



sustainable thriving achieving

East Dunbartonshire Council

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Torrance Primary School
Standards and Quality Report
2023-24

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 2023/2024 the roll was 178 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, one day cleaner and three 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 91% white UK, 6% Asian ethnic backgrounds and 3% other ethnic origin. The average attendance was 94.2%

The allocated Pupil Equity Fund for session 2023-24 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. Staff worked together to analysed context and attainment data during this session and have identified areas to target to reduce the attainment gap.

A variety of pupil clubs have been offered to children across all stages throughout the session. This included football, netball, rugby, art, coding, choir, cheerleading, dance, mini-fit, Family fitness and sewing. These were delivered by parent volunteers, staff, active schools staff, young sports leaders and upper school pupils. Wider achievements of pupils were celebrated termly through wider achievements assemblies. Wider achievements are tracked and children at risk of missing out are invited to future clubs. All pupils participated in House activities throughout the year ensuring a positive, supportive ethos for our 4 House teams. Every pupil 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 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, sewing, cooking, dance, art, woodwork, gardening, football, coding, science, fitness. Masterclasses were delivered by staff, parents and volunteers. We developed our PALs programme (Pupils As Leaders) to allow senior pupils opportunities to develop leadership skills and offer further clubs for younger children. Feedback from How Good Is OUR School focus group stated that children are growing in confidence as a result of recognising and celebrating their wider achievements. Children in the focus group stated that they are able to talk about the skills they are developing and that all children have the opportunity to participate in extra-curricular activities.

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: Health and Wellbeing: Curriculum, Vision, Values and Aims		
NIF Priority	Improvement in children and young people's health and wellbeing	HGIOS?4 QIs QI 3.1 Wellbeing, equality & inclusion QI 2.2 Curriculum
NIF Driver	curriculum and assessment Choose an item.	
<p>Progress and Impact:</p> <p>Good progress has been made across our Health and Wellbeing priority. Through previous surveys, it was evident that children's confidence in general was lower than expected. Activities with How Good Is OUR School focus group in May 2024 highlighted that children are now developing confidence through the wide variety of clubs, committees and masterclasses on offer this session. Children feel that by celebrating their achievements, we are improving their confidence and self-esteem. The introduction of PALs (Pupils As Leaders) has allowed senior pupils to develop confidence and leadership skills. The focus group felt that we are encouraging respect through promotion of our vision, values and aims with Tea with SLT, assemblies, celebration of differences, emotion works boards and restorative conversations.</p> <p>Wellbeing interventions continued this session for targeted groups and individuals. Classroom observations & Boxall assessment data for targeted children highlights significant improvements in all areas including attention and social skills. This positive impact was noted in both Rainbow room and classroom settings. Children involved in the group stated: "I like the Rainbow Room as it makes me feel calm" and "It helps me calm down and think about my emotions."</p> <p>Parent consultation during Parent's Evening at the start of the session highlighted that our vision and values were appropriate and understood however our aims required to be reviewed. A pupil focus group was established along with staff and Parent Council consultation. They worked to update the language of our Aims, ensuring this was relevant and meaningful. Refreshed Vision, Values and Aims posters are now displayed around school. Bookmarks were issued to children for use at home. Our SHINE aims (Striving, Happy and Healthy, Inspiring, Nurturing, Engaging) are referenced at start of each assembly ensuring children are continually reminded of these and can link them to meaningful contexts. Almost all staff report an increase in confidence when referring to our Vision, Values and Aims in classroom settings. Tea with SLT procedures were reviewed with staff and pupils which now takes place fortnightly to emphasise importance of school values. Children are able to discuss our values and with support are learning SHINE aims.</p> <p>We continue to make progress through our Rights Respecting Schools journey towards our silver awards. This session has seen the introduction of suggestion boxes to all classes. "We have rights" news has been introduced allowing pupils to link rights to news articles each week ensuring children can apply their knowledge of rights in a current context. The working party and pupil committee have developed Certificates that will link to our Right of the Month focus at assembly and will be introduced Aug 2024. 2 senior pupils have attended EDC Pupil Forum and fed back information to the wider Rights committee. We plan for our Silver accreditation meeting to take place early session 2024-25.</p> <p>Outdoor learning continues to be embedded in our curriculum offer. Outdoor learning equipment was purchased using Tesco grant money to allow further development of outdoor play during break and lunch. The Playground and Outdoor committee have had responsibility in establishing this and creating timetables and guides for use. Our school grounds have been developed to establish an allotment space for growing and planting which will allow links to be made with food technology sessions in our Bistro. Food for Thought and Flight path funding has been used to procure resources and establish this area. The Eco committee and community volunteers have been involved in designing this space which will be ready for use session 2024-25. Continued emotional wellbeing data from focus group shows a</p>		

