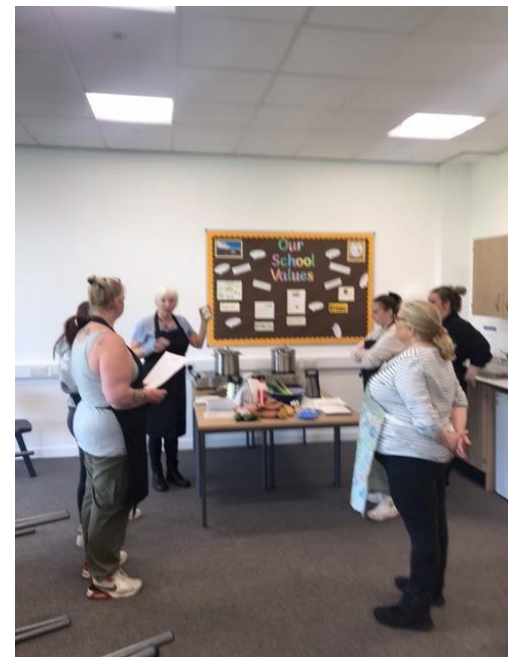




Standards and Quality Report Tarbolton Primary School and Early Years Class



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 2025



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 2024/25 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 2025/26.

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 2024/25.

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, currently being used as a cooking room and a newly formed reading 'Zen Den'
- 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.

We have a relatively new Senior Leadership Team (SLT) within Tarbolton Primary and EYC consisting of a HT – Helen Ross and DHT – Amy Logan, recently being appointed in 2023.

Our early years class currently has 52 pupils from the village of Tarbolton. There are currently no pupils attend our early years from out with our school catchment area.

During session 2024-25 we were staffed to accommodate full day (9am-3pm) provision which included: 5 2 year olds, and 47 3-5 year olds with a staff compliment of 1:0 FTE Senior EYP and 8 FTE Early Years Practitioners.

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 259 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 86% of our pupils live within the village and 14% come from the outlying rural catchment area or are with us as a placing request/request to remain.

We had a staffing compliment of 10 FTE, 81 school assistant hours and 60 hours clerical.

We used part of our Pupil Equity Funding to employ an additional school assistant and an educational welfare officer and sports development officer to support families and maximise attendance.

In addition to this we had 0.4 FTE cluster pupil support teacher and 0.5 FTE peripatetic teacher.

All our pupils in P1-P5 have the offer of a free meal with 22% 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 31%. This is above the local authority's average of 21%.

We currently have 3% of our pupils in SIMD 1&2, 45% in SIMD 3&4 and 52% in SIMD 5&6. We have no EAL pupils. We currently have 2 care experienced pupils.

Our Curriculum for Excellence attainment data in both Literacy and Numeracy indicates a steady trend of 85% of our pupils in P1, P4, and P7 achieving expected levels of progress over the past three years.

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.
- Children were comfortable and happy in their environment.
- Staff passionately promote the importance of outdoor play in all weather.
- Children are confident in leading their own play and learning.
- Children engaging in rich, holistic play opportunities to develop their literacy and numeracy skills throughout the indoor and outdoor environment.

In March 2025, we received a local authority Collaborative Improvement Visit focusing on learning, teaching and assessment. This included the following:

- There is an ethos of very positive and respectful relationships based on nurture principles between all members of the school community. This is evident in all classes and leads to a sense of team.
- Pupils are highly engaged and motivated during learning experiences and activities.
- All children experience a calm, supportive and positive learning environment. Almost all children demonstrate a willingness to learn.
- In most classes staff use a variety of creative teaching approaches which helps to ensure that almost all children are motivated and engaged in their learning.
- Pupils can talk about their experiences of choosing topics including MADD (Music, Art, Dance, Drama) Mondays and other whole school topics.
- Play based learning is embedded with the junior school and is well organised and resourced. Interactions and activities are thoughtfully planned and linked to prior learning.
- There is an ethos of very positive and respectful relationships based on nurture principles between all members of the school community. This is evident in all classes and leads to a sense of team.

In June 2025, we received a visit from Education Scotland focusing on the use of Pupil Equity Funding to improve numeracy experiences and outcomes of those pupils most impacted by poverty. Our visitors commented positively upon embedded practices and culture around CPA (Concrete, Pictorial, Abstract) methodologies and approaches being used, leading to embedded engagement and participation of our children and young people.

