Torrance Primary School

School Improvement Plan 2019-20

At Torrance Primary our vision is to provide excellence and equity for all by:

Working together to be all we can be

Torrance Primary is committed to our values:

Respect, Kindness, Achievement, Perseverance

We aim to enable our children to SHINE and be:

- **Successful and Safe;** by building a caring school ethos based on showing respect to ourselves and others
- **Healthy;** by promoting and encouraging the health and wellbeing of the whole school community
- **Included;** by being involved in a motivating and inspiring curriculum, developing interest in the global community where all needs are identified and addressed
- **Nurtured;** building self-esteem and resilience where new ideas are encouraged and everybody has a voice
- **Engaged;** through the highest quality of learners' experiences and an ethos of achievement, enabling leadership across the school community

Section 2 - Torrance Primary School - Attainment Profile

Torrance Primary School serves the village of Torrance and the surrounding rural area. In session 2018/2019 the roll was 163 pupils spread over seven classes. Torrance Primary School has been awarded £9720 for 2019-20 from the Scottish Government through the Pupil Equity Fund, based on the number of pupils in receipt of free school meals. For session 2018-19, around 6.7% of the school population were in receipt of free school meals (FME).

The school community is formed, by a large majority, from SIMD deciles 7-8 (96.9%). Less than 1% of the school community is formed from SIMD deciles 1-2 and approximately 2.5 % of the school community is formed from SIMD deciles 3-4. We are committed to raising the attainment for all, closing the poverty related attainment gap and promoting the wellbeing of all pupils. Data and information is used intelligently to inform the actions of the school to ensure maximum impact from interventions and PEF priorities. Torrance Primary School works closely with parents through consultation to ensure improvement priorities and PEF interventions are shared with stakeholders.

The National Improvement Framework (NIF) results for Torrance Primary School for session 2018-19 are shown below. We continue to attain well across the school and we have recognised the need to consolidate approaches to literacy and numeracy next session.

CfE NIF Levels	Reading	Writing	Listening & Talking	Numeracy
P1 (Early)	**19 Pupils**			
Attained level	89.4%	84.2%	94.7%	84.2%
P4 (First)	**24 Pupils**			
Attained level	91.7%	87.5%	91.7%	95.8%
P7 (Second)	**28 Pupils**			
Attained level	100%	89.3%	100%	92.9%

Scottish National Standardised Assessment Results– Session 2018/19

Scottish Nationalised Standardised Assessments were carried out this session, in line with national directives. Torrance Primary School uses the diagnostic information as part of a range of approaches to ascertain the progress of learners across the school. The SNSA results for session 2018-19 are displayed below.

Stage	Date of test	Reading	Writing	Numeracy
Primary 1	May 2019	**Band 6 (or above) – 21%** **Band 5** – 21% **Band 4** – 32% **Band 3** – 11% **Band 2** – 16% **Band 1 (or below)** – 0%		**Band 6 (or above) – 11%** **Band 5** – 21% **Band 4** – 21% **Band 3** – 32% **Band 2** – 11% **Band 1 (or below)** – 5%
Primary 4	Literacy October 2018 Numeracy May 2019	**Band 9 (or above)** – 18% **Band 8** – 14% **Band 7** – 23% **Band 6** – 18% **Band 5** – 18% **Band 4 (or below)** – 9%	**Band 9 (or above)** – 5% **Band 8** – 9% **Band 7** – 23% **Band 6** – 41% **Band 5** – 14% **Band 4 (or below)** – 9%	**Band 9 (or above)** – 17% **Band 8** – 17% **Band 7** – 43% **Band 6** – 9% **Band 5** – 9% **Band 4 (or below)** – 4%
Primary 7	Literacy October 2018 Numeracy May 2019	**Band 11 (or above) – 18%** **Band 10 – 18%** **Band 9 – 46%** **Band 8 – 18%** **Band 7 – 0%** **Band 6 (or below) – 0%**	**Band 11 (or above) – 7%** **Band 10 – 21%** **Band 9 – 21%** **Band 8 – 36%** **Band 7 – 14%** **Band 6 (or below) – 0%**	**Band 11 (or above) – 21%** **Band 10 – 18%** **Band 9 – 25%** **Band 8 – 32%** **Band 7 – 4%** **Band 6 (or below) – 0%**