consistently high level of children feeling calm, relaxed and cheerful in the outdoor environment. Most children in survey group stated that being in the natural environment helps them feel peaceful and happy.

The working party have developed Health and Wellbeing Planning documents that take account for updated resources and coverage of Experiences, Outcomes and skills across a level. New planners will be introduced August 2024 for all stages. A renewed emphasis of Promoting Alternative Thinking Strategies (PATHS) approach will be implemented in August to ensure robust coverage of social and emotional outcomes. CLPL activities have been planned for staff for August.

Next steps:

- Staff CLPL for PATHS resource – August 2024
- Silver Accreditation for Rights Respecting Schools journey
- Introduction of The Circle resources
- Ongoing promotion of our Vision, Values and Aims
- Ongoing offer our Outdoor Learning experiences, including Woodland Play sessions, as part of our curriculum offer.

School priority 2: Developing enquiry based learning through IDL. Focus on skills for learning, life and work and Learning for Sustainability.

NIF Priority 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

NIF Driver curriculum and assessment

HGIOS?4 QIs

Q! 3.3 Increasing creativity and employability

QI 1.2 Leadership of Learning

Progress and Impact:

Throughout this session, good progress has been made in developing our use of skills for learning, life and work, and Learning for Sustainability. New IDL planners were introduced to all staff this session. These planners allow staff to deliver learners entitlement to learning for sustainability opportunities while linking explicitly to Children's Rights and Sustainable Development Goals. Planners have a central focus on personalisation and choice. All staff have used collegiate time effectively to plan IDL topics with a focus on Science and technology and Scotland. All staff signed up for an online science resource with time allocated for staff to explore resources and plan appropriate experiences to enhance understanding.

Two working party members attended EDC PEBL (Pupil Enquiry Based Learning) training session and our P6 teacher the used this approach for their social studies focus. There was a significant increase in skills awareness and engagement for almost all children. Almost all pupils in the P6 and P7 sample group reported a higher level of motivation as a result of increased personalisation and choice following PEBL (Government, beliefs and media) and Global Storyline approaches.

Our working party made progress in exploring the Skills Development Scotland meta-skills progression framework this session. All staff attended an introduction CLPL to 'meta-skills'. All staff now have meta-skills flashcards to start familiarising themselves with the language of the skills and to allow children to reference skills throughout lessons. A skills-based initial assessment was undertaken with a mixed cohort of pupils from P4-P7. Pupils were asked 'What are skills?', 'Why are they important?' 'What skills do you use in school?' 'What is collaboration?'

Baseline results showed that less than half were able to describe what skills are. Most pupils were able to describe why skills are important. The majority were able to name a key skill that they used in school.

(P7 pupils gave the most examples). This may be a reflection of leading houses, masterclasses, lunchtime clubs. The majority were able to explain what 'collaboration' is.

As the baseline for understanding collaboration was higher than expected, staff focussed on developing an understanding of 'communication' instead.

Post measures highlighted that most pupils were able to give a wider description of what skills are. Almost all were able to explain why skills are important. Most were able to describe other areas where skills are developed/used. Most pupils able to explain what communication is.

Project based learning homework was launched in term 2 with a focus on curiosity and creativity. Most pupils in P4 and P6 returned a project and homework return rates rose from an average of 22.3% to 84% after the first block of this type of homework. During our second block of Project based learning homework, almost all children returned a project. Some children were supported with this through 4 after school homework sessions. In consultation with pupils and parents, this approach will be implemented twice yearly moving forward.

