

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

**Standards and Quality Report**

**2023-2024**

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



***“Try, Participate, Succeed”***

# Torbain Primary School & Early Learning Centre

## Standards and Quality Report 2023-2024 'Achieving Excellence and Equity'

### Context

<b>Setting/School Roll (including ELC/ASC)</b> <ul style="list-style-type: none"> <li>• Can also include number of classes</li> <li>• Can also include ELC sessions offered</li> <li>• May include specific cohorts relevant to your context eg Care experiences, EAL etc</li> </ul>	<p>Current School Roll – 523 19 School Classes ELC – 89 full day, term time spaces, for three and four-year-old children across 3 Playrooms - with free access.</p> <p>We have 15 care experienced children, 7 who are from out with Fife, and 3 who are kin-ship</p> <p>30 EAL children</p> <p>8 children to be monitored through Armed Forces covenant</p> <p>24 children have an identified additional support need or have an assessment in process</p>					
<b>FME</b>	131 pupils (25%)					
<b>SIMD Profile for establishment</b>	<p>7.3% of our catchment fall into SIMD 1-2,</p> <p>51% in SIMD 3-4,</p> <p>28% in SIMD 5-6,</p> <p>2.2% in SIMD 7-8</p> <p>11.4% in SIMD 9-10.</p>					
<b>Attendance (%)</b> <b>Stretch Target = 91.9%</b>	<b>Overall</b>	92.41%	<b>Authorised</b>	4.38%	<b>Unauthorised</b>	3.20%
Attendance is higher than the Fife average but lower than the national.						
<b>Exclusion (%)</b>	0					
<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	£123,725					
<b>Cost of the school day statement</b>	<p>At Torbain Primary School and ELC, we recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We make considerations through:</p> <ul style="list-style-type: none"> <li>- <i>Uniform Swap-Shop / Torbain's 'Tinted'</i></li> <li>- <i>Subsidised travel for e.g. trips / excursions</i></li> <li>- <i>A variety of school-based experiences in place of costly excursions</i></li> <li>- <i>Wide range of school-based clubs with no charge</i></li> <li>- <i>Fruit / snack / nurture breakfast</i></li> <li>- <i>Devices to support those who may have limited access at home</i></li> </ul>					

## 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

Torbain Primary School is one of the largest primary schools in Fife. The surrounding area comprises of several large housing estates and some rural properties with ongoing expansion in the local area. A number of pupils live out-with our catchment area and are parental placement requests.

The children who attend Torbain Primary School are accommodated in two buildings within extensive grounds at Blairmore Road. Pupils start in the Nursery and stay for Primary One / Two in the Infant Building, which was designed to accommodate this age group. Torbain is part of the Kirkcaldy High Cluster group. The other schools in the cluster group are Capshard, Valley and Fair Isle.

The school has excellent links with the community and offers a range of academic and active learning after school clubs, working in conjunction with the Active Schools Co-ordinator who operates within the cluster. We work in partnership with the health professionals, our Educational Psychologist and the Supporting Learners Service.

**Early Learning and Childcare Setting:** Torbain Nursery is accommodated in the infant building of Torbain Primary. The Nursery comprises of three playrooms and a well-proportioned garden adjoined to the building allowing children free access. The Nursery has 89 full day, term time spaces, for three and four-year-old children. The Nursery makes good use of the local community including the nearby woods where the children benefit from Forest Kindergarten activities.

We have a highly committed staff team who engage in professional development and involve themselves in leading curricular work and who contribute greatly to the wider life of the school through e.g. running of clubs / leading pupil groups and leading change and improvement. We have key members of staff who are involved in work across the council e.g. HWB, Train the Trainer, and Digital.



## Improvement Priority Session 2023-2024

### Focused Priority: 1      Research School

- ✓ Practitioners will engage in collaborative, evidence-based research/ enquiry. Learning, teaching and assessment practice will improve and impact positively on learners, through a focus on individual research and enquiry, bespoke to each practitioner's development needs.
- ✓ Shared understanding of the Learning, Teaching and Assessment Cycle / effective moderation practice will impact positively on pupils' experiences and attainment: *Children will be more involved in their learning; \*Children will experience consistent approaches to learning, teaching and assessment*
- ✓ Learning Powers encouraging and promoting a growth mindset and resilience *\*Children will have a better understanding of positive characteristics & this will support them in their learning*

Directorate Improvement Plan (delete as necessary)  
Achievement

HGIOS 4 Quality Indicators  
1.2 Leadership of Learning  
2.3 Learning, teaching & assessment  
3.2 Raising attainment and achievement

HGIOELC Quality Indicators  
1.2 Leadership of Learning  
2.3 Learning, Teaching & Assessment  
3.2 Securing Children's Progress

Has this priority been: (please highlight)	Fully Achieved		Partially achieved		Continued into next session	✓
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#### Progress:

**Research School:** August In-Set – Andy Griffiths 'Teaching Backwards' seminar / day of workshops, providing inspiration and direction for a focus on learning, teaching and assessment this session.

All teachers engaged in collaborative practitioner enquiry and research, using our SQIP to inform an area of research considering the needs of their own learners.