During session 2024-25 we experienced many successes:

- Our Say It Out Loud pupil group have been awarded our Level 3 award and flag for integrating positive mental health community events.
- Our Say It Out Loud pupil group were Health and Wellbeing finalists in the Scottish Youth Awards in March 2025.
- We are a Gold Rights Respecting School and have been successfully re-accredited twice at this level by UNICEF.
- In June 2025, we received our Green Flag Accreditation – this is our 7th Eco Flag we have secured.
- In June 2025, we received our Silver Accreditation within the Reading Schools framework.
- This session, our school participated in the 'Promise' award. In June 2025, this was recognised at both a personal and establishment level in the awarding of our 'I Promise' and 'We Promise' certificates.
- Our walking bus has doubled in numbers this session and makes up 21% of our PEF cohort. The 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 Tea and Toast weekly sessions have allowed for parents to be supported with a range of interventions such as helping them get back into employment, form filling and cooking on a budget.
- 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, revamp of our school library and the creation of our 'Zen Den' as a result of pupil voice.
- 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 pupils entered the Catrine Show Art Competition with one pupil being placed 1st in the P6 and P7 category.
- In December 2024, we received funding from the Lorimer Trust to build an outdoor Literacy treehouse. Classes are timetabled where it is used predominantly for reading and writing activities as well as a lunchtime reading club.
- At the start of the session, we only had 36.2% of children actively travelling to school. Our JRSO group, along with our pupils supported the 'Walk on Weekdays' travel tracker initiative throughout the session, which inspired and encouraged them to be more active and collect new badges each month. In June 2025, we now sit with 64.8% of our children actively travelling to school.
- 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 'Mind, Body & Spirit' topic during the month of May 2025 where pupils engaged in a wealth of health and wellbeing learning experiences including nutrition, mind investigation and debates around screentime awareness. Pupils experienced 'Fitness Fridays' which involved a day full of sporting activities such as boxing, golf, inflatable football, tug-of-war, yoga and archery, to name a few.
An end of topic celebration involved our parents and pupils engaging in a 'Community Treasure Hunt' to 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.
- Our P6 pupils took part in the South Ayrshire heats for the annual Euro quiz competition and successfully came 6th out of more than 100 P6 pupils entering. Our pupils worked collaboratively and emphasised the importance of learning about other languages and cultures.
- This session our pre-school early years class and P3 classes participated in a 10-week swimming block at the Citadel Leisure Centre, Ayr. These sessions were offered at a small cost to our parents and were additional lessons to our school swimming programme which takes place every year where P4 participate in this as part of their national PE curriculum. We are aware that post-covid, there has been a significant increase in the number of our P4 pupils who are unable to swim and coupled with a lengthy 18 month waiting list for parents to enrol their child into swimming lessons, we view this as a valuable and worthwhile opportunity for our early years and P3 classes to get a head-start into learning how to swim and learn important skills.

Pupil Equity Fund

During session 24/25, we were awarded £68,600.00 as part of the Scottish government Pupil Equity Fund. Approximately 64 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 in learning how to share, communicate and turn taking.
- Targeted interventions such as music therapy, boxing sessions, 'Wellbeing Wednesdays' and outdoor team building opportunities provided by our EWO and SDA 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, followed up with monthly attendance and welfare meetings with SLT.
- Average attendance has increased by 46% within PEF cohort from August 2024 – June 2025.
- 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 2025, 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

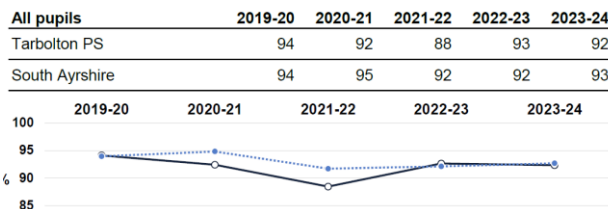
There has been a 7% increase in attendance of our tracked PEF pupils supported by our Education Welfare Officer for session 2022-2023. This compares with a 5% increase for those who are supported through PEF but not accessing the Education Welfare Officer

Teaching staff were asked to comment on the impact of improved attendance over the session.

	2022-2023	2023-2024	Impact
	Average %		%
ALL PUPILS	92.7	92.3	0.4 decrease
NON PEF	94.6	94.4	0.2 decrease
PEF	89.2	89.2	
WELFARE	84.9	88.6	3.7 increase

Attendance

% attendance by characteristic



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:

Developing a Reading Culture:

Our working staff group have established a Reading Leadership Group who have taken an active role in driving forward our aims through pupil voice. Our reading leaders have been passionate about their roles and responsibilities which has raised awareness for a love for reading amongst almost all pupils in our school. Fostering a love of reading is encouraged, celebrated and valued through awarding pupils with Rockstar Reader awards at assemblies.

