

Standards and Quality Report Tarbolton Primary School and Early Years Centre



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 2026



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 2025/26 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 2026/27.

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 2025/26.

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.

School and Community Context

Tarbolton Primary School is situated at the heart of Tarbolton village and serves a predominantly rural community. Most children attend from within the village, with others travelling from nearby farms, outlying homes and the neighbouring hamlets of Failford and Stair.

The school provides education for children from approximately two to twelve years of age, offering continuity of learning and support from Early Years through to the primary stages.

The school has benefitted from modern facilities since moving into its new building in February 2017. The learning environment supports inclusive practice, high-quality learning and teaching and a wide range of curricular and wider achievement opportunities.

The Senior Leadership Team comprises a Headteacher, Depute Headteacher, Depute Manager of the Early Years Centre and a Principal Teacher of Pupil Support. This leadership structure provides clear strategic direction and ensures a strong focus on learning, welfare and inclusion.

The Early Years Centre currently supports 57 children from within the Tarbolton catchment area. During session 2025–26, full-day provision (9.00am–3.00pm) was offered for 6 two-year-olds and 51 three- to five-year-olds. Staffing included a 1.0 FTE Depute Manager of EYC, a 1.0 FTE Senior Early Years Practitioner and 8 FTE Early Years Practitioners.

Places for two- to three-year-olds are allocated through the GIRFEC locality forum or via Building the Ambition, with priority given to children from workless families. The school contributes positively to workforce development by supporting HNC and NC students throughout the session.

Each year, a small number of children join Primary 1 from private nursery settings. Carefully planned transition arrangements ensure continuity of learning, positive relationships and effective information sharing, supporting children to settle quickly and confidently.

The current school roll is 266 pupils, including those in the Early Years Centre. This size enables the school to maintain strong relationships while providing a broad range of curricular and wider achievement opportunities.

Within P1-P7 we had an average of 209 pupils with a few moving on and a few joining us during the year. From P1-P7 95% of our pupils live within the village and 5% 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, 79 school assistant hours and 60 hours clerical.

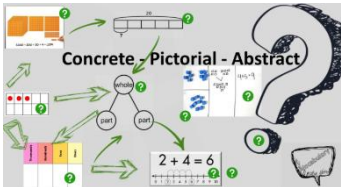
We used part of our Pupil Equity Funding to employ an additional School Assistant and an Educational Welfare Officer and Sports Development Officer to support families and maximise attendance.

In addition to this we had 0.4 FTE cluster pupil support teacher and 0.7 FTE 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 15%. This is below the local authority's average of 21%.

We currently have 3% of our pupils in SIMD 1&2, 1% in SIMD 3&4 and 38% in SIMD 5&6, 4% in SIMD 7&8 and 54% in SIMD 9. We have no EAL pupils.

Our staff work closely and collegiately on agreed priorities which this year were:

Priority 1	Priority 2	Priority 3
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. 	To raise attainment in Numeracy 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. 	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. 

Key Local and National Priorities

This document takes account of local improvement priorities alongside those in the National Improvement Framework (NIF). We hope to clearly communicate and share our strengths and identified areas for improvement. We aim to communicate our improvement in attainment in Literacy and Numeracy and how we plan to address the attainment gap of pupils within our context.

South Ayrshire Council Plan

- Spaces and Places
- Live, Work, Learn
- Civic and Community Pride

Children's Services Plan

- The Promise: Our commitment to Keeping the Promise
- Family: Promoting whole family wellbeing
- Included: Early help for children with diagnosed or undiagnosed additional support needs
- Healthy: Improving physical and mental health for children and young people
- Voice: Involving children and young people in local decision making
- People: Collaborative learning and reflection opportunities for the work force

Education Services Priorities

- Included, engaged and involved
- Delivering excellence in learning, teaching and assessment
- Transforming our curriculum
- Towards a self-improving education system

National Improvement Framework Priorities

- Placing the human rights of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in employability skills and sustained positive school leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

Pupil Equity Funding (PEF)

During session 2025–26, the school was allocated £68,600 through the Scottish Government’s Pupil Equity Fund (PEF) to mitigate the impact of poverty on children and young people. School self-evaluation identified attendance, wellbeing and engagement as key barriers to equity, attainment and achievement. PEF funding was therefore strategically targeted to address these priorities through staffing, nurture-based interventions and family engagement.

