


Framework for School Improvement Planning 2025/26

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>	

Session	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
	2025/26	2026/27	2027/28
Priority 1	Learning, Teaching and Assessment: Literacy	Learning, Teaching and Assessment: Literacy	Learning, Teaching and Assessment: Numeracy and Maths
Priority 2	Health and Wellbeing: The Circle	Health and Wellbeing: Family engagement	Health and Wellbeing: Family engagement

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Section 2: Improvement Priority 1	
School/Establishment	Torrance Primary
Improvement Priority 1	Learning, Teaching and Assessment: Literacy
Person(s) Responsible	DHTS Literacy Champion

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	curriculum and assessment	QI 2.3 Learning, Teaching & Assessment QI 2.2 Curriculum	Improvement in attainment in literacy and English Closing the attainment gap between the most and least disadvantaged
Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement	
Literacy champion role Working party – staff leadership opportunities Pupil leadership through pupil voice and focus groups	Reading resources Spelling resources Intervention materials Literacy framework IEL toolkit	Parent Council SIP progress updates Curriculum sessions Reading engagement sessions including World Book Day, Read, Write, Count event.	
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation	
EDC literacy champion meetings Literacy framework CLPL	Promoting high quality learning experiences for all. Excellence and equity of all learners leading to improvements in literacy attainment.	£5000	

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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 pupils demonstrate increased engagement with reading for enjoyment.	Reading schools accreditation – promote reading for pleasure across the school and with families.	Pupil, parent, staff surveys. Reading schools award progress.	March 2026.	
	Establish reading den areas in outdoor environment.			
	Continue to refresh selection of books in school and class libraries. Invite mobile library in.			
	Introduce lunchtime reading café and invite families to join.			
Improvement in attainment in literacy through closing literacy gap for identified learners.	CLPL session: Literacy framework for all staff.	Pre/post training staff questionnaire. Literacy Framework paperwork. Literacy assessments: SWST, PM Benchmarking, NGRT, SNSAs. Tracking data.	Pre measures August/September 2025. Post measures – May 2026 and into next session.	
	Baseline to identify target gap and identified children. Use of framework to identify barriers and interventions.			
Improved phonological awareness and spelling for targeted group of learners by June 2026	Review of Spelling curriculum and learning and teaching methodologies.	Spelling and phonics scores pre and post implementation. Single Word Spelling Test P3-7. North Lanarkshire phonics assessment P1-2. Pupil/parent voice. Teacher observations. Standardised assessment results. Tracking data.	Pre measures August/September 2025. Post measures – May 2026 and into next session.	
	Looking outwards to explore other resources to enhance learning and teaching.			
	Review of resources throughout school to support spelling activities.			
	Pilot changes in identified classes and track attainment.			

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Target group of children will show enhanced comprehension skills by June 2026.	Refresher training for reading tools and Good Lesson Guide to reading at Torrance Primary.	Teacher confidence survey pre and post. Quality assurance measures: peer visits, SLT observations, learner conversations. Pupil attainment: SNSA data, NGRT, PM benchmark assessments.	Pre measures August/September 2025. Post measures – May 2026 and into next session.	
	Reciprocal reading strategies and Higher Order Thinking strategies CLPL and peer observations.			
	AifL strategies embedded across literacy.			

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Section 2: Improvement Priority 2			
School/Establishment	Torrance Primary		
Improvement Priority 2	Health and Wellbeing: The Circle		
Person(s) Responsible	Head Teacher Circle Champion		
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 teacher professionalism school leadership	QI 3.1 Wellbeing, equality & inclusion 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 Working party Teacher leadership – classroom practice Pupil Leadership – engagement with Pupil Council to evaluate environments. Pupil voice in relation to individual target setting. Rights Respecting School committee and school ambassador	The Circle resource Education Scotland training videos Resources to support development of environment Time – collegiate calendar Class cover for leadership role Rights Respecting Schools Gold 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 Quality assurance processes	Social and emotional wellbeing. Differentiated support. The Circle Framework as a strategy to support all pupils, especially those with additional support needs.		

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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?	
Improved Classroom Environments for Children: Teachers make use of CICS (Circle Inclusive Classroom Scale) to evaluate and adapt classroom environment	Staff use CICS individually and with a supportive peer to critically analyse classrooms and plan improvements.	Reflections with colleagues and changes made to classrooms as a result of self-evaluation using CICS and Action Plan. Moderation and evaluation evidence shows increase in universal level supports available to all learners.	October 2025, February 2026	
All children and young people's needs and behaviours will be better understood and supported through increased staff understanding of inclusion and additional support needs.	Expanding on CIRCLE Framework, specifically Participation Scale and associated supports for all staff. Circle advisor PLC sessions throughout the year fed back to school staff.	Staff feedback from the initial introduction session highlights areas for development within CIRCLE Action plan. Staff pre and post training assessment of knowledge and skills. Pupil Voice tools/ pupil forum –	October 2025 In-service Day October 2025 & February 2026	
Improved implementation of Personalised support: Teachers will support improved participation of individual learners through analysis of Participation Scale (CPS) and associated skills and strategies.	Staff use CPS to identify individual target learners' strengths and areas for development. Staff will identify and implement further strategies to enhance pupil skills in collaboration with Parent/carer and individual children and young people. Staff use CPS alongside formative and summative assessment to identify individual learners' strengths and areas for development.	Completion of pre and post participation scale through a case study approach. Professional dialogue from PSG, TAC meetings.	April 2026 April 2026	

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	CPS to inform PSG referrals and Meeting Learner’s Needs discussions. Use of CPS with parents at TAC meetings as appropriate.			
Views of parents/carers and learners will be used to inform the assessment process and to develop a shared understanding of successful support strategies.	Use of parent postcard approach with case study pupils.	Parent and pupil consultation and feedback. Parent Postcards to ensure consistent approaches. Pupil/parent/staff feedback and views.	April 2026	
Children will learn about, for, and through their rights in the wider community.	Children will be aware of the terms “Rights holders” and “Duty bearers.” Children’s rights committee will work to increase awareness of Rights within the local community. Children expand their knowledge of Sustainable Development Goals and Children’s Rights throughout the world.	Children’s Rights committee surveys. Parent surveys. Positive engagement with local community with Rights focus. Topic planners.	April 2026	

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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
Pupils supported to attain appropriate levels through use of digital technologies.	Increased opportunities for pupils to develop digital literacy skills and close the attainment gap with assistive technology.	£5000 iPads or Laptops purchased. Literacy supports including nesy, clicker for identified pupils. SeeSaw communication tool	Tracking information. Achievement of a level.	September 2025 March 2026	
Increased engagement in learning activities and increased emotional regulation for identified learners.	Health and Wellbeing (including wellbeing groups, Seasons for Growth, Boxall assessments)	£1095 Seasons for Growth journals, Boxall assessments, resources to support emotional literacy	Boxall assessments Seasons for Growth evaluations Classroom observations Wellbeing assessments	September 2025 March 2026	

School PEF allocation 25/26: £11095

Total PEF allocated in SIP £11095

Underspend: £0