Enquiry Leads were identified and supported staff across stages. We engaged with the SEIC drop-in sessions and shared practice throughout, finishing with a sharing session in June where all teachers presented their enquiries and findings to each other.

**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. Our Learning Model was created using the symbols from 'Teaching Backwards' (key text for reading reflection this session).

**Learning Powers:** All staff through the Teaching Backwards input, were encouraged to create their own version of a visual 'Learning Pit' in classes with the children. Characters for Learning Powers linked to 4 capacities trialled in P4 class.

#### Impact:

Engaging in Research School SEIC project has supported an ongoing focus on teacher professional development and has had a significant impact on staff practice and outcomes for pupils. All teachers engaged in a practitioner enquiry, with Enquiry Leads having the opportunity to take on a leadership role and support staff across stages. Staff have learned from each other and made tweaks in their own practice as a result – ultimately impacting positively on pupils' experiences and attainment.

Almost all staff were inspired by the Research Schools process and are feeling more confident to try small scale studies independently in the future. (Staff Survey feedback)

#### Research School - Staff feedback:

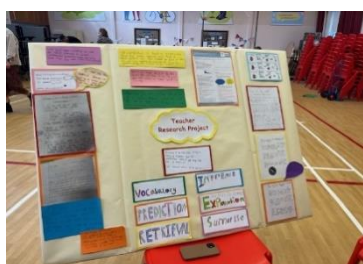
*'All staff have an improved understanding of WHY we do enquiries.'*

*'There is definitely an increased awareness of data for assessment and using this effectively.'*

*'Better awareness and use of the moderation cycle.'*

*'Using the progression pathways has given children the language to articulate next steps and we feel we have a better understanding of where individuals are in their learning. This has allowed us to be able to track / monitor and report more easily as we have a deeper understanding of next steps.'*

*'Wider range of assessments used - pre/mid/end topic - allowed for very flexible groupings.'*





## Staff Feedback following the Research Sharing Practice Session:

100% positive responses from teaching staff surveyed regarding the Sharing Practice Research sessions in school – all teachers felt they learned from the practice and research of their colleagues and gathering feedback has informed SIP priorities for next session. All staff had things they wanted to take forward in their own practice as a result.

*'It has been brilliant to hear other people's research projects...'*

*"I loved the Play research from Nicole. Will look more into meta-skills to enhance play in middle school."*

*"ABCD for Reading comprehension - I will definitely take forward to challenge more able learners in P.3"*

*"Really enjoyed learning about everyone's research and journey. Interesting to hear a lot of people would do the same again next year..."*

*"Valuable insights into issues and how they've been addressed, small scale... Lots to take forwards."*

## Pupil Feedback / Pupil Wise Analysis:

Pupil wise responses (280 returns) were positive and higher in comparison to cluster / sector. In relation to Learning, teaching and assessment:

Q.15 Staff talk to me about how I can improve my learning – 95.71% (73% Agree)

Q.16 I think I am making progress in my learning – 97.5% (80% Agree)

Q.17 People in my school help me with my learning when I need it - 97.14% (80% Agree)

Q.18 I can access support to enable me to achieve progress in my learning – 96.78% (76% Agree)

15 Staff talk to me about how I can improve my learning	72.86%	22.86%	4.29%
16 I think I am making progress in my learning	80.00%	17.50%	2.50%
17 People in my school help me with my learning when I need it	80.00%	17.14%	2.86%
18 I can access support to enable me to achieve progress in my learning	76.07%	20.71%	3.21%
19 There is a positive behaviour ethos in my school which allows me to learn	68.93%	28.93%	2.14%
20 My school has helped me know what skills I might need for a range of different careers	67.86%	27.50%	4.64%
37 I enjoy learning	100.00%		
38 I get the chance to share my ideas and choose to do things I like to do	83.33%	16.67%	

**Pupil voice / feedback was gathered also through Focus Groups / Ambassador Groups using HGIOURS and through teachers gathering data and comments in their own research areas:**

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 5 pupil)

Primary 5c were developing meta-skills through play – Fun 31. 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."*

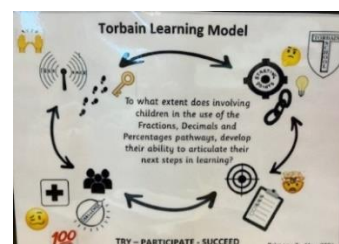
*"Today I was creating a script with my friend and I was using my creativity, collaborating and initiative."*

Primary 3 (EAL Learner) Retrieval Research Focus in P.3: *"It helps me learn at school."*

## Impact:

### Shared Understanding of Learning, Teaching and Assessment Cycle:

There is strong evidence of a consistent approach to Learning, Teaching and Assessment across stages through Learning Visits / Observations; Jotter Monitoring and Learning Partnership Feedback. Pupil Feedback supports this and pupils across stages can talk about the Torbain Learning Model and how this is used in their classes. Teachers comment that pupils are able to articulate their learning and next steps, and this was evident in pupil feedback at Learning Partnership Visit also. P7 staff also used the Torbain Learning Model to focus their Practitioner Enquiry / Research Project.