	IMPROVEMENT PRIORITY	TARGETS
1	**Learning, teaching and assessment**	• Update curriculum rationale to ensure relevance of curriculum content and progressive programmes of work • Embed literacy development work and Literacy strategy paper – 'Thinking Reader' and focus of taught sessions • Further embed 'Maths Recovery' approaches and Numeracy Blueprint teaching approaches • Formative Assessment policy launched – consistency of approaches for LI/SC, feedback • 'Lesson study' approach for peer support visits
2	**Parental Engagement/Family Learning**	To improve parental engagement from P1-7 in line with the EDC Parental Engagement Strategy and 'Learning Together: National Action Plan' • Digital Platform for sharing learning with parents (class dojo/see-saw), to replace 'Learning Journeys' • Reading workshops for parents to share recent developments in reading – Thinking Reader etc. • Maths Recovery parental engagement sessions with parents – targeted and universal • Continue with family learning approaches in cooking kitchen • Continue to audit Parental Engagement approaches with EDC toolkit and 'Learning Together' document
3	**Development of Learning Through Play in P1 and P2**	• Learners will make very good progress from their prior levels of attainment and achievement across the curriculum. • Learning is supported by innovative, creative and engaging play experiences. • Learners are self-motivated and self-directing in their play, displaying positive attitudes and dispositions towards their learning. • The learning environment is built on positive, nurturing relationships, which lead to high-quality learning outcomes for the children. • The physical layout of the learning environment allows for a flexible approach to learning and teaching for both children and adults. • Learners can talk about and make greater connections within their learning across the curriculum. • Learners experience greater continuity and progression across Early into First level. • Learners are supported by high quality observations and a range of integral assessment practices which inform weekly and termly planning.

Improvement Priority Learning, teaching and assessment	NIF Drivers *Teacher Professionalism* *School Improvement* *Assessment of Children's Progress* *Performance Information*	NIF Priority *Improved Attainment in Literacy and numeracy* *Closing the attainment gap between the most and least disadvantaged children*	EDC NIF Action Plan *Improvement in attainment in Literacy Improvement in attainment numeracy* *Closing the attainment gap between the most and least disadvantaged children*		Overall Responsibility *SLT*
Tasks/Action Required	**Timescale (by ….)**	**Resource Requirements**	**Person Responsible**	**Monitoring and Evaluation Arrangements**	**Progress**
Curriculum rationale Teachers to engage in Curriculum conversation & create an updated Curriculum rationale.	October 2019 and throughout session	INSET day 4 (11/10/19)	SLT	Collegiate discussions, observations, group exercises	
Parent views sought on curriculum rationale	October 2019	Parents' Evening	SLT	Collated feedback	
Pupils viewpoint on curriculum rationale – 'imagine if...' workshops	June 2020	Education Scotland 'Imagine if...' materials	SLT/Learning Council	Discussion and feedback from pupils	
Literacy Literacy strategy shared with staff – detailing consistencies in approaches to reading, writing and listening and talking.	June 2020	Collegiate sessions: INSET 14.8.19 28.8.19	SLT/ Literacy Champion	professional discussions, Lesson study peer visits, SLT observations	
Embed and implement 'Thinking Reader' Approaches and taught reading programmes	June 2020	Collegiate session 28.8.19, 20.11.19	SLT	professional discussions, Lesson study peer visits, SLT observations	

