

# ***Torbain Primary School & Early Learning Centre***

**Standards and Quality Report Summary**

**for Parents & Carers**

**Session 2022- 2023**

***'Achieving Excellence and Equity'***



***“Try, Participate, Succeed”***

# **Torbain Primary School**

**Standards and Quality Report Summary for Parents & Carers**  
**Session: 2022-2023**

***Achieving Excellence and Equity***

## **Vision & Values**

At Torbain we believe children should have the right to the best possible childhood, where they are respected, listened to, well looked after, safe and happy. We want the best for every child and our motto is...

**‘Try, Participate, Succeed’**

We are committed to encouraging resilience and we believe that skills development is crucial for our pupils’ life-long learning. Our core values, chosen by pupils are:

**Friendship, Fairness, Respect & Honesty**

At Torbain our vision is to create a culture that successfully contributes to the development of skills and qualities needed for lifelong learning – not just focusing on the academic. We want children to experience a “quality education” which in turn produces young people who are “enterprising, friendly, moral and imaginative”.

*“Intelligence plus character -  
that is the goal of true education”*

Martin Luther King



## Improvement Priority Session 2022 – 2023

### Focused Priority: 1 RAISING ATTAINMENT / IMPROVING LITERACY

- ✓ We worked together to share agreements for the planning, teaching and assessment of writing across the school
- ✓ Staff were trained in the Talk for Writing approach and Infant Staff implemented Helicopter Stories to develop children's understanding of story making
- ✓ Staff worked together to agree shared approaches to teaching Spelling
- ✓ In Nursery, staff developed the use of Floor Books and learning walls and engaged in professional reading 'Interacting or Interfering' to develop further positive interactions between children and staff. Family Learning Sessions included a focus on Literacy

#### Impact:

We continue to see a positive impact on writing attainment across the school with all staff having a clear understanding of expectations. There is consistent practice across the school - evidenced in Learning Visits / Jotter Monitoring and Pupil Voice feedback.

*'My teacher has supported me in my writing by giving us a cold task and a hot task giving me confidence that I am improving.' I am proud of my spelling and advanced vocabulary and implementing this into my pieces of writing.'* Lewis P7B

*'I am proud of my spelling because now I can spell longer and harder words.'* Lachlan P6

*'I am very proud of my writing because my writing has got more interesting. My teacher has helped me in writing because of a writing flap (All the Time Toolkit).'* Vanía P6

100% of children surveyed (P4-7) said they felt their writing had improved this session.

#### NURSERY:

As evidenced in the recent **Care Inspectorate Inspection**:

*"Children experienced warm, caring, and nurturing interactions from a team that knew their individual needs and preferences."*

*"Staff interacted skilfully to support children's curiosities. This meant interests were responded to in the moment as staff engaged to deepen learning."*

## **Focused Priority: 2 HEALTH & WELLBEING**

- ✓ *We worked together to ensure a shared understanding of Wellbeing with SHANARRI as the overarching banner*
- ✓ *Nurturing Approaches impacted positively on engagement for our children*
- ✓ *Key staff engaged in Practice Sessions to support Trauma-Informed Practice and De-Escalation*
- ✓ *Emotion Works embedded across our school and we were awarded Bronze Accreditation*
- ✓ *Our Girls' Can Group established in upper school to support physical and emotional wellbeing for identified pupils*
- ✓ *In Nursery staff worked on improving the mealtime experience for all children*

### **Impact:**

There is a shared understanding of Wellbeing & Children's Rights promoting a climate where all children feel safe and secure.

### **Parent Feedback was very positive and of the 132 responses:**

My child likes being at this school...	98% Strongly Agree / Agree
Staff treat my child fairly and with respect...	100% Strongly Agree / Agree
My child is safe at the school...	98% Strongly Agree / Agree
The school helps my child to feel confident...	98% Strongly Agree / Agree
I feel staff know my child as an individual...	95% Strongly Agree / Agree
The school supports my child's emotional wellbeing...	97% Strongly Agree / Agree

### **Almost all parents / carers feeling that their child is safe, nurtured, and respected.**

Learning Partnership feedback on climate and relationships was very strong:  
*"Relationships and nurturing environments are very strong across all classes. A welcoming ethos was evident in all class visited / A very nurturing environment, built on trusting relationships."*

### **Nursery:**

Within the constraints of the setting, EYOs worked together to improve the snack / mealtime experience for our nursery children. Through observation, children are more independent and more social interactions evident in the dining experience.

