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East Dunbartonshire Council

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Torrance Primary School
Standards and Quality Report
2021/22

Context of the School

Torrance Primary serves the village of Torrance and the surrounding rural area. The building consists of 3 open-plan areas with direct access to the outdoor environment.

In session 2021/2022 the roll was 178 pupils organised into seven classes. The staffing complement is 10.28 Full Time Equivalent teachers and includes Head Teacher, job-share Depute Head Teachers and class teachers. The work of the school is further supported by 2 Clerical Assistants, 2 Classroom Assistants, 3 Support for Learning Assistants, a site co-ordinator, two catering staff, two day cleaners and two additional cleaners. The whole staff team work together to meet the needs of all our learners and reflect our values in their daily practice.

The school has established very good links with the community and benefits greatly from a very supportive Parent Council and PTA.

The school is acutely aware of the needs of all pupils and provides support to ensure progress and equity for all. Learners' progress is closely monitored and tracked and the school implements a range of approaches and interventions accordingly to challenge and support pupils. The school community is mostly formed from SIMD deciles 7-8 (89%). 6% of the school community is formed from SIMD deciles 1-3, 2% from deciles 4-6 and 3% from deciles 9-10. We are committed to raising attainment for all, closing the poverty related attainment gap and promoting the wellbeing of all staff and pupils. Data and information is used intelligently to inform the actions of the school to ensure maximum impact of interventions and PEF priorities. The school works closely with parents in consultation of improvement priorities and PEF interventions.

The ethnic background of the school is 93% white UK, 4% Asian ethnic backgrounds and 3% other ethnic origin.

Torrance Primary School has been awarded £11,025 for 2022-23 from the Scottish Government through the Pupil Equity Fund, based on the number of pupils in receipt of free school meals. For session 2021-22, 11.2% of the school population were in receipt of free school meals (FME) this session, an increase of 3% on the previous session. The allocated Pupil Equity Fund for session 2021-22 was £14,090. This funding was used to take forward school improvement plan priorities in order to raise attainment, close the poverty related attainment gap and provide equity for all learners. The associated costs and impact are detailed further in this report.

We have high expectations of our children which is reflected in our Torrance Charter. We are committed to promoting positive behaviour and ensuring our children are supported to be the best that they can be, in line with our school's vision for all.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Improving the Curriculum: Literacy (writing)	
<p>NIF Priority</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap <p>NIF Driver teacher professionalism school improvement</p>	<p>HGIOS?4 QIs</p> <p>QI 2.2 Curriculum</p> <p>QI 2.3 Learning, Teaching & Assessment</p>
<p>Progress and Impact:</p> <p>Initial audits with staff found that writing resources were outdated and staff were not aware of resources available to support teaching and learning. Staff confidence was rated 6.33/10 in August 2021. Pupil surveys highlighted that they enjoyed writing but were challenged by planning, thinking of ideas and adding detail in writing. Observations of writing lessons demonstrated a high standard but no consistency in approach across the school.</p> <p>The literacy working party researched approaches to writing and liaised with other local authority schools. Talk 4 Writing materials were purchased and our Literacy Champion led training on this approach focusing on the fiction genre during October 2021 in-service. Structured writing planning formats in line with the Talk4Writing approach were created by the working party and a series of lessons were implemented during term 2 across all stages with opportunities for collaboration between P1-3, P4-5 and P6-7. At the end of the initial block, moderation of 'hot' pieces of writing in comparison to 'cold' pieces demonstrated significant improvement however improvement for more-able writers was limited. Teacher confidence rose to 6.8 however all staff said the structure made planning more coherent. All pupils were able to discuss elements of Talk 4 Writing that had helped them improve.</p> <p>A further training session was implemented in February 2022 by Sue Cove, Talk 4 Writing trainer, focusing on Non-Fiction genre. Again, coherent, structured planning formats were created by the literacy working party and shared with all staff. Staff had opportunities to discuss planning and process throughout term 3. Final audits showed an increase in staff confidence in teaching reading to 8/10.</p> <p>The working party have created a writing overview to ensure a consistent approach to teaching of genres across a three-year period.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> Writing overview to be used to guide planning and termly blocks of Talk 4 Writing approach to be implemented. Moderation of writing to take place across levels to develop a shared understanding of standards and expectations and collaboration through peer visits. Further analysis of attainment data with specific focus on least and more-able pupils and targeting support to narrow the poverty-related attainment gap. 	