'Drop Everything And Read' (DEAR) time across all stages in the school, has supported the development of establishing a reading culture which has increased pupil motivation and engagement in reading due to high levels of enjoyment within pupils.

The collaboration of our Reading Leader pupil group prompted the need for a Reading Café to be established, fortnightly during lunch times. The result of this has been a huge uptake on reading for pleasure and pupils being much more engaged with children's literature.

World Book Day events have been of high quality and have been effective in determining the creation of our newly established 'Zen Den' within one of our classrooms based on pupil voice. Our re-vamp of our school library has been a key feature in the success of supporting an authentic reading culture within our school and early years centre with pupils being actively involved with the audit and selection of books.

High-quality CLPL delivered at staff meetings by our Reading Leader has heightened staff's knowledge in Reading for Pleasure theories and practices. The result of this has been an increase in staff showing a real interest in reading for pleasure and in sharing books and novels with the whole school and community.

Our reading culture reflects improvements in the creation of our outdoor Literacy Lodge Treehouse and Reading Nooks which enables our pupils to enjoy reading for pleasure with their peers and work collectively with other pupil groups such as Say It Out Loud and Eco Warriors in sharing our school aims. Recent quantitative data from reading attitude surveys show an increase from 21% to 62% of pupils who are reading for pleasure at home and 79% of pupils increased their time spent on reading for pleasure throughout the week.

Parents have been invited throughout this session to attend reading for pleasure sessions with their child towards the end of the school day. There has been an increased engagement in parents sharing the love of reading with their children which has helped shape a reading culture not only within the school but within families in our community.

All our evidence and action plans from this session has been submitted for accreditation and in June 2025, we were successful in securing our Silver Reading Schools award. Our next steps for session 25/26, will be to establish a new Reading Leader, with a view to achieving our Gold Reading Schools accreditation.

South Ayrshire Reads:

All staff have engaged with SAR CLPL opportunities and professional dialogue with partnership schools and colleagues. This has led to increased staff confidence in the delivery of reading approaches and in consistency in a clear progression framework from early through to second level stages in our school.

Staff feedback and senior leadership observations illustrates that there is consistent vocabulary, teaching approaches and learner experiences evident across all stages in the school. The result of this shows an increase in learner behaviour and engagement which is evident in almost all classes and provided a focus for peer visits.

SAR CLPL has supported the creation of intentional and explicit teaching of phonological awareness, phonics, fluency and vocabulary – advanced phonics, morphology and etymology in second level classes, completely in P7 and partially in P5 and P6.

Peer observations, team teaching and modelling of lessons have taken place throughout this session by our Reading Leader which has shown an increased learner engagement and motivation in their literacy tasks.

This session, we have received a number of outside professionals visit our school to observe good practice in the implementation of SAR approaches, methodologies and strategies which has encouraged a collaborative, supportive approach to sharing resources, ideas and teaching and learning strategies.

Moving forward into session 2025/26, we will continue to develop our vocabulary and language comprehension approaches and pedagogy to gain more consistency across all stages within our school. This will in turn, will lead to an increase in learner behaviours within these areas as observed by SLT and peer monitoring visits. We will continue to engage in all CLPL bespoke SAR session both in-house and across our partnership schools.

Assessment:

We will continue to use the following assessments in line with the SAR approaches:

- phonics placement assessment used throughout all years (P1-3 Dandelion, P4-7 Catch Up)
- DfE Phonics screener May P2 and P3
- ORF P 4-7 September/May assessment data driving practice and interventions

Next steps:

- Streamline assessment tracking approaches – track formative assessments and teacher judgements/evidence this effectively.
- Create assessment calendar for Literacy including – Placement assessments, DfE, ORF, NSA, GL
- Staff session on how to use Data from DfE to drive forward teaching instruction and support/challenge learners.

Writing:

- T4W methodologies still evident with model texts, oral storytelling, 'magpieing.'
- More of a writing culture being developed in 2nd level with journaling, shared writing and short burst focussed writing, little and often.
- Use of digital technologies to support writing and upskill learners.
- Three teaching staff on the creative writer's course with Sally Law and 2 parts of the short life writing working party.

