



Standards and Quality Report 2018-19



Section 1: Context of the school:

Torrance Primary serves the village of Torrance and the surrounding rural area. In session 2018/2019 the roll was 163 pupils spread over seven classes. The staffing complement comprises of Head Teacher, job-share Depute Head Teachers and a Principal Teacher. An Education Support Teacher supports the school for one day each week. Music and art are delivered in the school for two days each week by specialist, Non-Class Contact Teachers. There is also a nursery class, which in session 2018/19 had a roll of 40 children, ages 3-5, and was staffed by a nursery teacher and an Early Years Worker. The work of the school is further supported by two clerical assistants, two classroom assistants, two support for learning assistants, a site co-ordinator, three catering staff and two cleaners. The school has established very good links with the community and benefits greatly from a very supportive Parent Council and PTA.

This session, the school's Vision, Values and Aims were refreshed to reflect the views of our school community and stakeholders. The updated Vision, Values and Aims were launched in August 2018.

At Torrance Primary our vision is to provide excellence and equity for all by: ***'Working to be all we can be.'***

Torrance Primary School 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

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. 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 of interventions and PEF priorities. The school works closely with parents in consultation of improvement priorities and PEF interventions.

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 allocated Pupil Equity Fund for session 2017-18 was £10800. 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 are detailed in the improvement priorities below.

The school has continued to make good progress in levels of attainment and with Curriculum for Excellence levels, above national averages. Curriculum for Excellence levels are recorded for all schools in Scotland at the end of P1, P4 & P7. The results for Torrance Primary School this year

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%

are as follows:

Scottish National Standardised Assessment Results– Session 2018/19

Scottish National Standardised Assessments were carried out this session, in line with national directives. Torrance Primary School uses the assessment results 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	High -28% Medium– 43% Low – 16%		High – 32% Medium – 53% Low – 16%
Primary 4	Literacy October 2018 Numeracy May 2019	High – 32% Medium – 41% Low – 27%	High – 14% Medium - 64% Low – 23%	High – 34% Medium – 52% Low – 13%
Primary 7	Literacy October 2018 Numeracy May 2019	High – 36% Medium – 64% Low – 0%	High – 28% Medium – 57% Low – 14%	High - 39% Medium – 57% Low – 4%

Self-Evaluation is an integral part of our ongoing improvement and below is an overview of our progress from last session

School priority 1: Numeracy

To continue to raise attainment in numeracy

PEF Allocation: Additional staffing 0.2fte, Maths Recovery resources, Mental agility training in classes and staff CPD, Numeracy Blueprint boards and 'Teaching Number in the Classroom' textbook resource: £5825.80

NIF (National Improvement Framework) Priority :

- Improvement in attainment in numeracy
- Close the poverty related attainment gap

NIF Driver : School Improvement, Teacher's professionalism, Assessment of children's progress, Performance Information

HGIOS 4 QIs: (How Good is Our School – Quality Indicators)

- 2.4 Learning, teaching and assessment
- 3.2 Raise attainment and achievement in numeracy

Progress and impact:

Impact - This session we have continued to focus on raising attainment in maths. Staff have engaged in professional learning sessions and activities on Numeracy and Maths, more specifically, 'Maths Recovery' approaches. We have also introduced maths programmes of study which provide a clear progression of skills from Early to Second Level.

Numeracy training consultants have been in school to provide training to staff during interactive sessions focused on mental maths and numeracy strategies. Staff are increasingly confident in implementing a variety of approaches to support learners, with a range of abilities, to develop mental agility strategies.

Furthermore, a member of staff has been working an additional day in school to provide additional support in maths using Maths Recovery approaches. This member of staff has been team teaching with class teachers and working with pupils. As a result of this intervention, we have been able to increase the confidence of learners towards numeracy by providing a wider range of strategies to support them in their learning. Importantly, progress in numeracy has been closely tracked and monitored and support has been provided to narrow the attainment gap in this area.

Next Steps – We will continue to embed recent training and we will continue with additional Numeracy support next year. Parent workshops and digital support videos will be organised and implemented in session 2019-20.

