

Torbain Primary School & Early Learning Centre

Standards and Quality Report Summary

for Parents & Carers

Session 2023-2024

'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 2023-2024

Focused Priority: 1

RESEARCH SCHOOL

- ✓ Staff engaged in collaborative, evidence-based research and enquiry with a focus on improving learning, teaching and assessment
- ✓ Shared understanding of the Learning, Teaching & Assessment Cycle to ensure a consistent approach across the school
- ✓ Learning Powers promoting a growth mindset and resilience

Impact:

Research School Project:

Engaging in the South-East Improvement Collaborative (SEIC) Research School project – supported an ongoing focus on teacher professional development and has had a significant impact on staff practice and outcomes for pupils. 100% positive responses from teaching staff regarding Sharing Practice and Impact of Research Schools.

Pupil Wise Feedback: (280 responses)

Pupil wise responses were positive and higher in comparison to cluster / sector responses. In relation to Learning, Teaching and Assessment: (% positive / neutral responses)

Q.15 Staff talk to me about how I can improve my learning – 95.71%

Q.16 I think I am making progress in my learning – 97.5%

Q.17 People in my school help me with my learning when I need it - 97.14%

Q.18 I can access support to enable me to achieve progress in my learning – 96.78%

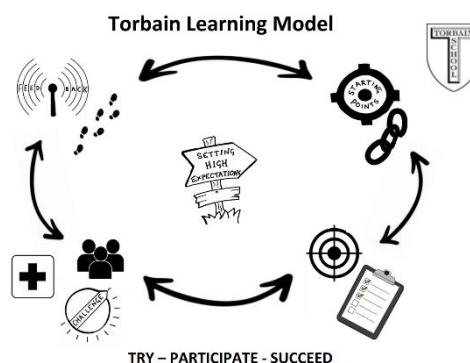
Pupil voice / feedback was gathered also through Focus Groups / Ambassador Groups:

Primary 5 Q.I. Reading Comprehension Research Project: *'Ms Birse has been gathering data as part of a teacher research project. She uses the data to assess our learning in reading and comprehension.'*

Primary 5c were developing meta-skills through play. All children through practice and through a focus on skills, were able to reflect on learning in relation to the meta-skills in their play plenaries. Pupils reflected on their play using skills-based language: *"I was making a power point about my animals and the skills I was developing were focusing, feeling, creativity and curiosity."*

Shared Understanding of Learning, Teaching and Assessment Cycle:

Staff and pupils were involved in the creation of our 'Torbain Learning Model' which ensures a shared understanding and consistent approach across stages.



Learning Powers / Learning Pit:

All classes created their own version of a Learning Pit to support the development of a growth mindset and focus on resilience. Children can talk about their steps in learning.

Focused Priority: 2

LITERACY - READING

- ✓ *An increase in Literacy attainment at Early Level through targeted Family Learning / Parental Engagement*
- ✓ *Parents will have a better understanding of reading approaches and how they can support their children with reading out of school*
- ✓ *Literacy Attainment will increase at P.4. Children will be more aware of reading skills and strategies to support them in their understanding of reading*

Impact:

Parent Partnerships / Family Engagement Sessions with a focus on Reading:

The sessions provided practical opportunities to look at resources, talk to staff and share approaches to teaching reading and supporting with reading at home.



Parent Feedback on Engagement sessions was positive:

'Great organised sessions that I really enjoyed attending.'

'I think these are well put together and really allow parents an insight into their child's time at school.'

'I enjoyed attending the Book bug session with my son having some together time singing songs, playing games and listening to a story, which Mrs Budd made really fun and exciting for the children to engage in.'

Parent wise feedback:

'My school/nursery gives opportunities for family learning which focuses on children and parents learning together':

Torbain = 74% positive / 23% neutral

Cluster = 54% positive / 28% neutral

Sector = 48% positive / 28% neutral

Clear evidence of positive responses from parents in relation to Family Learning.

Literacy Attainment at Early Level:

We exceeded our stretch target in Literacy at P.1 (Stretch target of 72% with overall Literacy attainment in June'24 for P.1 = 78%). Reading = 74%, Writing = 74% and Listening & Talking = 86%

Our P1 BASE scores supported tracking and professional judgement.

P4 Reading Intervention:

From the Raising Attainment Teacher targeted intervention - teaching of comprehension skills – almost all children are now able to answer prediction and retrieval questions using the text to support and almost all children have shown increased confidence and fluency in reading.

NURSERY:

eLIPS – on entering Nursery 49% of children were at the expected level of language development and on leaving nursery this has increased to 80%.

Parent Feedback from Parent Wise March 2024:

"All the nursery staff are lovely - they seem to know every child as an individual. Staff are always happy to talk to you about any concerns you may have and have offered many opportunities to attend fun nursery activities with your child."

Focused Priority: 3

HWB - Positive Relationships Strategy, Nurture & De-escalation

- ✓ *Staff, pupils, and families will have a shared understanding of our school approaches to promoting Positive Behaviour and Relationships – pupils feel safe, respected, and included. Positive approaches impacting positively on engagement of pupils*
- ✓ *School Vision & Values / House System – revisit to ensure shared vision for the school community*
- ✓ *Our approaches to nurture and use of nurture spaces will impact positively on pupils who struggle with regulating their emotions*

Impact:

Positive Behaviour and Relationships:

Pupil voice is strong in our school and almost all pupils feel safe, respected and included.