Next steps:

- Streamlining assessment approaches and evidence gathered for achievement of a level
- Vocabulary and Language Comprehension for next observations and Learner Behaviours in these areas to be established.
- Writing: to align practice with the components of writing, and possibly develop how explicit writing approaches can be woven into everyday classroom practices across the school, linking reading to writing focussing on language structure and literacy knowledge.

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 children use a CPA approach in the classroom; therefore learners are confident, engaged and motivated through these inclusive teaching and learning experiences. Almost all school assistants are confident in supporting CPA approaches in and outside the classroom due to CPA training delivered this session, impacting positively on working alongside children to increase attainment.

All pupils have access to resources and manipulatives and learners are confident in how to use these and support their learning and numerical understanding. Children are more confident in using concrete materials to support their numerical understanding. Most learners have demonstrated an increase in the understanding of basic concepts and can apply knowledge and understanding. Attainment results show that children are demonstrating a good level of understanding.

Almost all teachers provide high quality explicit teaching to support learners. 92% on average of children in Primary 1,4,7 attained the expected levels of progress or above for their expected age and stage. High quality analytical word problems created by the working party for all levels, contributed towards creating a consistent approach in learning and teaching.

“Having a better understanding of relationships allows me to work more independently and allows me to pick what strategy I want” – Pupil A

“During assessment questions, I am able to draw out bar models which helps me identify the question and then answer it” – Pupil B

Next Steps

This session there has been an increase in the delivery of high-quality learning and teaching through CPA approach. This has supported an increase in engagement and attainment in Numeracy. Some of the staff have taught through a numerical relationship approach allowing children to deepen their numerical understanding and reasoning. As this was successfully implemented, there is scope to further extend this approach throughout the next academic session. The school’s aim is for all teachers to teach through a relationship approach. The working party have provided contextualised analytical worded problems relating to the different numerical relationships which will allow teachers, next session, to easily access high quality analytical questions which coincide with our numerical relationship approach which intertwines with CPA approach.

Our Numeracy Lead has worked together with our Numeracy Development officer to discuss different way to assess children in numeracy. As a school we are aware that assessment is an area for development. This year some teachers have assessed children’s ability to show their working and articulate their thinking. Building on this and moving forward with this approach, children will be assessed holistically in number assessing different criteria such as efficiency of strategy, articulation of thinking and an ability to represent a worded problem pictorially. This will allow a much more holistic

assessment of the child which will gain a deeper understanding therefore allowing the teacher to create precise and targeted next steps.

As we progress with assessment in numeracy, linked to this is tracking of children's learning. Staff will track assessment through a concise effective tracking sheet which will help teachers clearly identify strengths and areas of development for their class collectively and individually. This will be collectively created by working party and then consulted with all members of staff ensuring a tracking system which is consistent and purposeful. Building on from tracking, one of our other targets next session will be moderation. Twice a year we plan to moderate our new assessment approach within stages. This will encourage professional dialogue to help create consistency and confidence when assessing across our own levels in school.

A few parents attended CLPL event on CPA approach. Those who attended greatly benefited from this event. In order to progress next year, we aim to have more uptake in parents able to attend a CPA event in school. This will allow consistency between school and home support and consistent language and understanding which will in turn, support children in their numerical development.

This year support assistants have taken part in CLPL training led by our Numeracy Lead allowing support assistants to build up their understanding of CPA approach. This then encouraged staff to use CPA approaches and specific CPA language when supporting children in their learning. Support assistants reacted positively to this and in order to keep increasing knowledge and confidence with CPA approaches, support assistants will be given more CLPL opportunities throughout next session.

In March 2025, our school engaged in a Collaborative improvement Visit from the local authority. Class teachers were observed within Numeracy lessons and the school were collectively given positive feedback on the high-quality CPA approaches which were observed. All staff were credited on the quality of teaching through Numeracy. In some cases, they identified lack of consistency with full class teaching approaches. This is an area where we will focus on next year through CLPL and protected time for our Numeracy lead to observe, model and support lessons across all stages, building capacity and being supported by the senior management team.

Next Steps

- Holistically assess children in number, assessing a variety of criteria which will allow teachers to gain a holistic understanding of how the children are progressing in numeracy.
- All staff understand teaching through a relationship approach and utilise the resources of high-quality contextualised questions linking to high quality teaching and learning.
- A purposeful and concise tracking sheet will be introduced to all staff ensuring that staff can easily identify children's strengths and areas for development individually and collectively.
- All staff will have the opportunity to moderate twice throughout the year creating consistency throughout the school.
- All parents will have the opportunity to attend CLPL on CPA approaches delivered by our Numeracy Lead.
- Parent, staff, and children will engage in pre and post relationship approach survey's to be able to track an increase in levels of understanding and confidence.