## Parent Feedback in Parent Wise 2024:

(123 responses)

### Positive responses from parents in relation to learning

*"The school offers a diverse learning approach that keeps my child interested in learning"*

Q14 The school / nursery keeps me informed about my child's progress e.g. report cards, parents' nights – 99.18% (84.55% Agree/Strongly Agree)

Q.15 My child is making progress – 99.18% (78.86% Agree/Strongly Agree)

Q.16 I know what my child needs to do to make progress in their learning – 94.31% (69.11% Agree/Strongly Agree)

Q.17 My child has access to the relevant support to enable them to achieve at school / nursery – 92.68% (65% Agree/Strongly Agree)

14	The school/nursery keeps me informed about my child's progress. e.g. report cards, parents' nights.	84.55%	14.63%	0.81%
15	My child is making progress at the school/nursery.	78.86%	20.33%	0.81%
16	I know what my child needs to do next to make progress in their learning.	69.11%	25.20%	5.69%
17	My child has access to the relevant support to enable them to achieve at school/nursery.	65.04%	27.64%	7.32%
18	There is a positive behaviour ethos in the school/nursery which allows for effective learning to take place.	71.54%	26.83%	1.63%

Parent feedback is positive but we will consider further ways we might support parents to have a better understanding of what their child needs to do to make progress in learning.

### Learning Powers / Learning Pit:

Through the Andy Griffiths input at the start of the session – all classes created their own version of a Learning Pit to support the development of a growth mindset and focus on resilience. Children can articulate their steps in learning, evident in pupil focus groups and in class visits. *P4 trialled the characters for Learning Powers and looked at how these could link with the 4 capacities. This will be looked at again and possible re-focus linked to the meta-skills development next session.*

### Next Steps:

Through the Research Projects a number of key focus areas have emerged:

- Developing further the use of progression pathways & high-quality assessments across curricular areas
- Play beyond the early years, linking to meta-skills progression framework
- Retrieval Practice in Literacy and Numeracy
- Q.I. VIPERS visual approach to Reading Comprehension / skills for reading

Staff have shared and identified key texts for further reflective reading groups next session:

Retrieval Practice: *'Rosenshine's Principles in Action'* by Tom Sherrington

Play Pedagogy: *'Play By Any Other Name – Embracing the Play Principles Beyond the Early Years'* by Michelle Simpson

*'Teaching Backwards'* by Andy Griffiths to be a continued focus for all.

## Improvement Priority Session 2023-2024

### Focused Priority: 2      Literacy - Reading

Attainment in Literacy in the Early years (and beyond) will improve with a focus on Reading and Family Engagement – *this priority supports a need for focus on literacy at the early stages as evidenced in eLIPS / BASE data*

- ✓ 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

Directorate Improvement Plan (delete as necessary)

Achievement  
Attendance & Engagement

HGIOS 4 Quality Indicators

2.3 Learning, teaching & assessment  
3.2 Raising attainment and achievement  
2.5 Family Learning  
2.7 Partnerships

HGIOELC Quality Indicators

2.3 Learning, Teaching & Assessment  
3.2 Securing Children's Progress  
2.5 Family Learning  
2.7 Partnerships

Has this priority been:  
(please highlight)

Fully  
Achieved

Partially  
achieved

✓

Continued into next session

### Progress:



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

November '24: Shared Finish and Family Engagement Sessions with a focus on Reading – in Early Years led by P1 staff and Support for Learning and in Main Building led by PT Raising Attainment and P7 Reading Ambassadors.

Term 2 – Primary 1 Family Learning Sessions weekly after school with a Literacy focus to give parents ideas on how to support their child's reading development.

Based on feedback from parents / carers, the sessions provided practical opportunities to look at resources, talk to staff, and share approaches to teaching reading and supporting with reading at home.

World Book Day – Shared Finish / Book Swap – well attended by parents and families. They loved swapping the books and have continued with a book swap area in class – growing a love of books.

### P.4 Reading Intervention:

Cluster Attainment P.T. worked with Support for Learning team and P4 teachers to focus on reading attainment. Focus Group of pupils identified – baselines used to inform targeted intervention. P.T. Claire Devine-Fowler worked directly with targeted groups to explicitly teach reading comprehension skills. Claire also held workshops / professional learning for staff.

### Impact:

#### Literacy Attainment & Parent / Family Engagement 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.

**Staff Feedback:**

*"Family engagement sessions were well received but as always it is difficult to target the parents and families who maybe need the support most." "Consider how do we engage the parents who don't attend the Family Learning sessions?"*

**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 on to 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.

**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.

An initial assessment was completed with a highlighted group of P4 children. 28 children were highlighted as a focus for reading intervention groups. There was a focus on prediction and retrieval skills and building up to making a sentence using ABCD approach. 71% of the focus group of children (20 out of 28) achieved first level in reading and all children made progress in reading and comprehension. All of the children in the focus groups are now able to answer prediction and retrieval questions using the text to support. All of the children have made significant progress in comprehension skills, and most have increased their reading age since the beginning of the small group work. Of the 16 children highlighted at the end of Primary 3 - 44% made more than 10 months overall progress in comprehension skills. Within the targeted group of 5 children 60% increased their reading age by more than 10 months. Throughout the session we have had 10 children not on track diagnosed with dyslexia or on the waiting list for assessment for dyslexia. Four new children joined the P4 year group throughout the session. Currently in P4, 73% of children have achieved first level in reading.

