



sustainable thriving achieving

**East Dunbartonshire Council**

[www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk)



Torrance Primary School  
Standards and Quality Report  
2022-23

## 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 2022/2023 the roll was 179 pupils organised into seven classes. The staffing complement is 11.08 Full Time Equivalent teachers and includes Head Teacher, flexible working Depute Head Teachers and class teachers. The work of the school is further supported by 2 Clerical Assistants, 1.5 Classroom Assistants, 3 Support for Learning Assistants, a site co-ordinator, three 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. According to the Scottish Index of Multiple Deprivation (SIMD), most of our school community reside in an area described as affluent. We are committed to raising attainment for all, closing the poverty related attainment gap and promoting the wellbeing of all staff and pupils. The ethnic background of the school is 93% white UK, 4% Asian ethnic backgrounds and 3% other ethnic origin. The average attendance was 97.5%.

The allocated Pupil Equity Fund for session 2022-23 was £11,025. 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.

Data and information are used intelligently to inform the actions of the school to ensure maximum impact of interventions and Pupil Equity Funding (PEF) priorities. The school works closely with parents in consultation of improvement priorities and PEF interventions.

A variety of pupil clubs have been offered to children across all stages throughout the session. This included football, netball, basketball, hockey, art, coding, cooking, science. These were delivered by parent volunteers, staff, active schools staff and young sports leaders. Wider achievements of pupils were celebrated termly through wider achievements assemblies and through termly assemblies with the wider school community. All pupils participated in House activities throughout the year ensuring a positive, supportive ethos for our 4 House teams. All pupils chose their pupil committee and were involved in improvements across the school which included the following committees: Pupil Council, Eco-Committee, Library Committee, Children's Rights Committee, Playground Committee, Sports Committee, Junior Road Safety Officers and Digital Leaders. All pupils had further opportunities to develop specific skills through our Masterclass programme which allowed children to develop skills in an area of interest to them including: film making, geo-caching, cooking, drama, music, dance, art, woodwork, pilates, coding, science, fitness. Masterclasses were delivered by staff, parents and volunteers. When asked how well pupils felt involved in school life the average response was 4.07/5 in June 2023.

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: Writing	
<p>NIF Priority Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children</p> <p>NIF Driver curriculum and assessment teacher professionalism</p>	<p>HGIOS?4 QIs QI 2.2 Curriculum QI 2.3 Learning, Teaching &amp; Assessment</p>
<p>Progress and Impact: The Talk for Writing approach has been embedded in classroom practice for the second year. Peer observations and SLT observations have highlighted a consistent approach to the teaching of writing is now in place. Assessment criteria has been updated and guidance provided to ensure consistent use and clear expectations. This is having a positive impact on learners. Data from a sample group of children highlights that almost all children made improvements in sentence structure, use of sentence openers and conjunctions. Most children in the sample group made improvements with overall writing structure, vocabulary used and punctuation. While improvements are not yet reflected in attainment figures, writing attainment remains high and it is clear that children who are not achieving the expected levels are making progress towards this.</p> <p>Moderation activities have afforded staff opportunities to work collegiately on the learning, teaching and assessment cycle and staff report an increase in confidence through using this approach. It has also highlighted the need to ensure breadth of learning when assessing children's progress. Almost all staff reported an increase in their own confidence and enjoyment when teaching writing through the Talk for Writing Approach and all stated they had observed an increase in pupil achievement through assessment of cold/hot pieces of writing.</p> <p>Support staff received further training on this approach and all reported an increase in their understanding of the different elements of Talk for Writing. All feel more equipped to be able to support learners with this process.</p> <p>A parent information session was held in May. Almost all parents who attended reported a significant increase in understanding our approach to teaching of writing and supporting writing activities at home. Ongoing parental engagement has been managed through the use of SeeSaw and setting related tasks as homework activities.</p> <p>Next Steps: Continue to implement Talk for Writing strategies across all year groups and monitor impact.</p>	