Care Inspectorate noted a positive impact:

*"Snack-time was relaxed, unhurried and promoted children to have ownership of this routine and staff supporting children to develop healthy food habits."*

## **Focused Priority: 3**     **DIGITAL LEARNING / MEETING LEARNERS NEEDS**

- ✓ *Chromebook / Netbook Allocation across upper school has enhanced confidence and digital skills – supporting transition to High School*
- ✓ *Netbooks were allocated 1-1 for identified pupils to support in class*
- ✓ *Digital Learning (particularly online safety) is evident in all classes and enhanced through the use of ‘Digital Mascots’.*
- ✓ *Mascots were shared in assemblies and classes chosen each week to receive a mascot to encourage focus on the digital learning happening in class with a view to sharing at the next assembly*
- ✓ *Focus on ‘Digital Wellbeing’ in classes / assemblies in addition to Safer Internet Day*
- ✓ *Torbain Techies / Digital Leaders supported across classes and led Digital Assemblies and Parent Drop-in sessions*

### **Impact:**

Children are innovative, confident and responsible in the use of technologies and staying safe online.

Digital mascots are raising the profile of all digital work across classes and used to support pupils sharing their learning in assemblies.

Torbain Techies were involved with the Fife team to review software and inform Fife plans and progressions.

Miss Wyse took part in a Digital Schools Award session sharing practice around our Digital Award and the progress we have made towards the Digital Wellbeing Award. This process acted as a review and evaluation of the progress we have made towards the Wellbeing Award and allowed us to feel confident in applying for validation in Session 2023-2024.

### **Attainment of Children and Young People:**

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	75%	72%	84%	80%
P4	87%	71%	89%	88%
P7	85%	78%	97%	84%

<b>Overall Attainment for 2022 - 2023</b>		
	Literacy	Numeracy
P1	77%	80%
P4	82%	88%
P7	87%	84%

Literacy		Numeracy	
Stretch Target	Actual	Stretch Target	Actual
71.8%	82%	76.5%	84%

## Evidence of significant wider achievements:

### Awards currently held by the school:

- Excellence in Professional Learning Award
- Digital Schools Award
- **Nursery** – Curiosity Approach Accreditation
- Emotion Works Accreditation – in process
- Nurturing School Award – in process
- Gold Sports Scotland Award – in process



### Some of the Wider Achievements from session 2022-2023:

- **Dragon's Den – Social Enterprise:** Miss Cushnie and the WOW Ambassadors were winners at the Dragon's Den at Carnegie Business Centre in May 2023, securing £100 to support their whole school plan for the playground. Caoimhe Fisher and Eve Court were invited to present the Awards Ceremony in Edinburgh following their impressive and confident performance.
- **Fair-Trade Ambassadors:** The Fair-Trade Ambassadors and Primary 4b / 4c planned and prepared for a Fair-Trade Community Café with Mrs Fisher and Ms Birse. They developed skills as effective contributors with an enterprising attitude - planning a Fair-Trade Tuck Shop, with a showcase of learning and presentations / storytelling. These responsible citizens all made commitments to support Fair-Trade and encouraged our parents and community to contribute to this too.
- **Science Ambassadors:** Our Science Ambassadors from across Nursery – P.7 successfully led their classes in learning about science – engaging them in different science experiments during British Science Week.
- **Cycling Proficiency:** 90 Primary 6 children achieved Bikeability Level 1 this session - each individual building their confidence and developing cycle safety / road awareness as well as being encouraged to pursue a healthy and active lifestyle.
- **Summit to Sea Bike Challenge:** A group of P6 children and Miss Grange took part in the Summit to Sea Bike Challenge where they cycled from Falkland Hill to West Wemyss! We are so proud of them!
- **Munro Challenge:** A group of Primary 6 children, together with Miss Strachan, participated in the Munro Challenge – a project organised in partnership with Active Schools and Lochore Meadows. They made it to the top of Beinn Ghlas!