PEF funding was used to provide:

- An Education Welfare Officer (EWO) to deliver targeted attendance, wellbeing and family support
- A Sport and Development Assistant (SDA) to deliver a daily walking bus and physical wellbeing interventions
- Structured wellbeing interventions including music therapy, boxing, Wellbeing Wednesdays, and outdoor team-building activities

These interventions were deliberately designed to reduce barriers to learning, improve readiness for school, and strengthen relationships between pupils, families and staff.

Impact and Evaluation: Attendance and Engagement (QI 3.2)

PEF TARGETED PUPIL ATTENDANCE	2023-2024		2024-2025		2025-2026	
100%	3	5%	3	5%	3	5%
90-99%	17	26%	32	48%	39	59%

Attendance data shows a 33% increase in average attendance across the PEF cohort between August 2024 to June 2026. This represents a significant improvement when compared to baseline data and demonstrates effective use of PEF funding to remove barriers to learning.

Improved attendance has resulted in:

- Increased engagement in class learning
- Improved continuity of learning experiences
- Greater readiness to learn at the start of the school day



This improvement indicates that targeted attendance interventions, combined with daily structured support such as the walking bus, have had a highly positive and sustained impact.

100% of targeted families involved report extremely positive experiences, highlighting:

- Reduced stress and anxiety during morning routines
- Improved punctuality and attendance
- Strengthened relationships with their children



Areas for Further Improvement / Next Steps

To build on current successes, the school will:

- Further strengthen the link between improved attendance and measurable attainment outcomes in literacy and numeracy
- Develop clearer tracking of wellbeing interventions using consistent wellbeing indicators
- Extend pupil voice opportunities to further shape PEF-supported interventions
- Explore opportunities to share effective practice across the cluster to support sustainability

School Priority 1: Literacy and English

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.

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 Reading Leadership Group continue to play an active role in driving forward our aims through pupil voice. Fostering a love of reading is encouraged, celebrated and valued through awarding pupils with Rockstar Reader awards at assemblies. This has helped shape a reading culture within the school.

Our continued 'Drop Everything and Read' (DEAR) time across all stages in the school, has led to increased pupil motivation and engagement in reading due to high levels of enjoyment within pupils.

Our Reading Café continues to be very popular 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. After school 'stories and snacks' clubs have also fostered a love of reading within our infant classes.

World Book Day events have been of high quality and are based on pupil voice. This coupled with our re-vamp of our school library have been key features in the success of 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. This has led to an increased engagement in parents sharing the love of reading with their children which has helped shape a reading culture within families in our community.

SOUTH AYRSHIRE READS

During Year 3 of South Ayrshire Reads, all staff continued to engage in high-quality professional learning linked to the Science of Reading. Consistent approaches to reading assessment and intervention were embedded across the school enabling staff to identify learners' strengths and next steps more effectively. Opportunities to promote reading for enjoyment have been extended through targeted literacy initiatives and wider engagement with partnership schools.

Literacy attainment across P1, P4 and P7 has increased from 89% in 2023 to 93% in June 2025. Professional learning on the Science of Reading continued to be delivered to teachers, early years practitioners and support staff. As a result, almost all staff reported a stronger understanding of the six



key components of reading: Phonological awareness, Phonics, Fluency, Vocabulary, Comprehension, Reading for Enjoyment.

More consistent and evidence-based reading assessments including ORF (Oral Reading Fluency) and DfE Phonics Screener have been used for staff to track progress and target support more effectively. This has allowed for staff to effectively identify gaps and inform planning for next steps.

Early learning and childcare staff reported increased confidence in supporting early literacy and phonological awareness.

South Ayrshire Reads has improved staff knowledge and confidence in the teaching of reading, introduced more consistent assessment practices, strengthened early literacy provision and contributed to raised reading attainment. South Ayrshire Reads has also helped create a stronger reading culture across the school through evidence-informed teaching and with our Reading Schools accreditation.