**Staff Feedback:**

*"Intervention from Raising Attainment teacher is targeted and tailored to meet individual needs"*

*"Very responsive and very child-centred."*

*"Good evaluative feedback. Very flexible & opportunities to extend it further in class."*

**Next Steps:**

- Early Years focus on Family Learning – consider how we engage the children, parents and families who need it most
- P1 Phonics through Kodaly – focus from Teacher Enquiry / Research this session to be a priority for next session across N-P2
- P4/5 – P6 Q.I. Reading – roll out following Teacher Research project this session (*Kat to lead at P4-P6; P6 staff to attend Reading QI Training*)



## Focused Priority: 2 Literacy (Nursery)

Attainment in Literacy in the Early years (and beyond) will improve with a focus on Reading and Family Engagement – *this priority supports a need for focus on literacy at the early stages as evidenced in eLIPS / BASE data*

### Nursery Progress & Impact

#### Progress:

- A third staff member now trained in delivering Bookbug after attending CPD at Perth library.
- Regular Bookbug sessions have taken place over the course of the year with a much higher attendance rate.
- Links with Templehall Library have been made and now children attend regularly with nursery staff. Parents are invited to go along to these sessions.
- Bookbug sessions at Chapel Level Care Home.
- Reading areas have been developed throughout the playrooms and outdoor space with the addition of new books.
- Lending library with books for children and families has been revamped.

#### Impact:

- Families have commented that they have since joined the library and attend with their child out with nursery time.
- eLIPS – on entering Nursery 49% of children were at the expected level of language development and on leaving nursery this has increased to 80%.
- We now have more visuals in and around the nursery environment as a universal support to all children
- UNCRC – links to articles across playrooms, planning and PLJ's

#### Parent Feedback from Parent Wise March 2024:

*“The nursery have been really good with my child. All the teachers are lovely and so welcoming they give you reassurance when you need it.”*

*“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 in recent months have offered many opportunities to attend fun nursery activities with your child.”*

#### Next Steps (Nursery):

- *Continue to use data from eLIPS and Base to inform the planning of Literacy sessions in Nursery. DHT and NT to collate data from September Base results to establish gaps in learning/understanding.*
- *Hold weekly Bookbug sessions to encourage families to engage in quality Literacy experiences.*
- *Use Early Level Pyramids to inform observations and planning – improving staff understanding of E's and O's.*
- *Talking Pens to support EAL children and families*
- *Storybooks in different languages to support all children and families.*

## Improvement Priority Session 2023-2024

### **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
- ✓ Promoting equality, inclusion, and diversity: 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.

Directorate Improvement Plan (delete as necessary)

Equality & Equity  
Health & Wellbeing

HGIOS 4 Quality Indicators

3.1 *Ensuring wellbeing, equality and inclusion*  
2.3 *Learning, Teaching and Assessment*

HGIOELC Quality Indicators

3.1 *Ensuring wellbeing, equality and inclusion*  
2.3 *Learning, Teaching & Assessment*

Has this priority been:  
(please highlight)

Fully  
Achieved

Partially  
achieved

✓

Continued into next  
session

#### **Progress:**

#### **Behaviour and Relationships:**

Key staff engaged in the De-escalation / Fife core approaches training across the session. (Fiona W / Lindsay D / Natalie W).

Strategies Handbook created to provide a shared approach to de-escalation strategies.

De-escalation training for PSA's was carried out by our E.P. Kerry Mitchell.

Currently trialling the Functional Analysis & Problem Solving as an enhancement to the current Positive Behaviour and Relationships' policy.

#### **School Vision & Values / House System:**

Our House System was reinvented in Term:1 through consultation with pupils. Children across P4-7 engaged in a mini research topic with a focus on 'What makes Kirkcaldy unique?' They made links with Kirkcaldy Museum and pitched ideas for the new House names. The winning pitch was Kirkcaldy Collieries, and all staff were 'sorted' into the new Houses with a special House Assembly and Captains and Vice-Captains elected.

#### **Nurture / Nurture Spaces:**

Nurture spaces were developed across the school – the Infant Building gym turned into 'The Bee Hive' for Early Years and Base: 3 re-created to provide a space for children in Main Building. Break out spaces developed across stages to support the needs of individual learners.

Emotion Works developed and embedded further into school resulting in the Silver Award Accreditation. New staff receiving in house training and leads supporting across the school. Emotion Works used as a vehicle to support digital wellbeing across the school, supporting the Digital Wellbeing award.

Tailored approach to Nurture afternoons rolled out across 2nd level, developing the Together We Can approach and Tree of Knowledge.

Staff training from ASIST, Supporting Learners Service e.g. EAL training and Educational Psychologist supported staff understanding of nurture, de-escalation and inclusive practice.

#### **Equality, Inclusion and Diversity:**

RME progressive pathway created to support key learning across themes.

School Overview created to show links – to be developed further next session with staff and pupil involvement.

Translator pens to support EAL children & books to support equalities and diversity for class libraries were purchased using funds raised from Social Enterprise / Dragon's Den (*WOW Ambassadors Reading Project*).