Our Primary 7 teacher completed a 2-day Global Storyline training through WOSDEC and following this, implemented lessons using this approach. Most pupils expressed enthusiasm for this project and an increased level of engagement was noted across all drama lessons, as well as many pupils contributing to discussions around key global issues. Our Primary 7 teacher delivered a presentation to staff to highlight the Global Storyline overview, pupil feedback, challenges and positive impact of the project. She noted an increased confidence in exploring and discussing key issues. When pupils were asked what feedback they would give to teachers considering using the Global Storylines approach one said "All teachers just HAVE to teach it- it's amazing!"

Next Steps:

- Continue to explore skills-based approach
- Continue project-based learning homework approach twice yearly
- Continue yearly review of Experiences and Outcomes to ensure appropriate coverage across a level
- Continue to allow staff time to plan IDL experiences collegiately.

School priority 3: Teaching Approaches: AifL

NIF Priority Improvement in attainment, particularly in literacy and numeracy.
Closing the attainment gap between the most and least disadvantaged children

NIF Driver teacher professionalism
school improvement

HGIOS?4 QIs

QI 2.3 Learning, Teaching & Assessment

QI 3.2 Raising attainment and achievement

Progress and Impact:

Progress has been made this session to improve our consistent approach to Assessment is for Learning (AifL) strategies, ensuring children are able to articulate their learning and next steps. After establishing our AifL working party and setting our improvement priority, Education Scotland offered high quality CLPL sessions with a focus on different aspects of AifL resulting in our working party plan taking on a new direction than initially planned. All AiFL working party members attended 5 'Spotlight on Effective Practice' Training sessions by Education Scotland. This included session on effective questioning, differentiation, retrieval practice and effective feedback. Working party members supplemented this learning with professional reading including Shirley Clarke, Unlocking Formative Assessment, specifically focusing on pupil self-evaluation, feedback and target setting. In addition to this, all teaching staff attended a session on Learning Intentions and Success Criteria.

Through classroom observations, it was evident that most staff are now effectively using Learning Intentions and Success Criteria. Pupil focus groups suggest that most children are aware of the vocabulary of learning intention and success criteria and understand the purpose of this. It was discussed with the working party that an agreement between all staff is created to ensure consistency in using and displaying learning intentions and success criteria at each stage in the school. This will be implemented in session 2024-25.

Consistency across classes in jotter layout and presentation was considered by the working party and an agreed standard was reached. Toolkits and guidance have been prepared to display in all classrooms and in pupil jotters from August 2024.

A baseline measure for staff was gathered and impact over the following year will be measured against this. In summary, all staff felt they are somewhat confident using AifL strategies. Most felt they were somewhat effective in using AifL strategies to assess understanding.

A baseline measure from a focus group of P1,3 and 5 pupils highlighted that the majority of pupils could talk about Learning Intentions and Success Criteria. P1 children currently knew of 4 AifL strategies while pupils in P3 and 5 currently knew of 12 AifL strategies.

Next Steps:

- Learning Intention/Success Criteria consistency across all classes
- Working party to disseminate presentations on questioning, differentiation, retrieval practice and feedback
- Pupil target setting to be explored

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 children attaining expected levels at P1, P4 and P7 for reading, writing, listening and talking and numeracy and maths. Attainment data is consistent with national averages and above for some areas. Attainment over time shows that almost all children maintain high levels of achievement in all areas.

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

Teaching staff and management worked together through Tracking and Meeting Learner's Needs meetings to discuss attainment data and progress through curricular levels. Staff development sessions on stretch aims, context data and attainment over time has allowed all staff to develop their knowledge of context and develop skills further in analysing data and setting stretch aims. Gaps in attainment were identified with interventions being planned as a result. PEF funding was used to raise engagement levels in literacy and intervention groups at P4 and P5 saw improvements in reading age for all children participating, with significant improvements for some children noted.

Maths recovery interventions again highlighted growing confidence and attainment for almost all identified children.

Wider achievements were again tracked this session and children at risk of missing out were targeted for involvement in clubs. Through our PALs initiative (Pupils As Leaders), we were able to offer a wider range of clubs during the school day whilst developing leadership skills of our upper school children.

Our approach to homework at P4-7 moved to a Project-based learning approach and engagement increased significantly from 23.3% to 84%. A homework club was offered to targeted children for P4-7 which saw almost all children engage with the second block of project-based learning. Parent, pupil and staff surveys highlighted improvements in skills development through this approach

including planning and organising, time management, communication, enquiry skills, creativity, use of ICT, literacy skills and presentation skills.

