



EXCELLENCE FOR ALL

A commitment to excellence, equity and inclusion that empowers all
children and young people to succeed in learning and life.

• RESPECT • COURAGE • CREATIVITY • FAIRNESS • TRUST •



Equity & Opportunity

To reduce barriers, promote equity, and enhance opportunities so all learners can thrive in a diverse, inclusive and creative learning environment.



Family & Community Partnerships

To work collaboratively with families and communities, putting children's rights at the heart of decision making and supporting family wellbeing.



Learning & Teaching

To deliver high-quality innovative learning and teaching, that supports wellbeing, achievement and attainment for all.



Child Centred & Future Focused

To provide an education system based on relationships and collaboration to prepare every learner for a successful future.



Inclusion & Empowerment

To foster a nurturing and inclusive environment where everyone feels respected, safe and inspired to achieve their full potential.

Framework for School Improvement Planning 2026 – 29

Section 1: School Information and 3 Year Improvement Plan Priorities

School/Establishment **Torrance Primary School**

Head Teacher **Gillian Bonar**

Link QIO **Karen Oppo**

School Statement: Vision, Values & Aims and Curriculum Rationale

<http://www.torrance.e-dunbarton.sch.uk/school-info/vision-values-and-aims/>



Current Standards & Quality Report



Torrance Primary School Standards & Quality Report 2025- 2026

Torrance Primary School serves the village of Torrance and its surrounding rural area. The building features three key learning areas, which have recently been updated with internal walls t...

[Go to this Sway](#)

Framework for School Improvement Planning 2026 – 29

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2026/27	2027/28	2028/29
Priority 1	Wellbeing & Inclusion	Wellbeing & Inclusion	Wellbeing & Inclusion
Priority 2	IOS Pedagogy & Meta-Skills	Curriculum • CIC Implementation Planning • 21 Hours	Pedagogy • CIC Implementation

Framework for School Improvement Planning 2026 – 29

Section 2: Improvement Priority 1			
School/Establishment	Torrance Primary School		
Improvement Priority 1	Wellbeing & Inclusion: Trauma, Dyslexia, Circle, Nurture		
Strategic Leads	HT Strategic lead, DHT, Circle Advisor, supported by teaching staff		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Inclusion & Empowerment Equity & Opportunity Learning & Teaching	Priority 6: Wellbeing & Inclusion Priority 2: Learning & Teaching	Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children Placing the human rights and needs of every child and young person at the centre	QI 3.1 Wellbeing, equality & inclusion QI 2.4 Personalised Support QI 2.7 Partnerships
Opportunities for Leadership		Resource Requirements	Parental Engagement and Involvement
- Leadership at all levels with staff engaging in training, leading improvement and developments. DHT - CLPL sessions as part of ASN remit Teachers – CIRCLE Advisor, Rights & Wellbeing Committees Support Staff – INSET training – peer support Learners – inclusion of pupil voice in relation to wellbeing assessments, individual target setting and identification of appropriate support strategies to meet learner needs.		- Curriculum Development sessions - Staff meetings and In-service days - Personal & professional development time - Class cover costs for staff undertaking any leadership responsibility that requires release from class - Education Scotland Training videos - Moodle - Trauma Informed Practice training	- Seesaw used to communicate information and showcase learning - Parental views shared at Parent Council & PTA meetings - Parental engagement through use of Participation Scale and CIRCLE Inclusive Classroom Scale.
Professional Learning		Interventions for Equity	Pupil Equity Funding (PEF) Allocation
- CLPL: INSET, Curriculum Development & Staff Meetings - Professional reading/ viewing online materials - Linking with identified schools through Circle PLC - Inclusion & Equalities Open Learn modules education Scotland in Inclusive practice - Open Learn modules Dyslexia Scotland (Intro. to dyslexia, Supporting Dyslexia, Identification & Support) - Moodle Modules – trauma informed practice - Implementing EDC Framework for Equity in Literacy - Quality Assurance processes as detailed in calendar - Peer & SLT professional dialogue & observations Peer observations– within and outwith Torrance.		social & emotional wellbeing early intervention & prevention promoting healthy lifestyles	Whole school regulation signage CICS – creating inclusive class spaces Boxhall Profiles