**Impact:****Positive Behaviour and Relationships:**

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

95.36% I have friends I can go to if I feel worried

93.57% My school helps me to feel more confident

**Parent Wise:**

Of 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

*My child has gone through a rough term and Torbain have been nothing but supportive for me as a parent and for my child!!*

*Torbain Primary is an outstanding school and I wouldn't want my daughter to attend anywhere else.*

**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 with PSAs beginning to take a role in leading nurture, to be developed further next session. Routines are embedded in the school day – i.e. Morning Club / Nurture Breakfast. This has been particularly successful in ensuring key identified children are able to attend school and has had a positive impact on behaviour, relationships, feeling safe / included / respected. The impact of Fun 31 in Primary 5c has ensured all children in the class are successfully engaging in learning with this play-based / meta-skills approach to the start of their day, with no children requiring additional support.

**Parent Feedback:**

*"If it wasn't for the Breakfast Club my child would find it really hard to come in to school."*

**Equality, Inclusion & Diversity**

RME Plans & Progression Pathways were updated and shared with All Staff.

Our WOW Ambassadors through their Dragon's Den / Social Enterprise identified a need for support for our EAL learners and to support Equality and Diversity across the school. They created a business plan and held a community café to raise awareness of their project. The money raised helped to purchase Translation pens and books to support equality and diversity teaching and learning across the school.

This will be developed further next session with staff professional learning and links made across identified themes (Citizenship / RRS / Equality & Diversity)

**Next Steps:**

- One key member of staff to be identified to engage further in the Network for Five Core Approaches – Relationships (De-Escalation). Purpose of the Network will be to bring colleagues together to discuss key themes, share practice and support and learn from one another. Key staff member to share practice with others in school.
- Updating the Positive Behaviour and Relationships Policy through a relational lens.
- Further Positive Relationships Professional Learning session for PSAs in August 2024.
- There is still a need to develop further our spaces for supporting children with Additional Support Needs, particularly in the Early Years. Use of classroom space to be considered and action plan created.
- Equality, Inclusion and Diversity – to be continued into next session with staff professional learning session / collegiate sharing practice sessions.

## **Focused Priority: 3**

### **HWB – Positive Relationships Strategy, Nurture & De-escalation (NURSERY)**

To provide a nurturing, inclusive environment for all children:

- ✓ All staff will engage with CPD opportunities and work closely with wider agencies and families to cater for individual needs
- ✓ De-escalation / nurturing approaches session for EYOs / PSAs (Ed. Psychologist) \*Milestones for Children with complex additional support needs & personalized targets used to support children
- ✓ PACE approach / scripting / further exploration of visuals to communicate expectations & boundaries
- ✓ Sign-along Development Session
- ✓ ASIST input for staff
- ✓ Emotion Works refresher input for staff and update of area in nursery
- ✓ Develop a nurture space to cater for individual needs

Children engaged in physical activity and taking ownership of their health and wellbeing, supported through Family Engagement:

- ✓ Daily Mile Accreditation
- ✓ Regular opportunities planned for engagement
- ✓ Family Engagement sessions

Developing Pupil Voice in Nursery:

- ✓ Children are involved in the daily running of our nursery; their rights are valued and promoted under the UNCRC with opportunities for pupil voice
- ✓ Involving children in assessing risk-benefits e.g. garden / set up of the playrooms & recording evidence of this
- ✓ Nursery Ambassadors / EYO Leads

### **Progress:**

- All EYO and PSA staff engaged in training with ASIST around different sensory needs – September 2023
- All EYO and PSA staff engaged in De-escalation refresher training with Education Psychology team – Kerry Mitchell led. September 2023
- All EYO's engaged in Signalong development sessions with EYDO – Stephanie Bryson to ensure a consistent approach across all staff. December 2023/Jan 2024
- All EYO's attended two session input from EAL Supporting Learners Service – May 2024
- Creation of our 'Beehive' nurturing space – EYO's supported the set-up of this area as a space to allow children to break out to with staff. The team consulted with ASIST to ensure we were meeting the needs of as many individual learners as possible.
- 3 EYO's took part in virtual Emotion Works sessions.
- Regular family engagement sessions have been offered throughout the year – PEEP focus sessions, Stay and Play sessions, Bookbug, Library visits, Forest Kindergarten visits and Balmule Fishery visit.
- Staff have set up 'Torbain's Tinted' and coffee morning along with parents. This is to promote a more sustainable lifestyle and provide an opportunity for families to connect and form relationships.
- UNCRC – two EYO's lead an input at the last EYO Network meeting to showcase our journey so far.
- Staff discussed our morning routine and agreed we would like to trial all children coming in through the main entrance as some children can be very distressed in the morning – we will ask for parents feedback on this before the end of term.
- Introduction of SIMOA to children and families – children have started assessing the garden and nursery spaces to ensure safety and develop their understanding.
- Weekly, planned sessions with Chapel Level Care Home – two EYO's lead these sessions along with Events Co-ordinator at the care home.