Communication-Friendly Environment Level 1 accreditation was awarded in March 2026 which identified the success of supporting a language and literacy rich learning environment both within the school and Early Years Centre.

Reading culture has also been strengthened this year through wider participation in the Scottish Book Trust Reading Schools accreditation programme.

This session, our school has been visited by colleagues within our local authority and from other councils, observing excellent practice in reading using SAR approaches and methodologies in Primary 1. We have received excellent feedback from the Principal Teachers within the SAR team which as a result has encouraged a collaborative, supportive approach to sharing ideas, resources and high-quality teaching and learning strategies.

Moving forward into session 2026/27, we will continue to embed our reading approaches and pedagogy across all stages in the school. We will continue to engage in CLPL bespoke SAR sessions both in-house and across our partnership schools.

Next steps:

- Embed South Ayrshire Reads strategies and methodologies across all stages in the school, based on the six components of reading.
- Staff will engage in bespoke CLPL workshops tailored to support school-identified needs.
- We will continue to strengthen collective efficacy by working with our partnership schools and promoting an outward-looking approach.
- We will continue to further embed our practice by using HGIOR (How Good is Our Reading) as a self-evaluation tool to identify strengths, gaps and next steps.
- Engage with and access additional support and resources to further embed and strengthen our SAR priorities
- Parents will have further opportunity to engage with workshops and learning sessions based on supporting their child's reading development.



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

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.

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

Concrete–Pictorial–Abstract (CPA) approaches and methodologies are embedded across Tarbolton Primary School. This has enabled most children to experience high-quality learning and teaching through the CPA approach. Most children engage with numeracy using contextualised questions, therefore supporting a deeper conceptual understanding of numerical relationships within pupils and how these apply in real-life contexts.

All children have access to a wide range of age-appropriate concrete materials and manipulatives. This has led to children being able to demonstrate their thinking, test ideas, and build secure understanding. Most children confidently use manipulatives to show their strategies, explain their reasoning, and solve increasingly complex problems.

Almost all children have experienced key aspects of Building Thinking Classrooms. This has supported almost all children to feel valued, included, and able to contribute equally. The use of vertical non-permanent surfaces has enabled children to be active, engaged, and able to see and build on each other's thinking. This approach has had a particularly positive impact on children most affected by poverty. Qualitative data shows that every child in Primary 6 supported through PEF, reported increased enjoyment, engagement, and confidence in Numeracy.

Two EYP's have engaged in the Mathematical Thinking Course over a 6-month period with the Local Authority Numeracy Lead which has enhanced the provision in the EYC.

Almost all children have experienced lessons structured through the Thinking Lesson model through team teaching and modelling experiences. This consistent approach supports children to think deeply and engage meaningfully. As a result, children's confidence has increased which has led to a greater enjoyment of Numeracy. When tracking progress of specific cohorts over the past 3 years, it is evident that pupils CfE levels are increasing from P4 to P7 as shown in the table below:

	South Ayrshire			Tarbolton P.S		
Primary 7 in:	P4	P7	+/- %	P4	P7	+/- %
2023-24	75.9	85.7	+9.8%	66.7	79.4	+12.7%
2024-25	78.5	84.0	+5.5%	76.9	87.1	+10.2%
2025-26	78.5	83.3	+4.8%	82.1	96.2	+14.1%

In 2025-26, Tarbolton Primary's GL assessment overall average score was 70.2% (which ranked first out of 38 schools) compared to authority average of 50.1% and a national average of 50.4%.

All staff have engaged with the new assessment-tracking tool focused on key numerical relationships. Most staff have piloted this tool in their classrooms and have provided positive feedback. As a result, the assessment tracker has strengthened alignment between teaching and assessment, ensuring that assessment is focused on understanding rather than task completion. This has enabled staff to have a much deeper understanding of individual children's strengths and next steps, as well as the collective strengths and development needs of their classes.