School priority 2: Interdisciplinary Learning/Children's Rights	
<p>NIF Priority Placing the human rights and needs of every child and young person at the centre Choose an item.</p> <p>NIF Driver curriculum and assessment school improvement</p>	<p>HGIOS?4 QIs QI 2.2 Curriculum QI 3.3 Increasing creativity and employability</p>
<p>Progress and Impact: We achieved our Bronze Rights Respecting School Award in February 2023 and are making good progress towards silver. Tilly the Torrance Rights Mascot was created by the Children's Rights</p>	

Committee to help children understand rights and raise awareness of rights. The committee created charters for our playground and dining hall to promote children's rights throughout the school. In addition, the committee matched displays around the school with articles and displayed these clearly to promote learning about rights. A 'Right of the Month' calendar has been created for next session, linking to important events throughout the year. Children are increasingly involved in the planning of Interdisciplinary Learning and links to global goals/children's rights are explicitly made.

Initial staff baseline assessments highlighted that staff could identify at least one feature of quality IDL approach but almost all were unable to recognise where Children's Rights and Sustainable Development Goals would link to IDL. The majority reported they were neutral or somewhat confident teaching IDL.

Barriers to teaching IDL were identified, most pertinent of which were the skills of pupils to work independently and co-operatively, provision of resources and time.

An overview of what good quality IDL should look like was shared and discussed at staff training and staff planned together to ensure Rights and Sustainable Development Goals were included in themed topics in term 2. Staff were encouraged to make pupil voice central to IDL planning and pupils were supported to create 'big questions' around specific themes.

Staff reflected on current IDL approaches and looked at guidance from Education Scotland. Some examples of Thinking Routines were shared.

Staff attended courses on Children's Rights and Learning for Sustainability. As a result, themes were planned which incorporated many aspects of these key topics e.g. 'Fast Fashion.' The working party has created a Learning for Sustainability yearly overview to enhance planning, ensuring all children receive this entitlement.

The IDL working party audited our current overview of key outcomes/subjects areas to ensure progression and coverage of Experiences and Outcomes across a level.

Classes used interactive and engaging methods to display and demonstrate outcomes covered through a pupil led approach. By May 2023, almost all staff said using 'Big Questions' and visible planning was positive in giving ownership to pupils and supporting planning. Most staff enjoyed working across stages. Almost all staff agreed that motivation of pupils had increased. Almost all staff had observed an increase in meaningful and challenging conversations about IDL subjects. Most staff said that further Experiences and Outcomes were covered responsively to pupil interests highlighting progress and engagement in pupil led learning. A pupil focus group highlighted that by May 23, most children felt they had a say in what they learned and almost all stated that they learned what they wanted to in their subject areas. The majority of children could give examples of when their voices are being heard through topic work and learning taken in that direction. Most children were able to make links from learning to Sustainable Development Goals and Children's Rights and state how this is relevant to their lives.

#### Next Steps:

Develop children's skills in working independently and co-operatively.

Develop teaching knowledge and understanding of Thinking Routines.

Continue to develop skills in responsive planning and pupil-led learning.

Consider themed approaches and ensure this allows for responsive planning to world/local events.

### School priority 3: Health and Wellbeing: Outdoor learning and wellbeing

NIF Priority  
Improvement in children and young people's health and wellbeing  
Choose an item.

NIF Driver  
curriculum and assessment  
school improvement

HGIOS?4 QIs  
QI 3.1 Wellbeing, equality & inclusion  
Choose an item.

#### Progress and Impact:

The Willow Room has been established in the senior area and pupils were able to contribute to the set-up of this space, the design and the name. Pupils accessing this space have stated that they feel safe and calm while they are using this room.

Pupils undertake a wellbeing assessment twice per year focusing on the eight wellbeing indicators. This allows staff to track pupil wellbeing and discuss any issues with pupils or plan interventions as required. This approach will continue into session 2023/24.

