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East Dunbartonshire Council

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Torrance Primary Standards and Quality Report 2024/25

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 2024/2025 the roll was 178 pupils organised into seven classes. The staffing complement was 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, 3 catering staff, one housekeeper 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 2024-25 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 analyse 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 and almost all children have engaged with at least one extra-curricular club. This included football, netball, art, jogging, construction, K'nex, microbits, coding, choir, cooking, gymnastics, dance, tennis, sewing, bug club, creative comic, super sports, origami, badminton. These were delivered by parent volunteers, staff, active schools staff, young sports leaders and upper school pupils. We developed our PALs programme (Pupils As Leaders) to allow senior pupils opportunities to develop leadership skills and offer further clubs for younger children.

This session, Primary 7 pupils have engaged with the Young STEM Leaders Programme. They have focussed on leadership and communication skills, developing their own STEM knowledge while building on skills for learning, life and work. Through this work, the wider school have benefitted through increased opportunities for STEM activities. STEM activities have also been a focus for P7 and P1 buddy experiences.

Wider achievements of pupils were celebrated termly through wider achievements assemblies, with a focus on skills that are being developed through their achievements. 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. Our Houses worked in partnership with the local Church to create artwork for display for the community. Every pupil selected their pupil committee and were involved in improvements across the school which included the following: Pupil Council, Eco-Committee, Library Committee, Children's Rights Committee, Sports & Health Committee, Social Enterprise Committee and Digital & STEM

Committee. Pupils were encouraged to reflect on the impact they had in contributing to school improvement and progress shared termly at assemblies.

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: art and design drawing, coding, fitness, arts and crafts, stop motion movie making, bird boxes DIY, cookery, STEM, silent disco, jiu jitsu, bead making, bracelet making, yoga, gardening, chrome music lab, dance, badminton, origami, scooter skills. Masterclasses were delivered by staff, parents and volunteers. 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: The Circle		
NIF Priority 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	NIF Driver school improvement teacher professionalism	HGIOS?4 QIs QI 3.1 Wellbeing, equality & inclusion QI 1.1 Self evaluation for self improvement QI 2.4 Personalised Support
Progress and Impact: Refreshed planners were created in session 2023/24 which were shared with staff at the start of this session. Our new planners incorporate all aspects of the Health and Wellbeing curriculum. After using the planners this session, staff feedback included: <i>"Planners provide more clarity for coverage and are fully comprehensive."</i> <i>"Planners highlight the requirement for Health and Wellbeing to be weaved into other curricular areas due to breadth of outcomes"</i> We implemented Promoting Alternative Thinking Strategies (PAThS) across the school as a further tool to support emotion and social wellbeing. Average findings from our PAThS focus group highlighted that most classes observed a decrease in levels of aggression and disruptive behaviour. Improvements were observed across all classes regarding concentration and attention and the majority of classes observed an improvement in social and emotional competence. PAThS will continue to be implemented next session. Our Circle advisor attended training throughout the session, engaging in practice sharing visits and sharing information with colleagues within Torrance Primary. All Teaching staff visited another cluster school to engage in professional dialogue around the Circle use, the changes that have been made and the impact of these changes. Staff completed pre and post surveys of their understanding of the Circle framework which highlighted that staff confidence increased from an average rating of low to high when using the Circle resource. On average staff felt our establishment showed a very high level of inclusivity after implementation (pre-rating high). Staff rated on average Very High for Circle supporting inclusive practice.		

Colleagues met in P1-3, P4-5, P6-7 areas to take part in a Circle Inclusive Classroom Scale (CICS) ratings and outcomes for improving areas were agreed which focussed on reduction of noise, space sharing/saving/decluttering. Staff met in November 2024 and April 2025 to evaluate CICS progress and make relevant changes. All areas reported an improvement in structures and routines, social environment and physical environment throughout the year. Moving forward into session 2025/26, staff will continue to apply the CICS to new environments.

Meeting Learner Needs paperwork was updated to incorporate action plans and progress from CICS to ensure our environment was meeting all children's needs. This gave an opportunity to discuss individual class progress in relation to CICS and their action plans. Observations were made including tidier environment, reduced clutter, more welcoming spaces and noise reduction across areas.

Pupil voice was captured via the pupil CICS. Data was collected in January and March 2025 for the infant area, middle area and upper area.

The Infant area average score increased from 3 to 4 across all three sections (physical environment, social environment and structures and routines).

Whilst individual scores for the middle area did increase and none decreased, the average score across all three areas (physical environment, social environment and structures and routines) remained the same at 3.

The upper area average score increased from 3 to 4 across all three sections (physical environment, social environment and structures and routines).

A notable impact was noted around empowerment and learners' ability to speak about their learning. In the May CICS, learners spoke of creating targets and *"then next time you do it you can see if you have achieved it or need to set a new one."* Learners also spoke about how they are given the chance to share their views and listed numerous examples, such as, *"in class, at PE, during our topic, at assemblies and during committees"*.

We achieved our Silver Rights Respecting Schools Accreditation in February 2025. Our feedback highlighted many positive aspects of practice at Torrance Primary. This included pupils being certain they were listened to at Torrance Primary as there are many ways they can *"tell the teachers how we want to make the school better."* Staff highlighted the impact of empowering children to direct school improvement saying *"they can see the difference they are making and that their opinions matter."* Steps towards gold were outlined including reinforcing the language of "Duty bearers" and "Rights holders" and engaging in the promotion of children's rights both locally and globally. Staff moderation events and peer observations highlighted that pupil engagement with Children's Rights and Sustainable Development Goals are increasingly becoming a natural part of class routines.