Framework for School Improvement Planning 2026 – 29

Outcomes/Expected Impact for learners	Tasks/Interventions	Measures	Timescale(s)	Progress to date
consider targets, % change expected	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?	Termly update
TRAUMA INFORMED PRACTICE All school and EYC staff will be aware of trauma informed practice, strategies and approaches ensuring consistent support for all children and families.	- Following Milngavie's decant staff will create new safe, supportive, welcoming & nurturing class and school environments. - Complete HGIOS 4 self-evaluation audit: 3.1 Improving Wellbeing, Equality & Inclusion - Ensuring school has a shared vision where staff and families understand that some children's behaviour, emotions, learning and relationships may be affected by difficult experiences. - Staff attending appropriate training to enhance knowledge, skills and attitudes. (Ed Psych, Moodle, INSET) - Staff will demonstrate increased confidence in trauma informed practice and the principles of: safety, trust, relationships, choice and voice by: - reflecting on the impact of 'Behaviourism' approaches on children's emotional health and wellbeing - understanding the science and purpose of emotions - considering the adult role in co-regulation of emotion, with a focus on safety, trust and empowerment - exploring emotion coaching approaches for supporting emotional self-regulation - Children's Rights, Learning & Wellbeing Committee will ensure children's voice and choice will be more apparent throughout school	- Staff identify what we are doing well and what actions are required following HGIOS 4 self-evaluation of 3.1. - Pre & Post trauma training staff questionnaire administered. (August / April) - Parental views gathered at 'Meet the Teacher' event in September on Emotional Coaching and regulation through Trauma informed lens. - Almost all children will show an increase in Ferre Laevers wellbeing and involvement assessment results. - Boxhall Profiles results will identify underlying social, emotional, and behavioural needs, providing a clear framework to understand developmental gaps and plan effective interventions where appropriate. - Almost all children report feeling safe, included and respected in school through Wellbeing assessments (August / April 27 & when concerned throughout year) - Through observations, almost all children will show improved relationships with peers and adults. - Increase in pupil attendance levels and reduction of significant dysregulated incidents by referring to first aid log and HS1a forms.	Aug INSET 26 Aug INSET 26 & April 27 Sep 26 As appropriate Aug 26 & April 27	

Framework for School Improvement Planning 2026 – 29

DYSLEXIA Identified learners will benefit from early identification of literacy differences in an inclusive environment. Learners will be given equal opportunities to receive effective, bespoke supports.	- Familiarisation with new EDC Dyslexia Guidelines & Framework for Equity in Literacy toolkit to identify specific barriers and implement bespoke literacy interventions for learners. - Open University Module 1: 'Introduction to Dyslexia & Inclusive Practice' - Parent & Pupil Dyslexia information guides created to support diagnosis and identification of literacy differences. - Creation of Dyslexia Passports	- Staff complete a pre/post implementation questionnaire re. confidence in identifying & supporting learners with dyslexia presentation and Staff Guidance Booklet - All staff complete Module 1 - Framework for Equity in Literacy toolkit used by all teachers and brought to tracking and MLN meetings for discussion. - PDR and PRD professional learning records updated. - Professional dialogue with EP, DHT leading ASN and other colleagues across EDC. - Almost all dyslexic pupils will be able to confidently identify and communicate strategies or adjustments that help them learn effectively and co-construct targets for their dyslexia passports.	Dyslexia Module completed by June 2027 Meeting Learner Needs Sep 2026 & Jan 2027 Tracking Meetings Nov 2026 & May 2027	
CIRCLE Effective support will be in place to enable learners to participate fully and achieve their learning objectives.	- CIC: Circle Inclusive Classroom scale to be completed by all teachers at start of year to help set up classes in new environments in August 2026 - CPS: Circle Participation Scale to be completed by all teachers as required. - All pupils who require targeted supports, will be identified earlier through robust tracking and monitoring. - Circle Communication Postcards for children who have completed CPS to be shared with families.	- Visible class environmental improvements - All identified children will have CPS to identify hidden barriers and supports. Key areas highlighted within MLN Meeting Learner Needs paperwork. - All children will be discussed at tracking & MLN meetings. Children will have plans detailing targets, supports and stakeholders' views to ensure all needs are met. - Implement and repeat CIC scale in May 27 to establish and track progress (Pre/ Post) - Pupil voice using the child friendly version of CIC will highlight improvements made. (Pre / Post)	Aug 26 & May 27 Sep 26 once children settled Introduce Postcards at 'Meet the Teacher'. Share with families Sep 26	