Woodland Play training sessions were implemented with staff looking at risk assessments, structure of woodland play sessions, resources and ideas. The working party visited another local primary with established outdoor learning sessions and all staff accompanied the Early Years Centre to observe good practice.

First Aid training was provided for all staff to ensure we are equipped to deal with any issues that may arise in the forest. All staff reported an increase in confidence as a result of training sessions.

The working party procured resources to facilitate sessions including toilet tent, ropes, canopies, rucksacks, clothing, trolley.

A Woodland Play Handbook was created to ensure all staff are clear on procedures and routines for visits to the local forest. Daily site checklists are used to assist with the planning of visits and include data such as wind speed, weather conditions, hazards etc. This is also used to capture responsive and retrospective recording of learning.

Throughout Term 3, all classes implemented a 4-week woodland play block supported by school staff. Nature connectedness and Wellbeing scales were used to measure impact. This highlighted that there was an increase in the number of pupils who stated that they had been feeling relaxed and calm and that being outdoors made them happy. Assessments also showed an improvement with Connection to Nature Index which highlighted more enjoyment of nature, more empathy for creatures, increased sense of oneness and an increased sense of responsibility.

Highlights from pupils:

"I feel really calm in the woods, it's nice with lovely sounds."

"Going to the woods makes you brave".

"I think it's good because it teaches you how to play outdoors and build dens in the wild."

"I like to be able to just run about with your friends."

"I feel really excited and happy and it is so much fun up there."

"It makes me feel really happy and I feel safe in this environment."

"I get to look for bugs and play in the hammock."

"I can find sticks and snap them and I like that feeling of on my feet."

Throughout Term 4, a further 2-week block was implemented supported by school staff and parent volunteers.

Photos and videos of Woodland Play sessions have been shared with parents on Twitter and SeeSaw and through class assemblies. Parents have started to accompany visits to the forest.

Next Steps:

Consider wider approaches to supporting children's wellbeing and raising confidence levels.

Continue to embed Woodland Play sessions, procuring further resources and adapting guidance as required.

## Progress in National Improvement Framework (NIF) priorities

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

The Children's Rights Pupil-led Steering Group was formed to lead our Rights Respecting Schools (RRS) Award work. They are familiar with the United Nations Convention on the Rights of the Child and have informed the whole school community that the school is working on the Rights Respecting School Award. They encouraged all children to participate in a Mascot competition to create a Mascot for our RRS journey. At Torrance Primary, 'Tilly The Torrance Mascot' represents the

UNCRC and our RRS achievements and one member of staff has knitted mascots for each class. During meetings, the Children's Rights steering group became familiar with many of the UNCRC articles. They have used the articles to create a playground and a dining room charter to promote children's rights. Furthermore, they have matched displays in our school to articles and displayed posters of the articles around our school to promote learning about rights. With a focus on the UNCRC articles, they linked them to specific things happening within our school which will be used next session at assemblies with a focus on a 'Right of the Month'. As a staff we reviewed our school practice against the Silver Outcome Descriptors for each of the three RRSA Strands and used the "Red Amber Green rating" to prioritise areas for development. Staff have begun embedding the UNCRC throughout their practice in order to make children aware of their Rights. They have involved children in the planning stages of IDL and have created classroom charters to promote children's rights.

Our P7 ambassadors participated in East Dunbartonshire's programme "My Voice, My Choice" and completed the Dynamic Youth Award as part of this work. They discussed current matters with other Primary 7 pupils from across EDC and shared progress towards the UNCRC Rights Respecting Schools Award.

Our whole-school assemblies have been linked to Children's Rights to raise awareness of how their rights link to everyday life.

Through Interdisciplinary Topics this session, key areas including Global Goals, Learning for Sustainability and Children's Rights were explored. At Primary 6 and 7, children developed their understanding of these entitlements through their 'Fast fashion' topic. At Primary 5, children explored the context of New Lanark and made comparisons to school and working conditions in the past and present. Primary 3 and 4 children developed their understanding of the Vikings and made links to Children's Rights. Our Primary 1 and 2 children explored Food and Farming ensuring opportunities to develop their knowledge of our local community while exploring Sustainable Development Goals and Children's Rights.