### **Impact:**

- Encouraging parents into nursery and children are settling – building positive relationships with staff and families.
- Individualised support – staff much more confident in identifying supports required for children and families.
- 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 – staff felt the trip to Balmule was a great way of getting to know parents of ALL children, not just key worker group.
- 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 – intergenerational learning embedded within the nursery. Small group visit weekly, children can rotate, however some like to revisit regularly which has helped to form positive relationships between children and residents

### **Next Steps:**

- Continue to embed SIMOA into nursery and wider community – children encouraged to risk assess/risk benefit.
- Daily mile accreditation – CB, ST
- Further input around De-escalation – more in-depth training
- EYO's to be involved in planning of nurturing spaces – looking at needs of individual children. Continue to work closely with wider agencies – Education Psychology, ASIST, SALT



## Attainment of Children and Young People (Primary and Secondary)

Attainment over time % achieved expected level												
	Reading			Writing			Listening & Talking			Numeracy & Maths		
	P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
2020-2021	71.2%	77.9%	73.5%	61.6%	72.1%	71.1%	74%	84.9%	86.7%	79.5%	83.7%	81.9%
	<b>74.2%</b>			<b>68.3%</b>			<b>81.2%</b>			<b>81.7%</b>		
2021-2022	75%	90%	81%	67%	75%	78%	86%	90%	85%	83%	78%	80%
	<b>82%</b>			<b>73.3%</b>			<b>87%</b>			<b>80.3%</b>		
2022-2023	75%	87%	85%	72%	71%	78%	84%	89%	97%	80%	88%	84%
	<b>82%</b>			<b>74%</b>			<b>90%</b>			<b>84%</b>		
2023-2024	74%	75%	84%	74%	73%	81%	85%	84%	84%	82%	80%	85%
	<b>78%</b>			<b>76%</b>			<b>84%</b>			<b>82.3%</b>		

Overall Attainment Session 2022-2023		
Stage	Literacy	Numeracy
P1	77%	80%
P4	82%	88%
P7	87%	84%
Stretch Targets	<b>71.8%</b>	<b>76.5%</b>
Overall attainment	<b>82% (+)</b>	<b>84% (+)</b>

Stretch Targets for session 2023-2024			
Stage	Number of Pupils	Literacy Target	Numeracy Target
P1	65	Target = 72%, 47 pupils <b>78%+</b>	82%, 53 pupils <b>82%=</b>
P4	<del>77</del> 79	Target = 69%, 55 pupils <b>77%+</b>	75%, 59 pupils <b>80%+</b>
P7	89	Target = 71%, 63 pupils <b>83%+</b>	75%, 67 pupils <b>83%+</b>
Overall attainment		<b>79%</b>	<b>81.7%</b>

### Session 23-24

- Across the school, most children are attaining expected levels in Literacy and in Numeracy
- We are meeting our stretched targets in Numeracy at P1 and exceeding stretch targets in Numeracy at P4 and P7
- We are exceeding stretch targets in Literacy at P1, P4 and P7
- Attainment in Writing has improved with an increase of 2% at P1, 2% at P4 and 3% at P7
- There are significant challenges at P4 this session with ASN, as well as social and behavioural needs and a high level of support has been required
- There was a particular focus on specific identified learners at P.7 with targeted interventions in Numeracy and Literacy/Writing (*PEF Raising Attainment Teacher*) – positive impact evident in NSA results this session (see table below)
- Cluster Raising Attainment PT worked with targeted learners at P4, specifically focusing on Reading
- ELiPS Analysis: Of our current N5 children: on entry to Nursery, 49% had the expected level of language development (i.e. 2 Green / 1 Orange). On leaving Nursery, of our current cohort, 80% are now at the expected level. We have an additional 20 new children coming into Primary 1 from out with our setting which will then need to be reflected in our targets for Primary 1.

## Evidence of significant wider achievements

There has been a variety of wider achievement opportunities across the ELC/School this session. All opportunities have developed a range of skills linked to developing the 4 capacities: Effective Contributors, Successful Learners, Responsible Citizens and Confident Individuals. All classes have reflected weekly using Floor Books during class meetings and staff across stages reflected on achievements this session across the 4 contexts for learning. Teachers have tracked wider achievements for their pupils, and we have celebrated success throughout the session through school newsletters, Seesaw, Twitter, school website; celebrating stars of the week in assemblies and recognising achievements through rewarding House points and Torbain Tokens.

### 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
- Gold Sports Scotland Award – submitted for Gold (Silver Achieved)
- Nurturing School Award - tbc



### Wider Achievement this session:

- **Research Schools:** All teachers engaged in Practitioner Enquiry / Research this session through SEIC Research Schools, impacting positively on teachers' practice and outcomes and experiences for pupils.
- **Digital Wellbeing Award:** Following our validation visit on 16<sup>th</sup> April, we are the first school in Fife to receive the 'Digital Wellbeing Award'. This award is in recognition of excellence in digital wellbeing through strong cyber resilience and internet safety practices and is the result of a continued focus on digital technologies over years. The areas of focus we gathered evidence in were Leadership & Vision; Learning & Teaching; Student Digital Competencies and Professional Development. Validation feedback: *"The evidence submitted for the award was exemplary... The wide range of initiatives that were discussed at the validation visit were far reaching and impactful. It was wonderful to see how seriously digital wellbeing is taken and how supportive the school is with the wide range of initiatives provided in a whole school approach. The level of evidence provided in advance and the discussions during the validation visit were exceptional. I use Torbain as a benchmark for digital wellbeing."* Dr Jewitt (Award Validator)
- **Emotion Works Accreditation (Silver):** Very positive feedback from assessors on the embedding of Emotion Works across our school which supports children's emotional understanding and emotional literacy.
- **RRS Ambassadors / World Children's Day:** Our RRS Ambassadors organised a charity fundraiser in aid of UNICEF.