Framework for School Improvement Planning 2026 – 29

WELLBEING / NURTURE All children will feel empowered to contribute to decisions about their wellbeing through improved knowledge and participation in wellbeing and inclusion activities	• DHT & EDC to deliver professional learning on nurturing principles and emotional regulation to staff member • Nurture/ Wellbeing group / targeted interventions will be established to support identified pupils. • Wellbeing Committee established • Wednesday activities scheduled across classes across the year. • Wellbeing ASN Parent Workshops and information sessions led by parents and community partners • HENRY Healthy Families Growing Up programme (8 sessions) will be delivered in Term 1 to support and encourage parents / carers to develop a healthier, happier lifestyle that the whole family can enjoy. Whole school wellbeing and inclusion celebrated: • Dyslexia awareness 5th October 26 • Autism awareness 2nd April 27 • Deaf awareness week 5th May 27	• Boxall Profile (pre / post) for nurture/wellbeing group will show progress in targets for all pupils. • Clear planning for nurture group will show targeted support impacting positively on all pupils across curriculum. • Most children will be able to identify, name and talk about a range of emotions using age appropriate language. • Most young people will increasingly use agreed emotional regulation strategies independently during morning check ins. • Almost all children will demonstrate improved resilience, confidence and readiness to learn from pupil and staff feedback. • Seesaw and sway newsletter updates • HENRY – Pre / Post questionnaires will be administered to monitor improvements following 3 workshops and 5 additional sessions. • Feedback from parents highlight an increase in confidence in relation to children's behaviour, healthy eating, healthy families, how to help children feel good about themselves, negotiating agreements around food, screen time and sleep, exploring body image and peer pressure.	Oct 26 April 26 May 27 HENRY workshops August 2026	
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Framework for School Improvement Planning 2026 – 29

Section 2: Improvement Priority 2	
School/Establishment	Torrance PS
Improvement Priority 2	Pedagogy - IOS
Strategic Leads	HT Strategic lead, DHT, supported by IOC and IOP teaching staff and class teachers

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Learning & Teaching	Priority 1: Leadership Priority 2: Learning & Teaching Priority 4: Curriculum	Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy.	QI 1.1 Self evaluation for self improvement QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement
Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement	
- Leadership at all levels with staff engaging in training, leading improvement and developments. SLT - Audit whole staff pre-IOS survey, PRD responses, 25/26 class observations to identify staff development needs / focus for 26/27. Teachers - ACEL tracking conversations with SLT to identify school wide trends and patterns. Self-evaluation using HGIOS 4 toolkits. Support Staff – INSET training Learners – inclusion of pupil voice through learner conversations (Learning Committee)	- Time - see WTA & collegiate calendar. - INSET, Staff meeting, Personal & Professional development plans - Staff cover costs to allow CT to undertake leadership responsibility for IOS delivery, associated training sessions and visits to other establishments. - Evidence gathering tools: Whole School Tracker, HWB Tracker. - SNSA, NGRT, PTM results & professional judgement. - West Partnership materials on Teams Page.	‘Meet the Teacher’ event and presentations at start of year to establish expectations. - Curriculum focused workshops aimed at informing parents of teaching pedagogy and strategies. - Regular Parent Council HT updates - Ongoing communication via school and class newsletters, parent nights, Seesaw, target setting and report cards.	
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation	