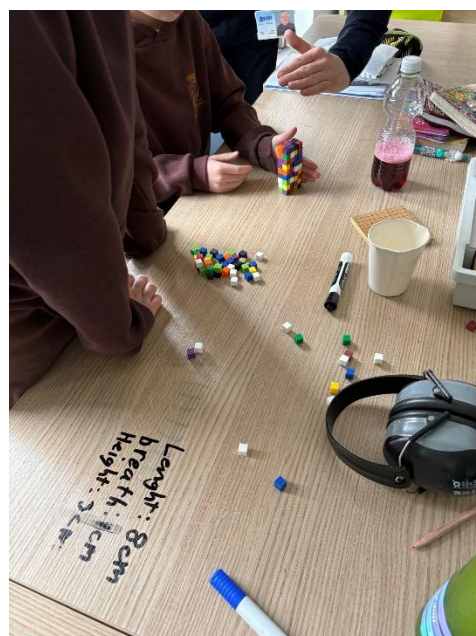
All teaching staff have participated in whole-school moderation of numeracy assessments. This has created a more concise, effective moderation process that enables staff to collaborate with colleagues at their stage. This has helped shape an increase in staff confidence, strengthened professional dialogue, and supported consistency in expectations, assessment judgements, and approaches to learning and teaching.

Most parents attended the school's numeracy workshop sessions. This event provided families with a clear understanding of the rationale behind our numeracy approaches and showcased how CPA and teaching-for-understanding are embedded in daily teaching and learning. As a result, parental confidence in approaches have been strengthened and supported their ability to support learning at home with their child.

Next Steps:

Increased opportunities for all staff to consistently implement key elements of Thinking Classrooms to ensure all children experience lessons that promote mathematical reasoning, decision-making and collaborative problem-solving.

- All staff will use the assessment tracking sheet consistently across all stages to assess a variety of criteria. This will ensure a shared approach to assessing conceptual understanding and strengthen the reliability of assessment information across the school.
- All staff will work collaboratively to moderate twice a year within levels. This will continue to build staff confidence in making robust assessment judgements and will provide regular opportunities for professional dialogue, sharing of practice, and exploration of a range of assessment approaches.
- All staff will track and evaluate relationships in a variety of contexts. This will support staff to identify strengths, gaps and next steps for pupils and strengthen planning for targeted support and challenge.



School Priority 3: Overarching Learning and Teaching

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.

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

During this session, all staff at Tarbolton Primary School and Early Years Centre have established a whole school approach to target-setting which has resulted in improved consistency across all stages. This is beginning to strengthen pupils' ability to confidently articulate their strengths, understand expectations and identify clear next steps in learning.

Target-setting is firmly child-centred through effective use of Seesaw, with pupils placed at the heart of the process. Targets are informed by individual starting points and professional judgement, ensuring they are challenging yet achievable. This has helped shape the relevance and effectiveness of targets in supporting continuous progress.

A consistent Seesaw target-setting template was created and implemented to support clarity and shared understanding amongst staff, pupils and parents. This has improved consistency in how targets are recorded, reviewed and evaluated across stages. All pupils this session have set termly Literacy, Numeracy and Health and Wellbeing targets, shared with parents on Seesaw. This collegiate approach has improved staff confidence and is beginning to contribute to a more robust and inclusive approach to tracking progress. In our EYC, pupils have their own individual learning target 'rocket' displayed on the walls within both the 2-3 and 3-5 room. This has enabled children to speak more confidently about their targets.

Question stems have been developed and introduced for class teachers and pupils to support high-quality learning conversations. This has helped pupils to reflect on progress, identify next steps and articulate their learning more clearly. The introduction of question prompts have strengthened pupil voice and will continue to support deeper engagement with targets.

In response to parental feedback highlighting challenges in discussing learning at home, a parent information leaflet was developed to provide high-quality question prompts. This resource has supported parents to engage children in meaningful dialogue about their learning, progress and next steps. The leaflet has been incorporated into the P1 induction pack and shared through school communication platforms and the Parent Forum, improving parental understanding of learning and strengthening home-school partnerships.

To further enhance pupil voice and engagement, pupil target buddies were established, involving pupils across all levels. These structured peer-support groups enabled pupils to act as learning partners, supporting each other to reflect on targets, articulate progress and identify next steps. The groups are monitored by teachers to ensure effective collaboration and inclusion. This approach will continue next session and will contribute to increased motivation, confidence and independence among learners.