School Priority 3: Health and Wellbeing:

To improve engagement within an inclusive school environment which values the unique contributions of all learners including fully supporting neurodivergent and mental health needs.

NIF Priority

- Placing the human rights and needs of every child and young person at the centre of education.
- Improvement in children and young people's health and wellbeing.

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

Progress and Impact:

At the start of the session, staff within our working group analysed school, early years and support staff responses to surveys surrounding their knowledge of the six nurture principles. This provided a baseline in identifying gaps and prioritising training needs amongst staff to fully support our children and young people in being a fully inclusive school.

High-quality CLPL based on nurture principles and Boxall profiles were delivered at staff meetings by specialist staff within the local authority as well as staff sharing effective practice through rich professional dialogue. This led to a positive impact in providing specific, measurable, achievable, relevant and timely (SMART) targets for individual learners and adopting different approaches and strategies with all our children, including our neurodivergent learners. This also enabled staff to think about how nurturing their classrooms are, with positive adaptations being made within a few stages in the school.

Post survey data indicated an increased level of confidence and understanding amongst school staff around the ethos and values around nurture. This in turn, has led to a consistent, shared approach across all stages in both the school and early years class.

Staff within our working group trialled out using the 5-point scale with targeted pupils across the school and early years, to identify triggers and associated behaviours displayed within the child at various stages on the scale from 1-5. This was shared with teaching and early years staff who now implement this strategy with targeted children in their classes and settings throughout the year. Staff feedback indicates that this is having a positive impact in terms of providing rich, valuable, informative and supportive information for any new members of staff, parents and transition discussions amongst colleagues.

In supporting our children and young people's emotional wellbeing, we now have **all** classes in the school using the 'Zones of Regulation' as a means of providing consistency in our use of language and strategies to manage children's emotional regulation skills and supporting mental health needs. This has led to an increase in pupils within classes being able to independently and effectively self-regulate before feeling out of control and acting impulsively.

Parent information workshops led by our pupils have been provided, to ensure consistency of language and strategies between home and school, as well as creating a parent information leaflet on the 'Zones of Regulation' which forms part of the P1 Induction pack.

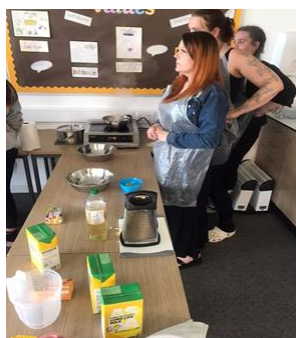
Throughout the year, staff within our working group have provided opportunities and supported our parents and families to access the following supports so we value the unique contributions of all our learners.

Supports Provided to Families: 2024-25	Impact
Weekly after-school Sensory Circuits - targeted parent-child sessions.	Positive impact on children's sensory processing leading to improvements in pupil focus, alertness and overall well-being, led by staff within our working party.

School and Community Food Larder – daily/weekly.	Staff from working party have contributed towards a positive impact in addressing nutrition by offering free access to food for school staff and families in the community, during rising living costs.
‘Elmer Walks.’	Raised awareness and increased understanding from parents about negative impact of screen awareness and supporting your child at home.
‘Tea and Toast’ Mornings – weekly.	Increased numbers in targeting families, offering ‘cooking on a budget’ sessions and ‘form filling’ supports. This has been co-ordinated by school staff.
Walking bus and breakfast club.	Increased numbers of neurodivergent children and sibling attending school on time, impacting positively on attainment with support of our SDA and EWO.
‘Mind, Body & Spirit’ whole school topic.	Increased knowledge and raised awareness of the importance of positive mental health and wellbeing with pupils and families. High levels of pupil engagement and motivation indicate children’s enjoyment in topic. Experiences and events were co-ordinated with working party staff and class teachers.
Zones of Regulation stand at parent’s night, information sessions and creation of parent leaflet. Consultation regarding future mental health wellbeing workshops – topics etc.	Informed levels of interest in future wellbeing events to support children with neurodivergent conditions including sensory bath, sensory circuits, cooking and exploring outdoors, sensory room experience.

Attitude Change and Impact:

The strength of actions being taken was supported by the nature of our 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 continued to strengthen our school’s way of working to not only reduce costs for our families but to recognise the increased level of need within our children and being able to fully support families with the demands that this places upon them. Our working group still recognise that there is more to do and build upon, to support emotional wellbeing within our pupils.