A P1-3 homework club was offered to targeted children resulting in children at risk of missing out, completing homework activities to a high standard.

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

This NIF priority was included within our school improvement priorities this session in recognition of the continuing need to support the mental health of staff and children. This has been achieved through analysis of our curricular offer for all children through our Health and Wellbeing Programme. Planners have been updated to ensure progression through a level with appropriate, up-to-date resources to support the delivery of the curriculum. This will be implemented in session 2024-25 and impact measured.

Targeted interventions have included wellbeing groups, Seasons for Growth programme across all stages, Lifelink counselling sessions for identified P6 and P7 pupils, Young Carers groups for 18 children and 1:1 Young Carers support, Children and Adolescent Mental Health Service (CAMHS) referrals, regular Pupil Support Group and Team Around the Child meetings with involvement of our Educational Psychologist where required.

Emotion Works continues to be used across the school to allow children to identify emotions, behaviours, influences and regulation strategies.

All pupil wellbeing continues to be monitored over time through the use of the EDC wellbeing survey and tracking tool. Follow-up conversations and interventions were planned where appropriate.

Vulnerable children were identified and discussed at Tracking meetings and Meeting Learner's Needs meetings.

Woodland Play and Outdoor play sessions continue to be implemented weekly giving pupils ongoing experiences and opportunities to explore natural surroundings, build confidence, develop team work, communication and collaboration skills as well as the ability to appropriately risk assess. Nature connectedness assessment of a focus group highlighted a consistently high level of children feeling calm, relaxed and cheerful in the outdoor environment. Most children in the survey group stated that being in the natural environment helps them feel peaceful and happy.

Our Primary 6 cohort worked with Lifelink on the iHeart Programme (Innate Health Education and Resilience Training) with the aim of improving resilience and wellbeing of all pupils in P6.

Evaluation of pre and post implementation data highlighted that the programme had a positive impact on their resilience and wellbeing. Most children indicated that knowing about their own resilience increased their confidence and they felt more empowered to develop and have more positive relationships with others. Pupil comments included:

- *"I feel more confident because I understand my wellbeing."*
- *"I am more calm, I can manage my anger even better and I know a lot more about wellbeing."*
- *"It taught me I can handle stress and how to help me overcome it."*
- *"It helps you listen to others and when you put your mind to it, you don't have to be sad, you can handle it."*

Attainment and Achievement Data

Curriculum for Excellence Levels at the end of June 2024				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	almost all	most	almost all	most
First level by end of P4	most	most	almost all	most
Second level by end of P7	most	most	most	most

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

In session 2023-24, we received £11,025 in Pupil Equity Funding.

Almost half of our Pupil Equity Funding was used to procure literacy resources and literacy interventions for identified children. The impact of this was positive in increasing pupil engagement and targeted literacy sessions have shown significant improvements in reading age for all children involved with a view to reduce the literacy attainment gap. All children involved in the literacy interventions improved their reading age by a minimum of 6 months, with the majority of children now attaining the equivalent of their chronological age.

£1600 was used to supplement outdoor learning approaches and increase inclusion and engagement for identified pupils. The impact of this was positive in increasing pupil engagement, as outlined in the school improvement data above.

£1300 of funding was used to enhance engagement within the P1 and P2 areas by providing relevant resources to allow for the development of play. This has facilitated the development of key skills such as communication, team work, collaboration and creativity and increased pupil engagement and enjoyment within the infant area.

£1000 was used to continue the development of wellbeing spaces (Rainbow Room and Willow Room). Targeted approaches to supporting wellbeing were funding including Boxall assessments, Emotion Works programme and Season for Growth programme.

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

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Very good	not applicable
2.3 Learning, teaching and assessment	Very 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 2024/25

- 1. Health and Wellbeing: The Circle, Children's Rights
- 2. Approaches to Learning and Teaching: AifL

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. We have an active parent body who work to support initiatives and experiences within the school.

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 staff at the end of first and second level have had the opportunity to meet with colleagues across the authority to moderate writing. One member of staff engaged with the Improving our Classrooms Project with the West Partnership this session and we have a further member of staff attending next

session. Staff are pro-active in seeking quality development opportunities which impact positively on their own professional skills and abilities and enhance experiences for children.

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.