Developing a communication-friendly environment and successfully achieving Standard 1 in March 2026, has enhanced inclusion for all learners, not solely those with identified speech, language and communication needs. This has led to barriers in communication being reduced and children's engagement, learning and social development being strengthened. Consistent visual supports, including clearly labelled resources using words, photographs and symbols, have increased children's independence across the school and EYC. This work has contributed to a more inclusive and supportive learning environment where children are better able to access learning and develop their communication skills effectively.



Next Steps:

- Each class in the school and EYC will schedule regular, structured opportunities for pupils to discuss their targets.
- Staff and pupils will use guided questioning to deepen understanding (e.g., *What is your target? Why is it important? What do you need to do next?*).
- Classes to assign each pupil a target buddy within their class and train pupils on how to support each other through discussion and feedback. Incorporate the target buddy role within class jobs. Rotate roles to ensure all pupils develop responsibility and ownership.
- Integrate question fans to scaffold conversations and promote higher-order thinking.
- Class teachers to set up a dedicated 'Target Folder' in Seesaw for pupils.
- Provide a short staff guidance on – effective use of target buddies, expectations for seesaw folder, use of question fans.
- Agree minimum expectations for frequency and quality of target discussions.

Evaluation Summary

Quality Indicator	Evaluative statements
1.3 Leadership of change	The vision of Tarbolton Primary School is ambitious, clearly articulated and strongly focused on improving outcomes and equity for all learners. This vision is shared across the school and EYC community and consistently informs strategic planning, decision-making and improvement activity. The leadership team demonstrates strong capacity for improvement through clearly defined remits, effective use of individual expertise and a shared commitment to leading change. The introduction of a Principal Teacher of Pupil Support during this session has had a significant positive impact on the identification, planning and monitoring of support for learners. As a result, approaches to meeting pupils' additional needs are more responsive, consistent and timely, leading to improved wellbeing and engagement for identified pupils. Leadership capacity within the Early Years Centre has also been strengthened through the appointment of an additional Depute Manager in August 2025. This has enhanced the quality of leadership and management, improved operational effectiveness and strengthened planning and support for children and families within the EYC. Across the school, staff demonstrate a strong commitment to improvement, underpinned by consistently high expectations for all learners. Professional learning is purposeful and closely aligned to school priorities, resulting in carefully planned individual and collective career-long professional learning. This has led to measurable improvements in classroom practice and increased staff confidence when implementing change. Many staff demonstrate leadership aspiration and are increasingly willing to take on leadership roles, supporting effective distributed leadership. Staff engage regularly in critical reflection, professional dialogue and moderation, particularly in literacy and numeracy. This has strengthened self-evaluation, improved consistency and progression across stages, and supported staff to adapt practice based on evidence of impact. Leaders at all levels motivate and inspire others through clear expectations, professional trust and daily actions that promote collective responsibility for improvement. Senior leaders have successfully created the conditions for creativity, innovation and professional enquiry. Ongoing consultation has increased staff agency, with a growing number of class teachers leading whole-school initiatives, working parties and curricular developments. This collaborative approach ensures that change is well informed, carefully planned and focused on improving outcomes and equity for learners. A small number of staff have undertaken local authority secondment opportunities, further strengthening leadership capacity and professional expertise within the school. This has enriched professional learning and supported wider system improvement.

