

Framework for School Improvement Planning 2024/25

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	
<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! We are:</p> <p>STRIVING: for high standards in learning and teaching to enable pupils to achieve their full potential. (Article 28)</p> <p>HAPPY AND HEALTHY: Promoting positive health and wellbeing of the whole school community through a caring, respectful ethos. (Article 24, 31)</p> <p>INSPIRING: Fostering a love of learning and curiosity about the world around us. (Article 29)</p> <p>NURTURING: Building confidence and resilience in a supportive environment ensuring the needs of everyone are met. (Article 12, 23)</p> <p>ENGAGING: Providing rich experiences that challenge thinking, encourage ambition and promote success. (Article 28)</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		
Session	2024/25	2025/26	2026/27
Priority 1	Health and Wellbeing: The Circle	Health and Wellbeing: The Circle	Health and Wellbeing: Family engagement
Priority 2	Approaches to Teaching and Learning: AifL strategies	Curriculum: Numeracy and Maths	Curriculum: Numeracy and Maths

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Section 2: Improvement Priority 1			
School/Establishment	Torrance Primary		
Improvement Priority 1	Health and Wellbeing: The Circle		
Person(s) Responsible	Head Teacher Circle Advisor		
NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in children and young people's health and wellbeing Placing the human rights and needs of every child and young person at the centre Closing the attainment gap between the most and least disadvantaged children	school improvement school leadership teacher professionalism	QI 3.1 Wellbeing, equality & inclusion QI 1.1 Self evaluation for self improvement QI 2.4 Personalised Support	Improvement in children and young people's mental health and wellbeing Placing the human needs and rights of every child and young person at the centre of education Closing the attainment gap between the most and least disadvantaged
Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement	
The Circle Advisor – Charlotte Meldrum Working party Teacher leadership – classroom practice Pupil Leadership – engagement with Pupil Council to evaluate environments Rights Respecting School committee and school ambassador	The Circle resource Resources to support development of environment Time – collegiate calendar Class cover for leadership role Rights Respecting Schools Silver Award process	Parent feedback SeeSaw – information and learning showcased for families Parent Council – ongoing review at meetings Children's Rights	
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation	
All staff participating in CLPL – initial in-service day, collegiate hours, support staff meetings. Professional reading/viewing online materials. Peer/SLT/Professional discussions. Professional enquiry approaches Training for Circle Advisor: 29/8/24, 24/10/24, 30/1/25, 1/5/25, 22/5/25	Social and emotional wellbeing. Differentiated support. The Circle Framework as a strategy to support all pupils, especially those with additional support needs.	£3000: development of environment to support all learners and increase engagement of target children.	

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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?	
Comprehensive coverage of Experiences, Outcomes and Skills for all children across all Curriculum for Excellence Health and Wellbeing levels.	Working party to share new Health and Wellbeing planners and links to resources. All staff to annotate planners with any updates throughout the session. Working party to collate and update master planners termly.	Staff feedback Pupil feedback Coverage of Es and Os across a level	August 2024 March 2025	
Increased support for children through staff understanding of inclusion and additional support needs.	Introduction to The Circle Framework for all staff at August In-service	Staff feedback from initial introduction – pre questionnaire	August In-service day for all staff. Check-in throughout collegiate calendar. Training for Circle Advisor: 29/8/24, 24/10/24, 30/1/25, 1/5/25, 22/5/25	
Improved classroom environments for all children: Make use of the CICS (Circle Inclusive Classroom Scale) to evaluate classroom environment	CICS to be used collegiately in class areas (P1-3, P4/5, P6/7, corridors, playground, dining hall) to evaluate classroom and open areas and target areas for improvement.	CICS rating scale to be used in August 2024 and action plan created. Mid-point check in during Term 2. Final rating in March 2025.	Term 1, 2, 3	
Improved approaches for supporting children using the Circle Framework	Explore skills, supports and strategies as outlined in Circle Framework	Reflections with colleagues and changes made to classroom practice as a result of self-evaluation using CICS. Peer observation feedback.	August 2024 and March 2025	

