


Framework for School Improvement Planning 2023/24

Section 1: School Information and 3 Year Improvement Plan Priorities			
School/Establishment	Torrance Primary		
Head Teacher	Laura Law		
Link QIO	Karen Oppo		
School Statement: Vision, Values & Aims and Curriculum Rationale			
<div></div> <p>At Torrance Primary our vision is to provide excellence and equity for all by: <i>Working together to be all we can be</i></p> <p>Torrance Primary is committed to our values: Respect, Kindness, Achievement, Perseverance</p> <p>We aim to enable our children to SHINE and be:</p> <ul style="list-style-type: none">• Successful and Safe; by building a caring school ethos based on showing respect to ourselves and others<ul style="list-style-type: none">• Healthy; by promoting and encouraging the health and wellbeing of the whole school community• Included; by being involved in a motivating and inspiring curriculum, developing interest in the global community where all needs are identified and addressed• Nurtured; building self-esteem and resilience where new ideas are encouraged and everybody has a voice <p>Engaged; through the highest quality of learners' experiences and an ethos of achievement, enabling leadership across the school community</p> <p>Our Curriculum Rationale can be found at the following link: http://www.torrance.e-dunbarton.sch.uk/school-info/vision-values-and-aims/</p>			
		Looking Forwards – 3 Year Improvement Plan Priorities	
Bullet point key priorities for the next 3 years			
Session	2023/24	2024/25	2025/26
Priority 1	Health and Wellbeing: Curriculum, Vision, Values and Aims	Health and Wellbeing: Family Engagement	Health and Wellbeing: How Nurturing is our School?
Priority 2	IDL/PEBL/ DYW	IDL/PEBL/ DYW	IDL/PEBL/DYW
Priority 3	Teaching Approaches: AifL	Improving the Curriculum: Reading	Improving the Curriculum: Listening and Talking

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Section 2: Improvement Priority 1	
School/Establishment	Torrance Primary
Improvement Priority 1	Health and Wellbeing: Curriculum, Vision, Values and Aims
Person(s) Responsible	Laura Law Health and Wellbeing Working Party

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
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Improvement in children and young people's health and wellbeing	curriculum and assessment	QI 3.1 Wellbeing, equality & inclusion QI 2.2 Curriculum	Improvement in children and young people's mental health and wellbeing

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Health and Wellbeing Champion role Health and Wellbeing working party Pupil Leadership through Health Committee and Children's Rights committee	Curricular resources – The circle, PATHS, Emotion Works, Respect Me, workshops Outdoor learning – review of resources Vision, Values and Aims – posters, banners Willow/Rainbow Room resources Children's Rights Silver Accreditation	Woodland Play session – parental support Vision, Values and Aims promotion Children's Rights
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Woodland Play refresh Curriculum Resources Vision, Values and Aims implementation	Appropriate support for all children to access appropriate Health and Wellbeing Curriculum. Support for all learners to engage in outdoor learning sessions building team work and cooperation skills. Wellbeing space to allow further development of social skills and emotional understanding for targeted pupils.	£3000 total Woodland Play resources £1000 Emotion Works £300 Seasons for Growth £300 Wellbeing resources £1000 Vision, values, aims resources £400

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Learners will benefit from a comprehensive Health and Wellbeing Curriculum that promotes social skills, respect and confidence.	Working party to audit current resources to support teaching of Health and Wellbeing outcomes and research other materials available including PATHS, Respect Me, Circle resource. CLPL for all staff to ensure consistent approach across all stages.	Pupil survey and SHINE survey from Feb 23 gives baseline scores for respect and pupil confidence. Pupil survey data from April 23 will allow impact to be measured.	September – December 2023 for implementation. Initial impact measured April 2024	
Identified learners will benefit from targeted interventions showing improved wellbeing and engagement.	Wellbeing teacher to work with class teachers to identify learners. Working party to research specific interventions to implement social skills workshops for targeted groups.	Boxall profile to measure impact. Social skills group pre/post data via pupil voice.	August – April 2024	
School community will have an increased understanding of our school's Vision, Values and Aims and be able to discuss how this impacts daily life.	Working party to review parental feedback from March 2023 regarding aims and refresh as necessary. Consultation with Pupil Council. Working party to discuss with strategies for promoting our vision, values and aims with Pupil Council (recognition board, assemblies, Tea with SLT) and outline strategies for this session.	Feedback from Parents and Pupils via Parents evening consultation. Evidence of vision, values and aims embedded in daily practice through SLT/peer observations.	August – October 2023	
Learners will be given opportunities to increase Pupil voice through participation in Children's Rights committee and	Working party member to lead pupil group for children's rights	Pupil membership on rights committee. Progress of rights committee towards Silver accreditation.	Ongoing. Silver Award accreditation by Term 3.	