Quality Indicator	Evaluative statements
2.3 Learning and teaching	Across Tarbolton Primary School and EYC, there is a strong, consistent ethos of very positive, respectful relationships underpinned by nurturing principles. This culture is evident across all classrooms and contributes significantly to a sense of belonging, teamwork and emotional safety for learners. Clear routines and well-established expectations create calm, purposeful learning environments, resulting in pupils who are highly engaged, motivated and ready to learn. Teachers use a wide range of appropriately selected and well-planned resources to meet the needs of learners and sustain high levels of engagement for almost all pupils. Play-based learning is firmly embedded across P1–P4, with learning environments that are well organised, inclusive and effectively resourced. Interactions and learning experiences are thoughtfully planned, building on prior learning and supporting progression. Pupils demonstrate increasing independence through their ability to make informed choices about where and how they learn. A balance of adult and child-led activities supports high levels of engagement, enjoyment and positive learning behaviours. Outdoor learning is an established and valued feature across all stages. All pupils regularly access outdoor learning opportunities which positively impact on mental health and wellbeing, while also supporting exploration, creativity, problem-solving, hands-on learning and appropriate risk-taking. This has enhanced pupils' confidence, resilience and engagement in learning. Teachers demonstrate strong skills in the analysis and effective use of assessment data to support continuous improvement. Analysis of SAR assessments, SNA and GL data allows teachers to accurately identify gaps in learning and plan robust, targeted interventions and differentiated learning experiences. As a result, learning is increasingly responsive to individual needs. Pupils actively engage in self and peer assessment and are able to articulate their individual learning targets and next steps, supporting greater ownership and responsibility for improvement. Comparative assessment data shows that pupils are making sustained progress in Literacy and Numeracy, with attainment continuing to sit above local authority and national averages. This reflects the positive impact of high expectations, well-planned learning experiences, effective assessment practices and targeted support. Across the school, a consistent approach to planning supports progression and continuity in learning and teaching across the curriculum. Teachers engage in regular evaluative reflection at the end of each term to review learner progress and plan next steps. This reflective practice ensures that planning remains responsive, improvement focused and aligned to pupils' needs. The school recognises the importance of continuing to refine and strengthen a robust assessment and moderation framework to further enhance the alignment between learning, teaching and assessment. This ongoing work will continue to support high levels of motivation, engagement and positive learner attitudes, ensuring sustained improvement in outcomes for all pupils.

Quality Indicator	Evaluative statements
3.1 Ensuring wellbeing, equity and inclusion	Staff have created a nurturing and inclusive environment where children and young people feel listened to, valued and secure in discussing how they feel. Strong, caring relationships underpin this work. A refreshed, shared behaviour rationale and consistent practice across all stages now supports a calm, respectful learning environment. This coherence strengthens our approach to wellbeing, equity and inclusion, and contributes positively to raising attainment. Nurturing approaches are embedded across all classes, with daily check-ins supporting pupils' emotional wellbeing. Well-planned nurture sessions, tailored to individual need, continue to promote positive mental health and resilience. Targeted programmes such as Seasons for Growth, LIAM and LILA have had a significant impact on pupils experiencing loss, change or anxiety. Our nurturing breakfast club provides a settled and supportive start to the day for learners requiring a softer start and transition into school. The school remains fully committed to the South Ayrshire Every Learner, Every Day attendance campaign. Attendance and punctuality are closely tracked and monitored in partnership with our Educational Welfare Officer. Strong relationships with families enable early intervention and targeted support where late-coming or attendance concerns arise. Outdoor spaces are used effectively by almost all staff to promote positive relationships, health and wellbeing. Staff draw confidently on research highlighting the benefits of outdoor learning and access to green spaces. This has fostered a highly collaborative staff culture, with colleagues actively sharing practice, expertise and innovative approaches to support continuous improvement. Almost all staff engage regularly in professional learning to ensure they remain fully informed about local, national and where appropriate, international legislation relating to children's rights, wellbeing and inclusion. This has supported our Rights Respecting Schools Gold Accreditation in ensuring an increasingly consistent, high-quality rights-based practice across the school, supported by strong professional dialogue and reflective practice. The wellbeing indicators are used meaningfully by all staff, children and young people. This has resulted in an increased awareness of attendance, punctuality and wellbeing, contributing to improved outcomes and raised attainment. Staff consistently model positive behaviour and demonstrate sensitivity and responsiveness to the wellbeing of every individual child and colleague. We are extremely proud of the wide range of opportunities available for children in Tarbolton to achieve beyond the classroom. Pupils have gained recognition through Young Writers, Rights Respecting Schools, the South Ayrshire Music Festival, gymnastics, dance and Burns poetry. Wider achievements are celebrated regularly through assemblies, reinforcing a culture of success and achievement. Staff and pupils also worked together to support the Night Before Christmas Campaign, demonstrating strong values of compassion, teamwork and community responsibility.