Moderation – Teachers to share examples of reading as exemplification of achieving a level (create folder of materials for reference).	June 2020	Collegiate Hours	SLT/CTs	Improved teacher judgements about standards in reading. Folder created.	
Teachers to review genre framework to ensure progression in writing	June 2020	Collegiate session 28.8.19, 15.1.20	SLT	Professional discussions, moderation activities, cluster work	
Assessment and moderation - Teachers to share examples of reading as exemplification of achieving a level (create folder of materials for reference). P7 teacher link with practitioners across the cluster	June 2020	Collegiate session (Level meetings)	SLT/CTs	Improved teacher judgements about standards in writing	
Model Excellent Writing Lesson (focussed piece of work/ clear LI/SC/ Quality Feedback/ / Differentiation/ Technical Targets)	June 2020	Collegiate Hours	SLT/CTs	Improved structure to writing lessons (class visits)	
Numeracy Numeracy strategy shared with staff – detailing consistencies in approaches to teaching numeracy.	June 2020	Collegiate sessions 25.9.19, INSET 3 1.10.19, staff training	SLT Chris McKenna	Professional discussions Feedback from staff training	
Agree 'Good Lesson' model for numeracy and focus for Lesson Study approaches	June 2020	Collegiate sessions 25.9.19, 6.11.19, 27.11.19	SLT	Professional discussions	
Audit Planning Structures - Review Maths & numeracy progressive planners for early, first and second - incorporate MR & SEAL approaches. - Include numeracy and Maths benchmarks in planners	June 2020	Collegiate sessions 25.9.19, 6.11.19, 27.11.19	SLT/Maths Champion	Professional discussions, Peer obs,	

Staff training on Maths Recovery interventions to further embed interventions into classroom practice	June 2020	Support staff sessions, staff sessions	Maths Champion	Observations and discussion with teachers
Staff training on approaches to promote mental agility strategies	June 2020	Support staff sessions, staff sessions	Chris McKenna/Maths Champion	Professional discussion, evaluations, class observation
Continue to implement Maths Recovery interventions – close monitoring of progress over time to identify gaps in attainment and close gaps	June 2020	Additional staffing to implement 'Maths Recovery' approaches	Maths Champion, SLT/Teachers	Observations and discussion with teachers. Assessment information
Formative Assessment Implementation of Formative Assessment Policy to ensure consistency of learning and teaching approaches across the school.	Sep 2019	Collegiate sessions	SLT, CTs	Professional discussion, evaluations, class observation
Agreed formative for Learning Intentions, Success Criteria/Target setting in place throughout school.	Sep 2019	Collegiate sessions	SLT, CTs	Professional discussion, evaluations, class observation
Agreed feedback strategies to be implemented to ensure effective feedback for learners	Sep 2019	INSET 2 14.8.19	SLT, CTs	Professional discussion, evaluations, class observation, jotter monitoring
'Lesson Study' Teachers will engage in 'Lesson Study' peer visits. Staff will work in trios to plan and moderate lesson content. Peer observations will take place, focused on learning within the classroom, with a particular focus e.g. differentiation, feedback	June 2020	Level meetings, SLT cover	SLT, CTs	Professional discussion, evaluations, class observation

Leadership and Parental Engagement Opportunities	
Staff	SLT will have an overview of developments within Numeracy, Literacy and Formative Assessment. Improvement priorities will be supported by Numeracy Champion, Literacy Champion and staff will be involved through Collegiate sessions and Level meetings.
Pupil	Learning Conversations and Learning Council will provide feedback on learning and teaching across literacy and numeracy. Pupils' views will be sought on feedback on learning.
Parental Engagement	Information workshops and support information to be organised and shared with parents – detailed in 'Parental Engagement' improvement priority below.

Resource Requirements	PEF Funding/Cluster Partnership Funding	Professional Learning
• Collegiate time to take forward improvement priorities, professional reading and moderation activities.	• PEF - Member of staff to support and embed Maths Recovery work – costings to be provided i.e. one day per week from October until March – approx £5000 • PEF – 'Count on Us' Numeracy Blueprint training in mental agility. • Cluster – P7 teacher to be released for 2 days to engage in moderation of writing sessions.	• Professional dialogue and engagement in moderation sessions for Writing, Reading and Numeracy. • Professional reading of Formative Assessment Policy, Literacy Strategy and Numeracy Strategy • CLPL sessions on Numeracy Blueprint, Maths Recovery Strategies • Reciprocal visit opportunities (Peer Observations • Quality assurance processes/peer visits