Pupil Wise surveys (280 returns) across P3-P7 support this: (% Positive/Neutral responses)

97.6% I feel safe in my school

95.72% I feel staff really know me well

93.83% I know who I can talk to if I am upset or worried

92.85% My school listens to my concerns on bullying

95.71% My school takes action following reports of bullying

93.57% My school helps me to feel more confident

Parent Wise:

Of the 123 responses in Parent Wise (% Positive/Neutral responses)

95.12% My child feels safe in school/nursery

92.68% I feel staff really know my child as an individual

97.57% I know who to contact if I am upset or worried about something that is affecting my child

90.24% The school/nursery listens to my concerns on bullying

91.87% The school/nursery takes action following reports of bullying concerns

97.56% Staff in the school/nursery treat my child with respect

School Vision & Values and House System:

Pupils have a greater sense of ownership of our House Teams.

“Now we know more about our local area...” / “We have enjoyed the opportunity to be House Captains. We like having responsibilities.” / “It’s good we have adults in our Houses, and we loved the sorting assembly.” / “It was good that we changed it... We like how it’s specific to our area and we know more about our local area.” “We like our school challenges.”

Nurture and Nurture Spaces:

There is a consistent approach across the school. Routines are embedded in the school day – i.e. Morning Club / Nurture Breakfast.

NURSERY: Nurturing space has been very well utilised by staff and children - observations of children using the space to regulate and explore in a quieter environment. Relationships with staff and parents are very strong.

SIMOA – children and families are developing their understanding of keeping safe in the nursery – children independently choosing to carry out risk benefit assessments, particularly in the garden.

Great increase in attendance at Family Learning opportunities – parents/family members actively seeking opportunities to attend sessions within nursery and the wider community.

Excellent relationships with Chapel Level Care Home supporting intergenerational learning with the nursery.

Attainment of Children and Young People:

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	74%	74%	85%	82%
P4	75%	73%	84%	80%
P7	84%	81%	84%	85%

Overall Attainment for 2023 - 2024

	Stretch Target Literacy	Literacy	Stretch Target Numeracy	Numeracy
P1	72%	78%	82%	82%
P4	69%	77%	75%	80%
P7	71%	83%	75%	83%

Evidence of significant wider achievements:

Awards currently held by the school:

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



Some of the Wider Achievements from session 2023-2024:



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:

- A welcoming ethos and strong nurturing relationships evident across all classes and playrooms visited *‘very nurturing environment, built on trusting relationships’ – ‘exceptional Nursery environment both indoors and outdoors’*
- Strong nurturing, inclusive learning environments 100%
- Consistent use of the Circle Framework ensuring effective support for learners and supportive, labelled and well organised classroom environments
- Children well behaved and actively engaged in their learning in all classes/playrooms 100%
- Positive impact of the ‘Torbain Learning Model’ and effective use of Learning Partners
- Articulate children. Particular strength in P7 using pyramids to make learning/next steps more explicit
- All lessons well-resourced to support learners
- Tech used in most lessons and used creatively to enhance learning in a number of classes
- Strong practice in Support for Learning – strong systems/processes & personalised support
- Very good use of class learning journeys to evidence pupils’ work and learning
- Strong evidence of literacy, numeracy and health & wellbeing evidenced in pupils’ work, learning journeys and classroom displays
- Real sense of staff empowerment and involvement in improvement work with a committed staff team and strong collegiate working evident across the school
- Professional learning / school improvement work impacting positively on learning in classes
- In Pupil Focus Groups: *‘Clear evidence of pupil voice across the school. Articulate children who are proud of their school and learning journeys’*
- Lots of opportunities for children to share their voice through e.g. class meetings, class floor books, learning journeys, Pupil Voice Ambassador Groups

Care Inspectorate - Strengths and Areas for Improvement

Key Messages from the published report (March 2023):

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".*

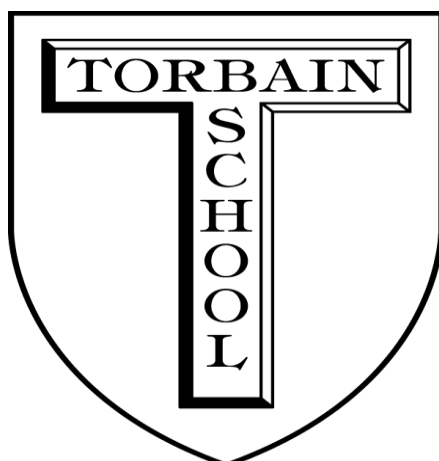
"Staff are absolutely brilliant; I cannot fault them".

"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 2024-2025



1. Our Learning, Teaching & Assessment (Literacy / Reading):

Building on tried and tested approaches from last session's Research School, we will ensure consistency of practice across stages with a particular focus on Literacy / Reading

(Phonics using KODALY; Reading Comprehension using VIPERS; Moderation & Retrieval Practice)

2. Our Curriculum: Refreshed rationale; progressions & pathways;

pupil voice and use of PROGRESS to track *across* the curriculum

Play / Meta-skills: a shared understanding of the purpose of play, with all children engaging in playful learning across stages linked to the development of meta-skills *(In particular the 5 C's:*

Concentration / Communication / Curiosity / Creativity / Critical Thinking)

3. Our approaches to meeting learners' needs (ASN / Nurture):

Continue to build on good practice by working in partnership with wider agencies to create safe and nurturing spaces for children with additional needs. Creating & developing universal approaches as well as focus groups for learners with emotional, behavioural, academic needs – meeting the needs of all.