School priority 2: Health and Wellbeing : Children's Rights/COP26

NIF Priority •Improvement in children and young people's health and wellbeing
Choose an item.
NIF Driver teacher professionalism
school improvement

HGIOS?4 QIs
QI 3.1 Wellbeing, equality & inclusion
QI 2.2 Curriculum

Progress and Impact:

Baseline assessments were implemented with staff and pupils focusing on understanding on UNCRC and Children's Rights. All staff said they had "some" or "little knowledge" about UNCRC 0% of staff chose "very confident" in referring to children's rights in their daily teaching.

External training was provided by Martine Leitch which allowed time to analyse "What matters to me" data from children and give a history of UNCRC.

All classes created Class Charters as an introduction to Children's Rights.

The pupil council worked together to review our Behaviour Blueprint and revised this with child-friendly language, basing this on Children's Rights.

Rights Respecting Schools Committee was established and an action plan agreed for term 4 and into next session.

2 Primary 6 pupils have participated in the EDC Pupil Forum undergoing training from WOSDEC on how to gather pupil voice and learner participation. They will continue this role next year and help share knowledge of rights with the wider committee and school.

Global Goals, Sustainability and COP26 was the focus for term 2 IDL topics across all stages to which children responded well and had a degree of pupil voice over topic direction. Parent Council reported positive feedback when addressing current global issues with children.

Term 4 surveys highlighted that all staff reported an increase in confidence when referring to children's rights within the classroom with 67% noting a significant increase and 33% reporting some increase in confidence. All classes had at least 2 lessons based on children's rights with 2 classes implementing 5+ lessons.

Next Steps:

- Audit and evaluate current Social Studies/IDL planning and contexts to ensure relevance. Look outwards to other schools/clusters.
- Children's Rights to be embedded across IDL planning and daily practice.

School priority 3: Health and Wellbeing: Nurture and Outdoor learning

NIF Priority •Improvement in children and young people's health and wellbeing
Choose an item.
NIF Driver school improvement
teacher professionalism

HGIOS?4 QIs
QI 3.1 Wellbeing, equality & inclusion
QI 2.4 Personalised Support

Progress and Impact:

Nurture: Emotion Works continues to be implemented across the schools through focus at assemblies, literacy studies and class based curriculum. All pupils are able to name emotions and at least one regulation strategy that can help them.

EDC wellbeing surveys were implemented with all children in September 2021 and May 2022 to allow wellbeing to be tracked over time. Data was discussed at tracking meetings and appropriate interventions implemented as appropriate e.g. teacher support, lifelink, seasons for growth, nurture group referral.

Nurture provision for infant children continued this session for identified children through observations, local knowledge and attainment data. Boxhall assessments used pre and post intervention to monitor impact. Data shows that all pupils made improvements with behaviours expected within a school setting. All pupils made progress with social interactions and almost all pupils have been observed showing increased empathy towards others.

Lifelink engaged with 6 children from P6 and P7 during terms 1 and 4. There was no Lifelink provision in term 2 and 3 due to delays in contract with EDC.

Outdoor learning: All staff have completed 3 outdoor learning CPD sessions including: The Stick, A Year of Outdoor Learning: The Great Outdoors, Loose Parts Play. Following this, the working party created a timetable for outdoor loose parts learning sessions for "Welly Wednesday" and "Fun Friday." 30 sets of waterproofs have been purchased in various sizes and this will be expanded next session. Pupil Council representatives all stated that outdoor learning has been one of their favourite activities this session.

Our Primary 1 teacher participated in Collaborative Action Research project with Head Teacher where skills development and learner engagement was measured for a core group of children. All children in the focus group were able to articulate skills that are developed through outdoor learning and were able to give examples of this. Through teacher observations, all children in the focus group responded well to outdoor learning and showed an increase in learner engagement.

Loose parts equipment and storage was purchased and the working party contacted parents, local community and local business for further resources.

All classes participated in outdoor led walks with Donald McDonald, Sustrans. All staff who participated reported an increase in confidence as a result. Staffing issues and restrictions due to Covid-19 have prevented many forest/outdoor walks however with the easing of restrictions, this will be developed next session.

Parent Council have stated that they are keen to support this initiative and offered support if required.

Our Eco School coordinated a whole-school tree planting event in line with the Queen's Jubilee celebrations, supported by Woodland Trust. 160 tree saplings were planted by all children in school and EYC.

Skills development overviews are currently being developed to allow teachers to plan and track skills through outdoor learning sessions.

Next Steps:

- Enhance resources for loose parts outdoor play and waterproof resources to allow all children to engage in sessions appropriately.
- Forest schools training for staff to allow local area to be utilised to enhanced outdoor experiences and skills development for all pupils.
- Skills development to be planned through use of overview and baseline/end of session skills questionnaires to be utilised to measure the impact of outdoor sessions on skills development.