- **Dragon's Den:** Ms Birse and the WOW Ambassadors made a pitch at the Dragon's Den to support their social enterprise idea. Their project was literacy based as Reading was a school improvement priority. They wanted to support children with English as an additional language in our school. The Ambassadors sold pre-loved books to try to offer more opportunities for children to enjoy reading at home. They hosted a WOW Ambassador's Community Café and enjoyed sharing all of their hard work in reading and comprehension with parents, friends and families – and sharing their love of reading with the school community. They raised over £300 to support the purchase of books and translator pens.
- **Science Ambassadors / STEM / SSERC:** Mrs Harper participated in SSERC training this session – joining with cluster leads across the local schools to share practice. Mrs Harper led the Science Ambassadors who were very excited to deliver Science Lessons to their classes as part of British Science Week. Torbain took part in the Fife STEM Festival with classes across the school engaging in STEM related workshops and Science Ambassadors taking part in Climate Ready Classrooms workshops with Mrs Bell.
- **Cool in School:** Mrs Ward was invited to take part in a national refresh of the 'Cool In School' Programme – with a new digital resource being produced, to be launched next session. Torbain pupils supported the creation of the digital resource supported by Mrs Ward. We look forward to the launch!
- **Fife Festival of Music:** Our P5-P7 Strings Group performed at the Fife Festival of Music this year and have also performed in school at special Assemblies. It is fantastic to see their confidence grow and a joy to hear them perform.
- **Glee Club** singers performed at the local Church and Care Home, supporting links within our local community as well as performing in school events, Community Cafes and Parent Fundraising Fun Day.
- **Sporting Success:** Boys' Football Cluster League Winners and Basketball Finalists





- **Fife Athletics Competition** – attending the Fife Regional Competition. Overall Girls 4<sup>th</sup>, Boys 5<sup>th</sup> and Divansh Kingra placing first in the chest push.
- **Cross-Country Championships** – A group of **30 P5, P6 & P7s** represented the school with 4 runners finishing in the top 25. Amazing achievement for Jess Christie (P.7) overall winner for the girls! Well done to all who took part!
- **Primary 1** invited parents and families to enjoy their **Nativity** performance – captured in recorded video scenes as well as through live performances with all children represented.

- **Primary 2** performed at the French Ambassadors' Community Café sharing their learning journey with 'Camembear'...



- **Primary 3** took part in the French Ambassadors Community Café – sharing their songs and learning in French with parents and families.
- **Primary 3 & P3/4** took part in a Super Soils Workshop, as part of the Fife STEM Festival. The workshop was delivered by Royal Botanics and children developed further their knowledge and understanding in Science linked to their Topic.
- **Primary 3/4** took part in the St Andrew's Day Community Café – sharing their Scottish Country Dancing with parents and families.
- **Primary 4** linked with Dunnikier Golf Club to take part in **Golf Taster Sessions**. Another highlight of their year was their Viking Experience Day which parents were invited to share in for the afternoon.



- **Primary 5** children enjoyed a trip to Kirkcaldy Museum to learn more about our town, linked to their school topic work. They also enjoyed the Matilda film at the Lochgelly Theatre, supporting class literacy work.

- **Primary 6:** All Primary 6 pupils had the opportunity to take part in **Curling taster sessions** at Kirkcaldy Ice Rink. A very positive experience for all and we are very grateful for this community partnership.



- **Primary 6 Munro Challenge:** A group of P6 pupils participated in the Munro Challenge practice day with Miss Knox – the full Munro Challenge will take place in Term 1 next session.
- **Primary 7** invited parents and families in to their **Victorian Day**, sharing the learning from their topic work and presenting confidently to their parents.

- **Primary 7** held a **MacMillan Coffee Morning** – organised by the House Captains / Vice Captains and have supported across year groups in their Prefect Roles.

- **Primary 7 First Chances:** A group of pupils engaged in the First Chances project with St Andrews University.



- **Primary 7 Outdoor Learning / Balmule / Ardroy:** All pupils in Primary 7 are offered a residential experience. They all have opportunities throughout the session to take part in valuable outdoor learning activities.



## Learning Partnership/Extended Learning Partnership Strengths and Areas for Improvement

### Strengths identified:

- 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 / Talk 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 and processes and 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

### Areas for Improvement / Planned next steps:

- Reflect on delivery, relevance, and progression **across the BGE**
- Consider how we evidence learning and progression **across the BGE** / more evidence of children's learning across curricular areas (*\*Literacy, Numeracy and HWB strongly feature in Learning Environments and displays across the school*)
- Embed our Torbain Learning Model (age and stage appropriate) across the curriculum
- Build on existing good practice of Learning Journeys to ensure children are confident and knowledgeable of their Learning Targets
- Take forward further plans for Parent Partnerships / Family Engagement

## Care Inspectorate - Strengths and Areas for Improvement

### 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 - this promoted their health and wellbeing
- Children experienced learning in their wider community
- The team should continue their mealtime experience improvement journey

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. This meant that interests were responded to in the moment as staff engaged to deepen learning. The team recognised the importance of continuous professional learning. This had enabled them to achieve an accredited award for creating inspiring and rich play spaces. The evidence and positive impact of this training was reflected in the environment and rich provision.