- **Fife Road Safety Roadstars:** P.5/6 and P.4/5 won 3<sup>rd</sup> place in the Fife Road Safety Roadstars competition. They produced a film to present their Road Safety message in rap and worked successfully in teams to create and communicate in different ways – showing confidence through their performance. We were very proud of them!

***You will find more information on the schools' successes and achievements, including the many sporting achievements over the session, in our School Newsletters and full Standards & Quality Report.***

## Learning Partnership Visit:

***Each year our school is part of a Learning Partnership focus with other schools who support us with visits to evaluate and monitor our progress and provision.***

### Strengths identified from our Learning Partnership Visit:

- Relationships and nurturing environments are very strong across all stages. A welcoming ethos was evident across all classes visited 'very nurturing environment, built on trusting relationships'
- Children were actively engaged in their learning and well behaved
- Strong, nurturing relationships across all classes and staff know their children well
- Very good use of IT to support and enhance learning
- Strong team teaching and collegiate working evident across the school: 'Strong learning culture with clear links between QI and improvement in learning and teaching'

## Care Inspectorate - Strengths and Areas for Improvement

In March 2023 our Early Learning Centre was inspected by the Care Inspectorate team...

### Key Messages from the published report:

- Children benefitted from a team that were nurturing and caring
- Children led their play and were supported to develop their interests
- Children were supported to reach their potential at a pace that was right for them
- The service was well led with a clear vision on improving children's experiences through play and learning
- Staff engaged in regular self-evaluation for improvement to ensure they continued to provide high quality experiences
- Children were able to access outdoors for their session
- Children experienced learning in their wider community

Children experienced warm, caring, and nurturing interactions from a team that knew their individual needs and preferences. As a result, children felt safe and relaxed in the care of the team and were confident to explore. Parents felt welcomed and were confident their children were happy and having fun. Comments included:

*"I have never felt more at ease, everyone is welcoming".*

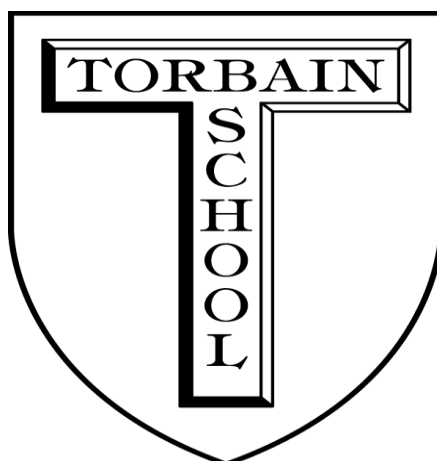
*"Staff are absolutely brilliant; I cannot fault them".*

*"Such a fantastic setting with a dedicated and nurturing team".*

Children had fun as they experienced high quality play and learning within creative and inspiring environments. Staff demonstrated a genuine interest in supporting play as they valued the importance of children having fun. Staff interacted skilfully to support children's curiosities.

**Children benefitted from a very good service that valued their rights to play and have fun through quality interactions, positive relationships, high-quality provision and inspiring environments. As a result, children, staff and parents were very happy at Torbain Nursery.**

# School Improvement Priorities 2023 – 2024



## **Priority: 1 Research School**

Learning, teaching and assessment practice will be improved through staff engagement in the **SEIC Research School** programme – promoting professional learning and practitioner enquiry for all.

Children will be more involved in their learning and experience consistent approaches to learning, teaching and assessment.

## **Priority:2 Literacy – Reading**

Attainment in Literacy will improve with a focus on Reading and Family Learning / Parental Engagement. Children will be more aware of reading skills & strategies to support them in their understanding of reading and parents/carers will have a better understanding of reading approaches and how they can support their children with reading out of school. We hope to see an increase in reading for enjoyment evident for most / almost all children across the school and Nursery.

## **Priority: 3 HWB Positive Relationships Strategy, Nurture, Equality & Diversity**

Staff, pupils, and families will have a shared understanding of our school approaches to promoting positive behaviour & relationships.

We will revisit our School Vision & Values and House System to ensure a shared vision for the school community.

Our approaches to nurture and use of nurture spaces will impact positively on pupils.

We aim to ensure our school is a safe, inclusive place where all children are respected, included, and heard – recognising and celebrating differences with a culture of respect and fairness. Children will have a better understanding of equality and diversity and demonstrate this through the ethos and life of the school.