	<p>Review paperwork for Meeting Learner Needs to incorporate Circle targets</p> <p>Involvement of Pupil Council in identifying areas for improvement and impact of improvements</p>	<p>Evidence of impact recorded through Meeting Learner Needs meetings.</p> <p>Pupil council feedback including photos of key areas.</p>	<p>March 2025</p> <p>August 2024, March 2025</p>	
<p>Learners will be given opportunities to increase Pupil voice through participation in Children's Rights committee and all pupils will increase their awareness of their Rights entitlements.</p>	<p>Working party member to lead pupil group for children's rights and enhance work towards our Silver Award.</p> <p>All staff to make links to rights through classroom practice including use of Tilly the Torrance Rights mascot.</p> <p>SLT to ensure Right of the Month promoted at assembly and follow up lessons delivered by class teachers.</p> <p>Rights certificates to be issued linking to Right of the Month.</p>	<p>Pupil membership on rights committee.</p> <p>Progress of rights committee towards Silver accreditation.</p> <p>SLT/Peer observation showing increasing use of rights through daily practice.</p>	<p>Ongoing.</p> <p>Silver Award accreditation by Term 2.</p>	

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Section 2: Improvement Priority 2			
School/Establishment	Torrance Primary		
Improvement Priority 2	Approaches to Teaching and Learning: AifL strategies		
Person(s) Responsible	DHTs		
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 school improvement curriculum and assessment	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 involvement	West Partnership training materials Formative Assessment professional reading Retrieval practice reading Standardised resources/visuals for classes	Parent Council SIP progress updates	
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation	
Improving our Classroom CLPL – Charlotte Meldrum Staff training: West Partnership	Excellence and equity for all learners leading to improvements in learning and teaching strategies. Promoting a high quality learning experience.		

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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?	
Consistent expectations and standards to encourage children to reach full potential.	Best practice and standards/expectations agreed and shared including jotter standards and writing toolkits. AiFL working party to share display cards for AiFL strategies. Consistent icons to be used across school.	Classroom observations and Jotter Monitoring processes used to highlight consistent approaches and high expectations.	August/September 2024	
Children will be aware of, and able to articulate, their next steps in learning including skills development.	Target Setting: Staff to explore approaches to target setting and trial within own classes.	Children's ability to articulate their learning targets and identify skills development.	September 2024 January 2025	
Children's learning will be enhanced by effective questioning during the course of a lesson.	Effective Questioning: Working party to deliver CLPL to all staff. All staff to explore Hinge-Point questions, and whole-class response systems, e.g. Plickers, Random Name Generator	Classroom observations Pupil feedback Improvements in responsive planning	November 2024	
Children will show increased ability to recall key facts and improved attainment.	Retrieval practice: Working party to disseminate key points through CLPL session using West Partnership materials including use of the range of ways staff can implement retrieval practice.	Data gathered from focus group of pupils from target classes.	January 2025	
Children's attainment will improve through effective feedback.	Effective feedback: Revisit use of comment only, not grades, separating feedback/	Jotter monitoring processes. Pupil feedback.	March 2025	

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	praise. Upskill staff on effective feedback.	Improvements in pupil work as a result of comments.		
Staff will have consistently high expectations and approaches to learning and teaching	Working party to devise whole school policy on AiFL expectations.	Staff consistency from observed teaching sessions, peer visits.	May 2025	

Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-2					
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
Increased engagement in learning activities and increased emotional regulation for identified learners.	Health and Wellbeing (including wellbeing groups, Seasons for Growth, Boxall assessments)	£1000 Seasons for Growth journals, Boxall assessments, resources to support emotional literacy	Boxall assessments Seasons for Growth evaluations Classroom observations Wellbeing assessments	September 2024 March 2025	
Increased engagement during reading sessions for identified pupils and progress in learning.	Literacy - Children and staff identify appropriate resources within infant department. Expansion of upper school resources to increase engagement and range of genres.	£3000 Big Cats readers Infant readers Intervention materials	Pupil voice feedback Staff observations PM benchmark assessments NGRT assessments SNSA data Tracking information	September 2024 March 2025	
Pupils supported to attain appropriate levels through use of digital technologies.	Increased opportunities for pupils to develop digital literacy skills.	£4095 iPads or Laptops purchased. Literacy supports including nesy, clicker for identified pupils	Tracking information Achievement of a level	September 2024 March 2025	

School PEF allocation 24/25: £11,095

Total PEF allocated in SIP £11,095 Underspend: £ 0