Quality Indicator	Evaluative statements
3.2 Raising attainment and achievement (P1-P7)	Very good progress is evident for learners across P1–P7, supported by robust and systematic tracking of attainment over time in Literacy and Numeracy. Attainment data is used well to monitor progress, identify trends and inform next steps for both individual learners and whole-school improvement. As a result of increased staff confidence and engagement with class and school level data, professional dialogue has improved significantly. This has led to more accurate self-evaluation and a stronger collective responsibility for raising attainment. Almost all children and young people are fully engaged and motivated in their learning. Learners are increasingly involved in decision-making about their learning, demonstrating a growing sense of ownership and responsibility. This has improved engagement has contributed to a reduction in barriers to learning, including improved attendance and punctuality. Learner voice is a strong feature of school life and is embedded meaningfully within curriculum planning, particularly through outdoor learning. Pupil involvement in the planning, design and construction of an outdoor tool shed, in collaboration with community joiners, demonstrates high-quality skills development in numeracy, problem-solving, teamwork and real-life application of learning. This approach has strengthened relevance, engagement and motivation, particularly for learners who benefit from practical and experiential learning opportunities. Raising attainment in Literacy and Numeracy remains a clear and sustained priority for the school. Attainment levels in both areas are above local authority averages, reflecting the impact of focused improvement planning and targeted support. Regular assessments are used effectively to track progress, inform planning and support early intervention where required. The strategic deployment of staff has had a positive impact on learner outcomes this session. Teaching staff and support assistants worked collaboratively to deliver well-targeted interventions based on ongoing assessment information. This ensured that support was responsive, proportionate and matched to identified needs, resulting in improved progress for targeted learners, particularly in Literacy and Numeracy. School assistants have enhanced their contribution to learning and wellbeing through engagement in professional learning opportunities, including SAR CLPL, CPA CLPL and Sensory Circuits. The implementation of these approaches has strengthened inclusive practice across the school, supporting learners' readiness to learn, emotional regulation and engagement. This has contributed positively to classroom climate, learner confidence and attainment.

Quality Indicator	Evaluative statements
3.2 Securing Pupil progress	Children and young people increasingly demonstrate their achievements through active and meaningful participation in their local community. The attainment of the Eco-Schools Green Flag Award this session is a strong indicator of success. This achievement has had a clear and positive impact on shaping the school's vision and values, promoting responsibility, sustainability and active citizenship. Learners have developed a strong sense of pride in their village and a growing awareness of their role in protecting and enhancing the local environment. Partnership working with parents and the wider community has strengthened this work and embedded shared values across all stakeholders. A positive and inclusive ethos which fosters a love of reading is evident across the school. The successful achievement of our Silver Reading School accreditation reflects the impact of well-planned and sustained whole-school approaches to reading. Reading leaders, supported effectively by all staff, have driven improvements through engaging learning experiences, celebration of achievement and strong pupil involvement. As a result, children and young people demonstrate increased enjoyment, confidence and motivation in reading. The school is well placed to build on this success as it works towards achieving Gold Reading School accreditation. Attendance levels continue to improve and exclusion rates remain low, reflecting the positive, inclusive ethos across the school. Effective partnerships between staff, the Educational Welfare Officer and families have enabled early identification of barriers to learning and timely intervention. This collaborative approach has led to improved engagement, enhanced wellbeing and increased learner confidence. Pupils report feeling safe, supported and valued, which has contributed positively to both attainment and wider achievement. The school has effective strategies in place to improve attainment and achievement for learners facing barriers, including those from socio-economically disadvantaged backgrounds, young carers, children who are looked after and those with additional support needs. Targeted interventions, underpinned by strong relationships and nurturing practice, have resulted in improved participation, progress and outcomes for these learners. Staff demonstrate a clear commitment to equity, ensuring that support is proportionate, responsive and impactful. Teacher professional judgement is robust and reliable, supported by a wide range of appropriate assessments and strengthened through effective benchmarking. Increased opportunities for moderation and collegiate working have enhanced consistency in standards and expectations across all stages. This has resulted in improved coherence in planning, teaching and assessment, leading to more consistent high-quality learning experiences for children and young people.