Progress in National Improvement Framework (NIF) priorities

- **Improvement in attainment, particularly in literacy and numeracy;**

Achievement of Curriculum for Excellence Levels over time shows that most or almost all children are attaining expected levels at P1, P4 and P7 for reading, writing, listening and talking and numeracy and maths. Attainment data is consistent with that reported in session 20/21 with an increase in P1 reading and writing, P4 reading and P7 reading, writing and numeracy and maths. Attainment data for 2021-22 has remained in line with EDC averages from the previous session with a slight decrease in P4 maths (-5%).

- **Closing the attainment gap between the most and least disadvantaged children and young people;**

Teaching staff and management worked together through tracking and Meeting Learners Needs meetings to discuss attainment data and progress through curricular levels. Pupils affected by poverty were discussed and any gap in attainment highlighted with interventions being planned as a result. PEF funding was used to support targeted interventions for literacy and additional IT equipment purchased to support such interventions.

Wider achievements have begun to be tracked again this session and this process will be fully implemented again next session.

- **Improvement in children and young people's health and wellbeing;**

This NIF priority was embedded in 2 of 3 improvement priorities this session in recognition of the impact of the pandemic on the mental health of staff and children. Children's mental health has been supported through targeted nurture group interventions, Seasons for Growth programme, Lifelink counselling sessions for identified P6 and P7 pupils, CAMHS referrals, regular PSG and TAC meetings where required. The use of Emotion Works was used across the schools to allow children to be able to identify emotions, behaviours, influences and regulation strategies. All pupil wellbeing was monitored over time through use of EDC wellbeing survey and tracker and follow-up conversations/interventions planned where appropriate. Vulnerable children were identified and discussed at tracking/Meeting Learner's Needs meetings. Outdoor play sessions were planned regularly to encourage skills development and enhance pupil and staff wellbeing. This will continue to be a focus for us moving forward into next session.

Attainment and Achievement Data

Curriculum for Excellent Levels at the end of June 2022				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	almost all	almost all	almost all	most
First level by end of P4	most	most	most	most
Second level by end of P7	most	most	most	most

Impact of Interventions for Equity and Pupil Equity Funding (PEF)

Almost half of our Pupil Equity Funding was spent on developing outdoor learning provision and staff training sessions. This gave opportunities for children who can struggle to maintain engagement within class to engage with peers and develop social and emotional skills in an outdoor context.

Further PEF was used to target literacy supports for identified children. This included Nessler subscriptions, provision of specific reading material (Barrington Stokes novels) and purchase of 10-minute box intervention resource. Support staff have been trained on the use of these materials and currently run daily intervention sessions with targeted children with a view to reduce the literacy attainment gap. Nessler intervention started March 22 and impact will continue to be monitored over time.

8 laptops were purchased with a view to increasing access to Clicker writing support however due to IT issues, we are still awaiting these devices to be built onto our network.

Targeted approaches to support our Health and Wellbeing Programme were funded including Nurture and Attachment training for all staff and Emotion Works playground cogs to support emotional literacy conversations in the playground.

Self-evaluations of How Good Is Our School? (4th edition)

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Good	not applicable
2.3 Learning, teaching and assessment	Good	not applicable
3.1 Ensuring wellbeing, equity and inclusion	Very good	not applicable
3.2 Raising attainment and achievement	Good	not applicable

Summary of School Improvement priorities for Session 2022/23

- 1. Improving the curriculum: Literacy (Year 2)
- 2. Interdisciplinary Learning/Children's Rights
- 3. Health and Wellbeing: Outdoor learning

What is our capacity for continuous improvement?

The Torrance Community have shown great resilience over the past 2 years and have benefited from a full year of in-school learning and teaching. Support from parents has been excellent and a recent parental survey highlighted strengths in the school's communication, relaxing of restrictions as soon as guidance allowed in a measured way, transitions and approachable, supportive staff/SLT.

Despite significant staffing absences in Term 3 due to Covid-19, progress has been made in all areas of our School Improvement Plan, as can be seen in the data above. Staff have worked well in Working Party groups to drive forward improvements and are keen to lead initiatives into next session.

Further relaxation of Covid-19 guidance will allow for more collaborative working and allow us to look outwards more readily at other EDC schools and schools within the West Partnership.

We have 2.4 FTE vacancy to recruit through EDC Permanent Supply Pool for August 2022 start. This is a significant change for our 7-class structure therefore staff teaching guides/policies have been updated to ensure information is current and comprehensive. Despite this, the school has a clear vision and a dedicated, resilient team of parents, pupils and staff to drive forward school improvements.