Framework for School Improvement Planning 2026 – 29

- Whole staff CLPL (INSET / collegiate working) - West Partnership IOS Training and Resources - Professional reading - Data analysis - Quality assurance processes - Professional dialogue (within TPS) (with colleagues across EDC and wider)	Delete / copy as required high quality learning experience	7 days staff cover for peer observations across EDC and beyond - Plan 1 full day cover per teacher to visit 2 establishments over the course of the year e.g. morning – teacher released to visits 2 classes afternoon - teacher released to visits 2 classes
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Outcomes/Expected Impact for learners	Tasks/Interventions	Measures	Timescale(s)	Progress to date
consider targets, % change expected	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?	Termly update
PREPARATION FOR IOS Whole school, coordinated CLPL will lead to improvements in teaching practice and learner outcomes. All staff will fully engage with the GTCS professional Standards through the PRD process by undertaking self-evaluation.	- All staff will undertake PRD Professional Review Development meetings and discuss professional learning (CLPL) negotiations. - All staff will undertake self-evaluation in relation to their own teaching practice / pedagogy to identify development needs.	- PRD records and targets set - Staff surveys on pedagogy using Glow Forms (Pre & Post) - Staff contributions during collegiate activities and discussions.	September 2026 and June 2027 (Pre/Post)	
Through robust data driven approach to learning, teaching and assessment there will be an increase in pupil engagement and attainment across literacy and numeracy.	- SLT will work with all staff to identify and collate staff development needs for improving effective teaching and learning. - SLT will conduct pre-IOs surveys. - Complete HGios 4 self-evaluation audits 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	- Self-evaluation using HGios 4 challenge questions and level 5 illustrations in 2.3 and 3.2 will identify priorities, themes for development - Staff analyse and identify themes from a range of very good summary inspection reports for 2.3 and 3.2	August INSET Day 1	

Framework for School Improvement Planning 2026 – 29

IDENTIFYING THE INTERVENTION All staff will develop their awareness of the school context by identifying emerging common threads and areas for improvement.	• SLT present ACEL & school context data to staff using Primary Dashboard. • SLT share P1, P4, P7 patterns, trends and barriers to learning through lenses e.g. SIMS, gender. • Participation in interrogation of school and class level data, including diagnostic assessments, demographics and reflections on potential barriers in relation to equity groups, professional development needs and to identify focus for improvement	• Teachers reflect on school context and identify three high level message / focus for improvement across the school.	August INSET Day 1	
All staff will demonstrate knowledge of needs of pupils within their classes for individuals who are experiencing barriers to their learning.	• All staff analyse Whole School Tracker, Stage Profiles & HWB Trackers to build and develop a clear picture of their learners. • All staff will make use of transition notes and assessment results to consider P1, P4, P7 patterns of attainment, trends and barriers to learning through lenses e.g. SIMD, Gender etc. • Assessments will highlight strengths and needs of all pupils within classes and across the school. • Staff will complete formal assessments e.g. SWST, P1 Baseline, SNSA, NGRT, PTM to identify area for development	• Tracking Meetings & MLN meetings with all staff using FSA (Fact, Story, Action) approach identify barriers to learning and gaps in classrooms. • CPS (Circle Participation Scale) completed for individual learners. • Universal Action plans identify barriers to learning and supports.	MLN meetings (Sep 2026 & Jan 2027) Tracking meetings (Nov 26 & May 27) CPS- ongoing as appropriate	
IDENTIFYING THE FEATURE OF HIGHLY EFFECTIVE PRACTICE All teachers utilise a model of professional inquiry through the IOS programme, fostering critical reflection and enhancing teaching approaches, while focusing on key areas identified in self-evaluation.	All staff will select and undertake professional learning & reading based on one of these (FHEP) Features of Highly Effective Practice identified through Self Evaluation: • Learning intentions and success criteria LI & SC • Effective questioning • Feedback • Differentiation • Metacognition (Retrieval practice and Planning Monitoring & Evaluating) • Creativity All staff include FHEP in daily, weekly longer term planning.	• All staff will complete FSA Fact, Story, Action reflecting on diagnostic assessment results • Professional Learning and Reading • IOS programme sessions and materials • All staff complete journal tasks professional reading and share reflections on key messages associated professional discussion.	IOS 2 in-person leadership sessions: 10th Sep 2026 22nd Oct 2026 @ St Benedicts PS	