Evaluation Summary

Quality Indicator	Evaluative statements	evaluation
1.3 Leadership of change	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. 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 motivate and inspire others to sustain collective commitment towards improvements, through daily actions. 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.	5 – very good
2.3 Learning and teaching	There is an ethos of very positive and respectful relationships based on nurture principles between all members of the school community. This is evident in all classes and leads to a sense of team. There are clear routines and procedures in place and these result in children being highly engaged and motivated during learning experiences and activities. A range of resources are used within classes to ensure almost all pupils are fully engaged in their learning. Play based learning is embedded within P1-4 and is well-organised and resourced. Interactions and activities are thoughtfully planned and linked to prior learning. Children independently choose where and how they play and adult and child led activities lead to high levels of engagement and enjoyment. 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.	5 – very good

	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. Across the school, a coherent approach to planning supports learning and teaching across the curriculum. This has resulted in positive experiences for almost all children. Within planning, at the end of each term, teachers reflect on the progress of learners to identify and plan next steps. We aim to continue to develop a robust assessment framework that informs the planning of learning, teaching and assessment. This will shape pupil's motivation, engagement and positive attitude towards their learning experiences.	
3.1 Ensuring wellbeing, equity and inclusion	All staff have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about. All staff and partners model behaviour which 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. 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 highly effective practice and professional dialogue to engage critically in reflective practice. 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.	5 – very good
3.2 Raising attainment and achievement (P1-P7)	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. 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	5 – very good

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.

Attainment levels in Literacy and Numeracy are a central feature of our school's priorities for improvement and are above local authority averages.

On-going assessments within Literacy and Numeracy, ensure a shared, collegiate approach to leading improvements within school priorities.

In 2024/25, we have seen an increase in the number of pupils who have joined our P4 and P7 classes which has impacted upon our attainment in Literacy this session.

Numeracy 2024/25

		Primary 7					Primary 1,4,7 combined				
		Q2		Q3		Gap	Q2		Q3		Gap
		No. Secure	% Secure	No. Secure	% Secure		No. Secure	% Secure	No. Secure	% Secure	
2024/25	Tarbolton	13/14	93%	13/15	87%	6%	33/38	87%	30/34	88%	-1%
	SA	203/253	80%	248/293	85%	-5%	594/723	82%	713/824	87%	-5%
2023/24	Tarbolton	13/15	87%	13/18	72%	15%	35/40	88%	38/47	81%	7%
	SA	220/254	87%	259/303	85%	2%	611/727	84%	673/793	85%	-1%
2022/23	Tarbolton	13/16	81%	16/17	94%	-13%	35/43	81%	53/57	93%	-12%
	SA	216/266	81%	262/326	80%	1%	616/775	79%	727/887	82%	-3%

3.2 Securing Pupil progress

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.

There is a positive ethos in fostering a love of reading this session with our children and young people. Securing our Silver accreditation status for being a Reading School was supported, celebrated and valued by our reading leaders and whole school staff in 2024/25.

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 pupil's mental health and wellbeing and self-belief in their own abilities, highlighting these in targeted ways.

We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.

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

4 – good

	turn, will lead to a whole school consistency approach to delivering high quality teaching and learning experiences.		
	Developmental milestones		
	Communication and language		
	% of pupils achieving all age-appropriate milestones		83%
	Mathematics		
	% of pupils achieving all age appropriate milestones		87%
	Health and Wellbeing		
	% of pupils achieving all age-appropriate milestones		90%

What are the key priorities for improvement in 2025-26?

Priority: 1 of 3

Raising Attainment in Literacy:

To improve the quality and consistency of learning, teaching and assessment across the school and EYC to develop confident and skilled readers, with a lifelong love of reading and the confidence to access all aspects of education, culture and society.

Priority: 2 of 3

Raising Attainment in Numeracy and Mathematics:

To raise attainment in Numeracy in order for pupils to develop a deeper understanding of mathematical concepts and develop meaningful and valid problem-solving strategies which are consistent across all stages in the school.

Priority: 3 of 3

Overarching Learning and Teaching (2.3):

To support and develop staff to implement best practice through a culture of collaboration and enquiry to support children to identify and talk about their strengths and next steps in learning. To develop a robust assessment framework to inform the planning of learning, teaching and assessment.

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 2025/26 we have a staffing compliment of 11 FTE teachers and 6 FTE early years practitioners. In addition to this we have 79 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 10.5 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 ensures that Tarbolton Community Campus is in a very good position to move forward into the session 2025-26.