in teachers identifying where the gaps are 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 and what they need to do to improve their performance.</p> <p>As a result of our spelling working party this session, processes for assessment and reporting continue to be very effective in informing improvements in learning and teaching. This is reflected in the improvements made this session towards our whole school phonics and spelling progression. Robust arrangements for writing moderation across all stages has ensured shared expectations for standards to be achieved. This ensures progression and challenge to be addressed. It has also helped shape the pupil's motivation, engagement and positive attitude towards the teaching of spelling.</p>	<p>5 – very good</p>
<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<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</p>	<p>5 – very good</p>

	<p>the creation and establishment of shared highly effective practice and professional dialogue to engage critically in reflective practice.</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 of improving children's school attendance and being on time, leading to positive outcomes and raised attainment. All school staff model behaviour which promotes and supports the wellbeing of all and are sensitive and responsive to the wellbeing of each individual child and colleague.</p>	
<p>3.2 Raising attainment and achievement (P1-P7)</p>	<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 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. This is reflected in the improvements to reducing the barriers towards improving school attendance which has a significant impact on attainment among our children and young people. The outdoor learning experiences that our learners experience demonstrates that pupil voice is evident and contributes towards building an outdoor tool shed, measuring and working alongside community joiners in its design and creation.</p> <p>Attainment levels in Literacy and Numeracy are a central feature of our school's priorities for improvement and are raising attainment. Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment. Assessments within Literacy and Numeracy improvements ensure a shared, collegiate approach to leading improvements within school priorities.</p>	<p>5 – very good</p>
<p>3.2 Securing Pupil progress</p>	<p>Children and young people are applying and increasing their achievements through active participation in their local community. An example of this has been the recognition of our Eco Schools Green Flag Award this session. This has helped shape our vision and values within our pupils, staff and parents to ensure that we look after our village and our community environment. STEM the flow competition</p> <p>Attendance levels are improving. Exclusion rates are low and inclusion is successful for all. We continue to strive to remove barriers to learning for all our learners and ensure equity by continuing to build upon our positive relationships between our welfare officer and parent families. This has supported our pupils mental health and wellbeing and self-belief in their own abilities, highlighting these in targeted ways.</p> <p>We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges</p>	<p>5 – very good</p>

	<p>such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.</p> <p>Teacher judgements are robust together with benchmarking and an appropriate range of assessments which leads to improvements in attainment. 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 consistency approach to delivering high quality teaching and learning experiences.</p> <p>Developmental milestones</p> <table border="1"> <tr> <th colspan="2">Communication and language</th> </tr> <tr> <td>% of pupils achieving all age appropriate milestones</td> <td>80%</td> </tr> <tr> <th colspan="2">Mathematics</th> </tr> <tr> <td>% of pupils achieving all age appropriate milestones</td> <td>81%</td> </tr> <tr> <th colspan="2">Health and Wellbeing</th> </tr> <tr> <td>% of pupils achieving all age appropriate milestones</td> <td>90%</td> </tr> </table>	Communication and language		% of pupils achieving all age appropriate milestones	80%	Mathematics		% of pupils achieving all age appropriate milestones	81%	Health and Wellbeing		% of pupils achieving all age appropriate milestones	90%	
Communication and language														
% of pupils achieving all age appropriate milestones	80%													
Mathematics														
% of pupils achieving all age appropriate milestones	81%													
Health and Wellbeing														
% of pupils achieving all age appropriate milestones	90%													

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

<p>Priority: 1 of 3</p> <p>Literacy and English:</p> <p>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.</p>
<p>Priority: 2 of 3</p> <p>Numeracy and Mathematics:</p> <p>Phase 2: To improve the quality of teaching and learning of mathematical reasoning across the whole school.</p>
<p>Priority: 3 of 3</p> <p>Health and wellbeing:</p> <p>Whole school approach to fully embed the Cost of the School Day programme.</p>

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.