Learning for Sustainability has been developed further through our Eco-Committee work. This year their work has included establishing food waste reduction methods by obtaining a compost bin and working with catering staff to recycle unused/uneaten food. They have also continued our work on improving our school grounds by planting a further 220 trees and hedge row, as well as working with the wider community to plant more trees around the local area. Our senior Eco Committee members have also celebrated achievements such as securing grant funding to improving our outdoor learning facilities and being recognised by the Royal Horticultural Society as a gardening school. We achieved our 6<sup>th</sup> Green Flag award in May 2023.

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

This NIF priority was again embedded within our school improvement priorities this session in recognition of the ongoing need to support the mental health of staff and children. Children's mental health has been supported through targeted nurture group interventions, Seasons for Growth programme across all stages (infant, junior, senior), Lifelink counselling sessions for identified P6 and P7 pupils, Young Carers groups and 1:1 support, Children's Adolescent Mental Health Service (CAMHS) referrals, regular Pupil Support Group and Team Around the Child 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. P6 and P7 pupils engaged with the SHINE mental health survey which highlighted the need to focus on pupil confidence. Outdoor play sessions were extended to include Woodland Play sessions. This gave pupils the opportunity to explore their natural surroundings, building confidence and showing greater involvement in class activities.

- **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 were tracked this session and children who were identified as being at risk of missing out were targeted for involvement in extra-curricular clubs.

- **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 2021-22.

Attainment data for 2022-23 has remained in line with EDC averages from the previous session.

Attainment over time shows that current Primary 4 and Primary 7 pupils have maintained high levels of achievement in reading, writing, listening & talking and numeracy & maths.

## **Achievement of Curriculum for Excellence (ACEL) data**

ACEL data at the end of June 2023				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	almost all	most	most	almost all
First level by end of P4	most	most	almost all	most
Second level by end of P7	almost all	most	almost all	most

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

In session 2022-23, we received £11,025 in Pupil Equity Funding.

Almost half of our Pupil Equity Funding was spent on developing outdoor learning approaches. The impact of this was positive in increasing pupil engagement as outlined in the school improvement data above.

Almost £2000 was used to support the development of a senior area wellbeing room. In addition to developing this space, targeted approaches to supporting wellbeing were funded including Boxall assessments, Emotion Works programme and Seasons for Growth programme.

Almost £2000 was used to support literacy interventions for identified children. This included online subscriptions and a range of reading materials specifically to support dyslexic readers. 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.

£2650 was used to purchase 8 iPads and headphones to support literacy interventions including digital software to support writing. This has helped pupils access the curriculum and helped ensure their continued attainment in writing.

## **Self-evaluations of How Good Is Our School? (4<sup>th</sup> 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 2023/24**

- 1. Approaches to Learning and Teaching: Learner profiles, Assessment is for Learning
- 2. Interdisciplinary Learning/Pupil Enquiry Based Learning
- 3. Health and Wellbeing: Outdoor learning consolidation, review of Health and Wellbeing Curriculum

## **What is our capacity for continuous improvement?**

The Torrance Community continue to show great resilience and have benefited from further opportunities for wider school activities. Support from parents has been excellent and a recent parental survey highlighted strengths in the school's communication, staff's knowledge and support of children and families, quality of teaching, leadership and management.

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. Opportunities for moderation activities across the school have increased staff confidence and further opportunities are planned for moderation activities across our Locality Planning Group next session. One member of staff will engage with the Improving our Classrooms Project with the West Partnership.

Staff teaching guides/policies have been updated to ensure information is current, comprehensive and consistent each year. The school has a clear vision and a dedicated, resilient team of parents, pupils and staff to drive forward school improvements.