Improvement Priority *Family Learning/ Parental Engagement*	NIF Drivers *Parental Engagement* *School Improvement*	NIF Priority *Improved Attainment in numeracy, literacy and health and wellbeing* *Closing the attainment gap between the most/ least disadvantaged children*	EDC NIF Action Plan *Improvement in attainment in Numeracy* *Improvement in attainment in Literacy* *Closing the attainment gap between the most and least disadvantaged*		Overall Responsibility *SLT*
Tasks/Action Required	**Timescale (by ….)**	**Resource Requirements**	**Person Responsible**	**Monitoring & Evaluation Arrangements**	**Progress**
Update Family Learning Calendar which outlines all events for school year	Sep 2019	Collegiate planner	SLT	Parental feedback throughout the year	
Meet the Teacher event planned for Term 1 to enable parents to meet new teachers/P1 information session for P1 parents	Sep 2018	Collegiate Time	SLT/CTs	Feedback at end of event	
Stay and Play sessions/Shared start sessions for P1 & P2 parents/families	Throughout year	P1 & P2 staff and SLT	SLT/CTs	Parental feedback	
Digital platform to be established to share learning progress with parents/carers	October 2019	Collegiate time, INSET 4 11.10.19	SLT	Parental feedback	
Create homework videos and 'how to' videos for sharing with parents – Twitter, website and dojo/see-saw	October 2019	Ipads, collegiate time	SLT/Digital leaders	Parental feedback Video views/comments Quality of homework	
Revamp school 'Twitter' account. Staff to use Twitter to share progress throughout the school	October 2019	Ipads	SLT/CTs/Support staff	Parental feedback Video views/comments	
Reading workshops to be delivered to parents to raise awareness of 'Thinking Reader' strategies, critical reading strategies – fake news	November 2019	Thinking reader resources, reading excerpts & materials (reading tools etc)	SLT/CTs	Parental feedback, evaluations from attendees	

Develop book bags to support literacy interventions	June 2020	Book bags, literacy resources, reading books, activities	SLT	Parental feedback, literacy tracking	
Numeracy workshops to be delivered to parents, focussed on 'Maths Recovery' and numeracy blueprint approaches – targeted and universal workshops	Throughout year	Maths Recovery resources, 'Come Count with Me' resources	SLT/Maths Champion	Parental feedback, evaluations from attendees, attainment levels in numeracy	
Family Learning cooking sessions in TPS cooking kitchen	Termly	Kitchen utensils and food ingredients	PT	Parental feedback	
Staff and parents to engage in self-evaluations activities on parental engagement activities using EDC toolkit and 'Learning Together' document model as a tool with parent council	Term 3	EDC toolkit, 'Learning at Home' document	SLT/Parent Council	Staff and Parent evaluations	

Leadership and Parental Engagement Opportunities	
Staff	Opportunities for staff to contribute to parental sessions, meet new parents and work in partnership with parents to record learning/achievements in school and at home.
Pupil	Digital Learning leaders to help with homework and 'how to' videos, Class Dojo/See Saw
Parental Engagement	Parents and carers will be fully engaged throughout the process – see planned outcomes above. SLT, CTs and support staff will support this.

Resource Requirements - All resource requirements outlined above – specifically: Numeracy and Literacy support materials, book bags	Cluster/Partnership Funding – PEF funding – PEF – Creation of resources for learning at home activities – approx £1000	Professional Learning - • Engagement with Education Scotland and Scottish Government documentation and materials linked to Parental Engagement. • Staff training on 'Class Dojo'/'See Saw' digital platform for sharing progress in learning with parents.