**Practitioner Enquiry: Play2Learn
To implement EDC Play2Learn approaches within Primary 1.**

PEF Allocation: Consultancy work and in-house training sessions with Deirdre Grogan: £1208.97

<p>NIF Priority :</p> <ul style="list-style-type: none"> • Raise attainment in literacy and numeracy • Close the poverty related attainment gap • Improvement in children and young people's health and wellbeing <p>NIF Driver: School Improvement, Teacher Professionalism, Assessment of children's progress</p>	<p>HGIOS 4 QIs:</p> <p>Learning, teaching and assessment QI 2.3 Raise attainment and achievement QI 3.2 Management of Resources to promote equity QI 1.5</p>
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Impact - We have continued to develop our play-based approaches to learning within Primary 1 and 2 this year, in line with the EDC Play2Learn approach. We have worked closely with staff from the local authority and from the University of Strathclyde. Deirdre Grogan, University of Strathclyde, has worked with Torrance staff to build upon our existing good practice in Primary 1 and 2, ensuring that there is a balance of adult directed, adult initiated and child-initiated learning experiences for pupils. This means that children have opportunities to have teaching sessions with their teacher, for teachers to set independent tasks for pupils to extend their learning through play and for children to engage in independent learning through creative play.

Next Steps – We will continue to consolidate the Play2Learn approaches next year in Primary 1 and 2.

Maintenance Agenda: Learning & Teaching – Formative Assessment

- To revisit formative approaches to continue to support effective learning and teaching approaches.
- To review Learning Intentions/Success criteria, feedback and learning environments.

PEF Allocation: N/A

<p>NIF Priority :</p> <ul style="list-style-type: none"> • Raise attainment in literacy and numeracy • Close the poverty related attainment gap <p>NIF Driver: School Improvement, Assessment of children's progress, Teacher Professionalism</p>	<p>HGIOS 4 QIs:</p> <p>2.3 Learning, teaching and assessment 3.2 Raise attainment and achievement</p>
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Progress and impact:
This session we have revisited effective learning and teaching approaches to ensure consistency in quality learning and teaching experiences across the school. As a staff we have revisited approaches of how we inform children of what they are going to learn (Learning Intentions) and how they know they will be successful (Success Criteria). Additionally, we have reviewed the most effective ways to feed back to pupils on how they are progressing in their learning.

Next Steps – We are creating a Formative Assessment policy to help ensure all staff are aware of effective approaches to learning and teaching.

Nursery maintenance agenda session 2018-19

Torrance Nursery has continued to implement Forest Kindergarten approaches and Language Communication Friendly Establishment (LCFE) strategies.

Progress and impact: The Nursery have had a successful year and in November 2018, the Care Inspectorate published their report of their inspection. The results of the inspection are as follows:

Quality of care and support: Excellent

Quality of environment: Very Good

Key priorities for improvement planning 2019-20

The school continues to focus upon key NIF priorities to: improve attainment in literacy and numeracy, closing the attainment gap between the most and least disadvantaged pupils and improve the health and wellbeing of young people. This will be achieved through the following improvement planning priorities.

Priority 1 – Learning, teaching and assessment

The main focus of the School Improvement Plan for session 2019-20 will be to embed recent approaches to raise attainment in literacy and numeracy. More specifically, the following targets will be undertaken:

- 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 and feedback
- ‘Lesson study’ approach for peer support visits

Priority 2 - Practitioner Enquiry – 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

Priority 3 - Development of learning through play in P1 and P2

East Dunbartonshire Council’s Play2Learn approach to learning will continue to be embedded within Primary 1 and Primary 2.

Nursery priorities for improvement planning 2019-20

Priority 1 – PAtHS (Promoting Alternative Thinking Strategies)

To implement PAtHS programme within the Nursery setting

Priority 2 – Numeracy

To focus on raising attainment approaches within maths. More specifically, the nursery will develop 'Maths Recovery' approaches to ensure children have a secure understanding in number.

PEF Allocation 2019-20

Allocated funding for 2019-20 for Torrance Primary is £9,720. Consultation for the projected spending of PEF has taken place with stakeholders. From this consultation process and self-evaluation of the needs of the school, the allocated money will be used to take forward the school improvement plan priority of raising attainment in numeracy. Furthermore, resources will be purchased to support the development of Play2learn approaches within Primary 1 & 2. Resources will be purchased to support learners to ensure equity for all, as required. A considered approach shall continue to guide PEF spending to ensure maximum impact for pupils.

What is our capacity for continuous improvement?

Our school's effective self – evaluation and consultative processes ensure that we are self reflective in all aspects of our school in line with HGIOS 4. We strive to work in partnership with our community and value the opinions of all of our stakeholders.

Self Evaluation against HGIOS 4 (How Good is Our School) Indicators (May 2019)

Quality indicator	School self-evaluation
1.3 Leadership of change	Very Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equity and inclusion	Very Good
3.2 Raising attainment and achievement	Good