Developmental milestones in EYC

Communication and Language Statements	
% of pupils achieving age-appropriate milestones	70%
Maths & Numeracy Statements	
% of pupils achieving age appropriate milestones	95%
Health & Wellbeing Statements	
% of pupils achieving age-appropriate milestones	100%

Curriculum for Excellence Attainment Over Time

% achieving levels expected or higher for their age/stage:

		2022-2023			2023-2024			2024-2025			2025-2026		
		Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Early	P1	93%	93%	93%	85%	85%	84%	85%	80%	85%	96%	96%	96%
First	P4	86%	82%	82%	93%	85%	85%	87%	87%	83%	88%	85%	95%
Second	P7	88%	76%	88%	91%	93%	89%	89%	81%	85%	96%	92%	100%
Combined		89%	84%	88%	90%	79%	79%	81%	74%	87%	93%	91%	97%

Overall School Evaluations – Session 2025-2026

	Quality Indicator	School Evaluation
1.3	Leadership of Change	Very Good
2.3	Learning, Teaching & Assessment	Very Good
3.1	Wellbeing, Equality & Inclusion	Very Good
3.2	Raising Attainment & Achievement	Very Good

What are the key priorities for improvement in 2026-27?

Priority: 1 of 3 To raise attainment for all in Literacy and close the attainment gap by improving attainment.
Priority: 2 of 3 To raise attainment in Numeracy for all pupils and close the attainment gap by improving attainment.
Priority: 3 of 3 To refresh and embed our school values across learning, behaviour, relationships and school culture so that they are understood, modelled and demonstrated consistently by all members of the school community.

What is the capacity for improvement?

Tarbolton Community Campus has a very strong capacity to sustain improvement and build further on its established strengths. Rigorous and well-embedded self-evaluation processes support leaders and staff to reflect critically on impact, identify priorities for development and plan coherently for continuous improvement. This reflective culture ensures that improvements are evidence-based, purposeful and closely aligned to the needs of children, young people and families. Ongoing engagement with all stakeholders ensures that the school's improvement agenda remains inclusive, responsive and shared.

For session 2026–27, staffing capacity consists of 12 FTE teachers and 8 FTE Early Years Practitioners, supported by 77 hours of school assistant time and 60 hours of clerical support. This staffing model provides a strong and flexible foundation to deliver high-quality learning and teaching, targeted interventions and effective leadership of improvement priorities across both the school and Early Years Centre.

Through robust self-evaluation, reading and writing have been identified as key areas for continued improvement in the coming session. This strategic focus reflects the school's commitment to further raising attainment and ensuring equity of outcomes for all learners. A consistent, whole-school approach will build on progress made this session and strengthen children's ability to embed, apply and transfer literacy skills confidently across all curriculum areas. This will support deeper learning, improved attainment and increased learner independence.

In Numeracy, embedding Concrete-Pictorial-Abstract approaches across all stages will continue to be a priority as well as ensuring a robust tracking assessment tool is used effectively amongst staff, to ensure consistency of approaches and raised attainment.

For session 2026 – 27, we will work collectively with our pupils, staff and parents to refresh our school vision, values and aims to reflect our positive behaviour policy and celebrate success linked to children's rights.

Leadership continues to be experienced as a shared and collegiate responsibility across Tarbolton Primary School and Early Years Centre. Distributive leadership is strengthening ownership, accountability and professional confidence across the staff team. The ongoing development of lead teachers in Literacy and Numeracy will continue to support consistent high-quality practice, professional collaboration and effective mentoring across all stages. Strong partnership working with families and the wider school community remains central to meeting the diverse and evolving needs of learners.

Pupil Equity Funding (PEF) continues to be used strategically to reduce barriers to learning and promote equity. Funding will support the continued provision of a Sports Development Officer, Welfare Officer and 12.5 hours of school assistant time. These targeted supports are having a positive impact on engagement, wellbeing and attendance, particularly for identified groups. Building on improving attendance data, the school will maintain a focus on targeted pupils to ensure that learning time is maximised and that external challenges do not limit progress or achievement.

The collective commitment and strong relationships between staff, children, parents and partners ensure that Tarbolton Community Campus is very well placed to progress into session 2026–27. Clear strategic planning, effective use of resources and a shared vision for excellence underpin a robust and sustained capacity for improvement.