Improvement Priority *Play2Learn*	NIF Drivers *Parental Engagement* *School Improvement*	NIF Priority *Improved Attainment in numeracy, literacy and health and wellbeing* *Closing the attainment gap between the most and least disadvantaged children.*	EDC NIF Action Plan *Improvement in attainment in Numeracy* *Improvement in attainment in Literacy* *Closing the attainment gap between the most and least disadvantaged*	Overall Responsibility *HT/DHT*
Tasks/Action Required	**Timescale (by ….)**	**Resource Requirements**	**Person Responsible**	**Monitoring and Evaluation Arrangements**	**Progress**
Reorganise P1 and P2 learning spaces to promote play	Aug19- Feb 20	P1 & P2 staff Aug & Feb inset days	DHT, P1 & P2 staff	Staff evaluate environment using observations & Ferre Laevers WB& I scales	
P1 & P2 staff continue to collaborate to develop shared learning pedagogy & engage in professional learning sessions & visits to other establishments	Aug 19 – June 20	Level meetings, collegiate sessions, class cover	DHT, P1 & P2 staff	Professional dialogue around reading & visits. staff make changes to practice, environment & planning formats	
Draft Position Statement on Early Level Learning Experiences	Sep 2019	Collegiate Time	DHT	Professional discussion	
Identify and acquire necessary resources	Aug 19- June 20	Collegiate review of resources PEF	P1 & P2 teachers and SLT	Professional dialogue Teachers' Planning	
Choose area(s) for change and decide on pre and post measures using Ferre Leavers Wellbeing and Engagement, SDQ and identifying relevant benchmarks	Oct 19 – June 20	Collegiate time	P1 & P2 teachers and SLT	Professional dialogue Teachers' Planning	
Implement change and use collaborative enquiry model to measure impact of change	Oct 19 – June 20	Collegiate time	P1 & P2 teachers and SLT	Monitoring arrangements	

Attend PLC sessions for support and coaching through change methodology	Oct 19 – May 20	Collegiate time	QIO/Ed Psych	Professional dialogue Teachers' planning Data analysis	
P1 & P2 staff continue to refresh weekly and termly planning formats, taking account of • Early and First level CfE Experiences and Outcomes, and Benchmarks; • observation of children's learning; • consultation with children; • child initiated, adult initiated and adult directed learning; and • retrospective planning;	Aug19-June 20	August – June 2020 Level meetings	DHT, P1 & P2 staff	Updated planning formats in place. Review/evaluation of planners end of term 3. Professional dialogue with SLT at Forward Plan dialogue meetings	
Ongoing tracking of attainment data, identifying next steps to support and challenge	Aug19-June 20	August – June 2020 Level meetings	SLT, P1 & P2 staff	Assessment and monitoring measures, as per quality assurance calendar	
Quality Assurance- Self evaluation HGIOS4 2.3, SMT, Peer Observations	November 2018 to May 2019	Monitoring calendar PEF Cover Costs+£210 per day for CT	SLT, P1 & P2 staff	Evaluations /Learning/Teaching Meetings	

Leadership and Parental Engagement Opportunities	
Staff	Opportunities for staff to contribute to parental sessions, and to shape planning documents to ensure progress in learning across Early and First level.
Pupil	Learning conversations with pupils to elicit views on learning environment Observations of pupils' play which will inform planning process
Parental Engagement	*Meet the Teacher – September 2019* Stay and Play/Shared start visits *P1 & p2 assemblies – class visit follow ups*

Resource Requirements –	Cluster/Partnership Funding – N/A	Professional Learning –
Cover for visits to other schools (5 x ½ day @ £105 = £525 Ferre Laevers training (Gateway) Play Pedagogy Courses (as available)	PEF funding – Purchase play resources to enhance learning in P1 and P2 areas – approx £2000	Visits to other school Attendance at courses Professional reading and dialogue

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Improvement Planning
Guidance for Schools and Establishments 2019

Developing a manageable, measureable annual improvement plan

An effective improvement plan will consist of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners. Your local authority will give you further advice on this including the format of the plan.

The school improvement plan should include the following:

- priorities clearly linked to NIF drivers and HGIOS?4 quality indicators (QIs);
- measurable outcomes which focus on learning, achievement and wellbeing;
- clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams;
- clear links to CLPL and professional enquiry;
- clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
- clear planning for how the Pupil Equity Funding (if relevant) will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and
- measures of success which include performance data, quality indicators and stakeholders' views.

The delivery of the improvement plan should be discussed and agreed with staff as part of their collegiate hours within the working time agreement. The plan should be a working document which is regularly reviewed. Schools should use the plan to monitor progress towards achieving the identified outcomes and improvements, based on valid and reliable evidence.