Framework for School Improvement Planning 2026 – 29

IDENTIFYING TARGETED INTERVENTION GROUPS Attainment for pupils in TIG (<i>targeted intervention groups</i>) will improve. Overall attainment in literacy / numeracy will continue to meet or exceed EDC average.	- All staff will work with SLT to identify TIG by analysing class tracking data. - All staff will discuss targets and agree predicted ACEL results. - All staff will complete learner conversations to establish children's views and to triangulate / add to existing evidence base. - All staff to review interventions through analysis of data at MLN and tracking meetings. - Trio visits and post professional dialogue	- ACEL data, assessment results, professional judgment. - All staff will attend data informed Tracking/Forward Planning Meetings with SLT reflecting on FSA approach - Staff will work to feed qualitative data into whole school evidence base. - Overall attainment in numeracy will increase across the school.	Tracking Meetings Nov & May 2027 Trio Visits In person leadership session: 14 Jan 27 @ St Benedicts PS In person leadership session: 22 April St Benedicts Presentations (2 hours) 10th June Learning Hub, 2nd floor Royston PS, G21 2NS	
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Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3

Outcomes/Expected Impact: Outcomes for learners; targets; % change	Tasks/Interventions for identified groups	Resources: Identify PEF allocation, staffing and resources that will be procured to support	Measures: Identify qualitative, quantitative, evaluative pre and post measures	Timescale(s): What are the key dates for implementation? Link to Outcomes	Progress: Identify progress and impact in narrowing the PRAG
IOS Improve staff teaching skills, expertise & confidence.	Staff cover to allow class teachers to visit other schools with EDC & beyond (IOS peer observations)	Plan 7 full days cover to enable each class teacher to visit 2 establishments over the course of the year e.g. AM – visit 2 classes PM - visit 2 classes	Increased number of features of highly effective practice evident in daily teaching practice	See IOS timescale for 26/27	
BISTRO Increase in motivation, physical and mental wellbeing through food preparation, hospitality and entertainment skills	Launch re-opening of our new school Bistro & training children how to run a community café.	Café resources, food and cookery resources to support family and local community group engagement	Pupil observations, feedback questionnaires Staff feedback Parent & community feedback questionnaires	Launch – Term 1 All improvements by May 2027	
MOTIVATIONAL EXPERIENCES Increased attainment through access to educational and inspiring experiences.	Clyde in the Classroom - Science Centre visits Theatre groups Media Studio Visit	£500 Bus travel costs £300	Pupil questionnaires Increase in attainment – see standardised and formative assessments	Data collected by March 2027	
ARTS / WELLBEING Increased engagement & wellbeing support for identified pupils through	Mindfulness art resources Therapeutic music resources	Art materials Musical instruments Rainbow Room / nurture resources Wellbeing resources	Wellbeing questionnaires Boxall Profile results More calm regulated happy children and a	Wellbeing questionnaires On-going observations	

Framework for School Improvement Planning 2026 – 29

wellbeing interventions and core nurture		Boxall profiles Sensory circuit resources Regulation signage – whole school	decrease in number of deregulated incidents.		
STEAM ROOM Increase in engagement, emotional regulation & attainment through use of STEAM and digital technology	Increased opportunities for pupils to develop digital literacy and art skills to help close the attainment gap.	I pads Lap tops Lap top bus Projector screen Technology kits	Attainment gap reduced & increase in pupil IT skills	Term 1	

School PEF allocation 26/27: £11,095 Total PEF allocated in SIP £11,095 Underspend: £

School Improvement Plans should be emailed to the link Quality Improvement Officer by Thursday 18 June 2026.