all pupils will increase their awareness of their Rights entitlements.	and enhance work towards our Silver Award. All staff to make links to rights through classroom practice including use of Tilly the Torrance Rights mascot. SLT to ensure Right of the Month promoted at assembly and follow up lessons delivered by class teachers.	SLT/Peer observation showing increasing use of rights through daily practice.		
Learners will continue to develop confidence through Outdoor Learning and Woodland Play sessions.	Working party will review and replenish resources to support outdoor learning.	Nature connectedness scale to be used to gather data for focus group April 2023.	January – April 2024	

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Section 2: Improvement Priority 2	
School/Establishment	Torrance Primary School
Improvement Priority 2	Developing enquiry based learning approach through IDL. Focus on skills for life, learning and work and learning for sustainability.
Person(s) Responsible	Charlotte Copeland (DHT) IDL working party

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
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Improvement in skills and sustained, positive school-leaver destinations for all Placing the human rights and needs of every child and young person at the centre	curriculum and assessment Choose an item. Choose an item.	Q! 3.3 Increasing creativity and employability QI 1.2 Leadership of Learning	Improvement in employability skills and sustained, positive school leaver destinations for all young people

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Enquiry based learning experts Standards for middle leadership opportunities for class teachers	Global storyline resouces Tig-Tag and Tig-Tag junior resources Resources to develop enquiry based approach	World of work links made to families within our community.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
1.GTCs accredited training: Global storyline training (WOSDEC), 2xdays, 2x class teachers 2. Global Storyline twilights x3 (WOSDEC) 3. PEBL training (EDC) ongoing throughout 2023/2024 4. PEBL showcase (EDC) 5. Tig-tag and Tig-Tag Junior training videos	All pupils developing skills for learning, life and work. All pupils accessing entitlement to Learning for Sustainability.	£1500 total Global Storyline £700, cover for staff £800

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
All learners will be given opportunities to experience further personalisation and choice through an enquiry based approach to learning through IDL projects.	2022/2023 Working party will provide refresher training on how IDL should be planned in new session. New planners and rationale shared with all staff. Collegiate time allocated for staff to plan launch of IDL together. Collegiate time so all staff can look at Tig-Tag resource for STEM. Working party to attend EDC PEBL training. (Link to PRDs)	Pupil views from Term 4 2023 will be used as a baseline for measuring pupil voice. Post measures will be completed through classroom observations (peer) to ensure consistent approach.	Term 2	
All learners will start to explore skills for learning, life and work	Working party to start looking at the Meta-skills progression framework. (Review of framework to be taken into consideration when it is published) Professional learning resources on Skills Development Scotland used to plan CPD for all staff. Time to collaborate with other schools exploring meta-skills.	Pre and post measures used to assess how pupils are able to link specific meta-skills to their own context and/ or learning experiences. (Impact measured at assemblies and through sharing the learning events)	Term 2/3	
Identified learners will be given opportunities to increase their pupil voice through participation in Global storyline project.	Two working party members will complete Global Storyline training. Impact of project shared with whole staff at curriculum development.	Pupil views from Term 4 2023 will be used as a baseline for measuring pupil voice. Post measures will be completed through classroom observations (peer)	Term 1 and 2	

Identified learners will access learning for sustainability by exploring migration, racism and issues of belonging.	'The Giant' storyline delivered at second level (P6/P7)	Pre and post measures of values and attitudes around issues explored. This will be completed for a cohort of pupils in P6 and P7.	Term 2 and 3	
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Section 2: Improvement Priority 3			
School/Establishment	Torrance Primary School		
Improvement Priority 3	Teaching Approaches: AifL		
Person(s) Responsible	Gillian Bonar (DHT) Learning & Teaching Working Party		
NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	teacher professionalism curriculum and assessment school improvement	QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement	Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths
Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement	
Working party – staff leadership opportunities Pupil leadership opportunities through Pupil Council / school assemblies to share good practice	Professional Reading / Staff Training Materials: <ul style="list-style-type: none"> Unlocking Formative Assessment – Shirley Clarke Enriching Feedback in the Primary Classroom-Clarke Tapestry Partnership Resources Inside the Black Box: Raising standards through classroom assessment – Paul Black & Dylan Wiliam Working inside the black box - Black & Wiliam Learning Unlimited: Asking Better Questions Learning Unlimited: The Learning Set <ul style="list-style-type: none"> Marking less to achieve more Stepping forward with feedback Promoting assessment by pupils 	Sharing progress with parent body through newsletter updates Parent Council SIP progress updates	
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation	
Improving Our Classroom – Miss Harrison GTCS Professional Recognition Staff training using Shirley Clarke, Learning Unlimited and Resources	A relentless focus on equity and excellence for all children and young people leading to improvements in learning and teaching.	Class cover 2 days @ £303 per day Time for staff development and training	