Next Steps:

- Apply Circle Inclusive Classroom Scale to new areas for session 2025/26
- Development of Pupil Participation Scales
- Progress towards Gold Rights Respecting schools award

School priority 2: Approaches to Teaching and Learning: AifL strategies

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

NIF Driver curriculum and assessment
teacher professionalism

HGIOS?4 QIs

QI 2.3 Learning, Teaching & Assessment

QI 3.2 Raising attainment and achievement

Progress and Impact:

Assessment is for Learning (AifL) prompt cards were created and issued to all staff in term 2. Most staff were observed using an increased range of strategies during observed teaching sessions. Literacy and numeracy jotter exemplars were displayed in all P3-P7 classes and in literacy and numeracy jotters from P4-P7, ensuring consistency in standards and easy reference for staff and pupils. Everyday writing toolkits were displayed from P3-P7 again providing a form of reference, ensuring pupils have consistent access to supports.

The working party investigated ways to promote pupil confidence when talking about their learning targets. P1-P3 have all been involved in setting a shared Health and Wellbeing target to model what target setting is. All pupils in P1-3 contributed to discussion about 'what a target is' and almost all pupils are able to state how they contributed to their target throughout the term.

In P4-P7, all pupils have engaged in the process of setting personal targets for Health and Wellbeing, Literacy and Numeracy. This has a skills focus to allow children to develop confidence in talking about their skills and the steps they need to take to achieve their targets. This process has been shared with families at parents' night and via online platforms. Children demonstrate increased ability to reflect on skills they are developing and how these support their learning.

Most staff attended drop-in session offered afterschool in relation to effective questioning strategies. Staff report increased confidence in using this information to direct learning and teaching including the use of hinge questions. Through observations, a range of whole-class response systems were noted including random name generators etc.

All teaching staff engaged with Practitioner Enquiry process with a focus on retrieval practice. Of the classes that undertook a Retrieval Enquiry in Numeracy, most children showed an improved understanding of the focus concepts. Less than half of the children reported that they were still struggling with focus concepts.

Of the classes that undertook a retrieval Enquiry in Literacy, most children benefitted from supports provided and focus strategies and the majority of children showed improvements in confidence and ability to use focus strategies more independently. Less than half of the children still required significant support to use focus strategies independently.

Staff agreed that retrieval practice had a positive impact in improving attainment and will use this technique to further support learners in closing the attainment gap.

Effective feedback professional learning was delivered to all staff by the working party members. Staff agreed on strategies to be implemented including the use of learning partners, marking in the moment, feedback examples and supports for peer assessment comments. This is at an early stage of development and will be reviewed into next session.

Our whole school Learning and Teaching policy has been updated by the working party to incorporate developments in AifL and agreed practice and shared on our school website.

Learning walks in term 4 highlighted an increase in range of AifL strategies being implemented within classrooms to support learning and teaching and an increase in confidence in children talking about their learning and next steps.

Next Steps:

- Continue to promote the use of a range of AifL strategies through all curricular areas.

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 are attaining expected levels at P1, P4 and P7 for reading, writing, listening and talking and numeracy and maths. Attainment data is consistent with East Dunbartonshire averages.

- 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. Maths recovery interventions highlighted almost all children demonstrated increased confidence with multiplication and division strategies. One learner commented: *"I feel a lot better about it now. I really like the numicon and bus stops for dividing."* Another stated: *"I feel much more confident now. I know how to find the answer to most of the question."*

Raising attainment groups were established to raise engagement levels in literacy and numeracy from P4-7.

Within the P4/5 group, most children showed improved confidence and enjoyment in reading. All children made significant improvement in their reading age, closing the gap by at least 5 months. Within the P6/7 group, all children showed improvement in confidence and enjoyment in reading. All children made significant improvement in their reading age, closing the gap by at least 8 months. Children stated:

"I like reading much more now. I like seeing what happens in the stories and I feel I'm getting better."

"I like it more than I used to. I think I'm a bit better now. Some words are still hard for me to read but not as many as before."

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. As a result, almost all children engaged in an extra-curricular club this session. Our approach to homework at P4-7 continued to centre around a Project-based learning approach and engagement remained high at over 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.

- 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 health and wellbeing 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.

Targeted interventions have included wellbeing groups, 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. Promoting Alternative Thinking Strategies has been implemented to ensure children are developing their social and emotional awareness. 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. Primary 6 and 7 children completed the SHINE survey (Schools Health and Wellbeing Improvement Research Network) which highlighted that 91% of children view their general health and wellbeing as excellent or very good. 65% of pupils stated that they often or always feel confident within themselves, which is above the national average.

Attainment and Achievement Data

Curriculum for Excellence Levels at the end of June 2025				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	most	most	most	almost all
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 2024-25, 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 8 months, with the majority of children now attaining the equivalent of their chronological age or higher.

Almost £4000 of funding was used to supplement iPad provision across all stages. This has resulted in increased access to digital devices to support and enhance curricular experiences for all.

£1300 was used to enhance our STEM resource provision and increase engagement across all stages. This has facilitated children's skills development and allowed STEM to become an increasing focus within the curriculum.

£800 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.

£650 was used to continue the development of wellbeing spaces (Rainbow Room and Willow Room). Targeted approaches to supporting wellbeing were funded 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	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 2025/26

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

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 2 members of staff engaged in moderation activities with Education Scotland. One member of staff engaged with the Improving our Classrooms Project with the West Partnership this 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.

Pupils are increasingly driving school improvement and recognise that their voice matters. They proactively engage in a wide range of committees to ensure collective responsibility for progress.

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.

During session 2025/26, Milngavie Primary P4-7 pupils will be attending our school building for the duration of the year. We have started the planning process and staff are eager to engage in wider moderation activities. We are strategically planning for ways our pupils can share learning experiences and look forward to this opportunity next session.