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Outcomes / Expected Impact	Tasks / Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
<u>Promoting Assessment by pupils</u> Learners will be given opportunities to make improvements in learning through assessment.	Using Shirley Clarke's research which indicates improving learning through assessments, means staff will reflect on 5 key factors in their current practice: <ul style="list-style-type: none"> Provision of effective feedback to pupils Active involvement of pupils in their learning Adjusting teaching to take account of assessment results Recognise the profound influence assessment has on pupil motivation and self esteem Learn strategies to use to promote effective pupil self/peer-assessment so they understand how to improve 	Pre and post pupil voice will allow impact of teaching approaches to be measured. Pre and post staff consultation will enable skills development and staff confidence levels to be measured. Peer/SLT observation data from jotter/assessment monitoring for improved and effective feedback/next steps.	2 x 1 hours sessions August 2023 to April 2024 Initial impact measured April 2024	
<u>Target Setting</u> Learners will become involved in the identification and creation of achievable, challenging and measurable targets, based on previous achievement. This aims to raise self-esteem and fulfil learning potential using	Black and Wiliam's research shows that high self-esteem is the key to successful learning. Staff will provide opportunities for children to participate in individual target setting through the: <ul style="list-style-type: none"> creation of visible targets that are accessible for all children 	Using the following data to measure impact and improvements in learning: <ul style="list-style-type: none"> <u>Criterion referencing</u> – where child's attainment is measured against National Curriculum <u>Norm referencing</u> – where child's attainment is compared with other children's attainment 	August 2023 to April 2024 Initial impact measured April 2024 1 hour session	

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online Learning Journals (Seesaw).	<ul style="list-style-type: none"> Co-creation of Success Criteria face to face target setting Seesaw online Learning Journals - Literacy, Numeracy and HWB targets Update school's Target Setting Policy (Shirley Clarke) 	<ul style="list-style-type: none"> <u>Ipsative referencing</u> – where child's attainment is measured against his / her own previous attainment <p>Staff share good practice from each other's Seesaw posts online. Parent views on use of Literacy, Numeracy and HWB targets on Seesaw. Pupil views on the creation of targets to enhance learning.</p>		
<p><u>Feedback to improve learning and teaching</u></p> <p>Learners will receive sensitive and effective feedback from staff that enables them to evaluate their own work and identify how to improve.</p>	<p>Training on the following aspects:</p> <ul style="list-style-type: none"> Kinds of feedback we all need to use effectively How to improve and provide rich, supportive verbal feedback linked to LI and SC when the class are at work Marking linked to SC Limiting feedback at the end Reduce amount of distance marking Update school's 'Marking and Feedback Policy' (Shirley Clarke) 	<p>Class / Peer visits to help improve the quality of classroom feedback. Descriptive / task centred feedback and supportive person centred feedback.</p> <p>Pupil voice on the use of supportive feedback from staff to help build self-esteem and send messages to children about their effectiveness and worth.</p>	<p>2 hour seminar with 3 suggested activities</p> <p>August 2023 to April 2024</p> <p>Initial impact measured April 2024</p>	

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Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact	Tasks/Interventions	Resources	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Health & Wellbeing, Literacy and Numeracy interventions for identified groups	Identify PEF allocation, staffing and resources that will be procured to support	Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Identify progress and impact in narrowing the PRAG
Play	Adaptation of infant environment to support social inclusion and development of social skills for all.	£2500	Ferre Laevers wellbeing and involvement scales. Time sample observations.	August – December 2023	
Clyde in classroom	Sustainability programme in P5 class to enhance science and health and wellbeing programme.	£500	Successful engagement with programme and release of trout.	January – April 2024	
Residential	Support for families to enable all children to attend P7 residential trip.	£1000	Successful inclusion and participation in residential trip.	October 2023.	
SeeSaw	Communication with all parents to support parental involvement and support in learning.	£1116	Quantity of parents engaging with SeeSaw and children engaging with homework tasks.	Aug 23 – April 24	
Digital	Nessy, clicker licenses	£803	Improvements	Ongoing	

School PEF allocation 23/24: £11,025 Total PEF allocated in SIP £11,025 Underspend: £0

Allocated within SIP:

Health and Wellbeing: £3000

IDL/Sustainability: £1500

Teaching approaches: £606