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.



## **Consultation with Stakeholders**

*Please detail how stakeholders have been involved in reviewing 2023-2024 and how they have contributed to identifying priorities for Session 2024-2025*

- Our Parent Council have been involved over the session in regular review of School Improvement Priorities and consultation on progress. In September they reviewed the format for sharing the summarised Standards & Quality Report with parents and families, which was then adapted and shared with the whole school community and on the school website.
- Parent Council meetings are held termly sharing progress and inviting feedback.
- All parents have been invited to give feedback over the session in different ways and through verbal, written and Forms surveys.
- At Parents Evenings we invite feedback through QR codes – in September we asked parents to reflect on Partnerships and Family engagement; and in March we invited feedback on Participatory Budget.
- Upper School Parents have also been invited to give feedback on pupils residential experience.
- Parent Focus Groups informed our Learning Partnership.
- Parents were invited to take part in the Parent Wise Survey with 110 responses.
- In June all parents were invited to contribute to review of our Curriculum through a Forms Survey.
- Pupil Voice is strong in our school and Pupil Ambassador Groups are actively involved in school improvement and contribute to the life of the school.
- Pupils are invited to share in class meetings weekly and through e.g. Bonus Ball at Assemblies each term.
- Pupils are invited to share on themes from HGIOURS.
- House Captains and Pupil Leadership Team meet to consult with Mrs McNeill.
- Staff are invited to share views through Staff Wise.
- Staff are all involved in reviewing the SIP through self-evaluation wheels for key Q.I.'s and invited to evaluate progress and impact for Key Focus Priorities.
- Staff share practice termly linked to research / school improvement priorities and working parties.

## **How is SQR, IP and PEF Plan shared with stakeholders?**

The Standards & Quality and Improvement Plan summary booklet is shared with all families and is posted on our school website.

A visual plan is displayed in school for all visitors and updated throughout the year with evidence.

Termly newsletters share progress with parents/carers throughout the session.

Updates are shared at Parent Council Meetings and key staff members are invited to share at meetings.

Parent Council minutes are shared on the school website.

**PEF Evaluation/Impact:****Targeted Intervention: 1 Develop HWB, Playground / Outdoor Learning & Physical Activity**

*To improve the health and wellbeing (physical and mental) of our young people through increased opportunities for play and sport. This will in turn impact positively on engagement.*

**Progress:**

1. PSA/PSO qualified coach – employed to target identified groups, engaging them in quality activity (*including Lunchtime clubs, Nurture, Get Physical and After-School Club provision*).
2. Sports Leaders / Play Leaders identified to develop responsibility and leadership skills, to enhance opportunities for play & sport
3. Review of provision in MB playground to consider further quality play / activities on offer for the children at break / lunchtimes. Purchase of playground equipment to enhance existing provision.

**Impact:**

Teacher appointed (part PEF funded) to deliver high quality P.E. and offer additional targeted clubs and activities over the session, to ensure targeted pupils were given increased opportunities.

73% of PEF pupils from across P2 – P7 have been engaged in clubs over the session.

19 Sports Leaders in P7 have developed responsibility and leadership skills – supporting clubs and activities across stages.

**Pupil Feedback:**

*“I don't play a lot of sports myself but by being a Sports Leader I want to help get others involved.”*

Sports & Play equipment purchased to enhance existing provision has enabled most children who want to, to be involved in e.g. sports & games at break and lunchtimes.

**Targeted Intervention: 2 Improve attendance**

*Through analysis of attendance and attainment data, we have identified a target group of 14 learners who have attendance below 70% - some living in SIMD 1/2 and / or FME. Support and planned interventions would increase attendance and improve attainment as a result.*

**Progress:**

DHTs monitor attendance termly and work with families to ensure improved attendance through interventions and support.

- Termly attendance monitoring
- Communication / letters / meetings with DHTs
- Referrals to other supports e.g. The Cottage / Family Engagement Team / Family Support Service
- PSA time to support identified pupils through Nurture Clubs / Morning Club / Nurture Breakfast
- In some cases, ARA / Child's Plan / Review

**Impact:**

Over a 3-year cycle, there has been improved attendance:

The biggest increase in attendance has been this session with 13 out of 14 pupils' attendance increasing by an average of 11.79% per pupil, going from 64.67% last session to 76.46% this session.

There are 5 children with identified ASN recorded as under 70% attendance within the last 3 years 4 out of these 5 pupils' attendance has increased this session and is now above 70%.

From the data analysis, there is clear evidence that interventions like termly attendance letters with various next steps, regular review meetings for identified ASN pupils and outreach supports like The Family Engagement Team, are having a clear impact on pupil attendance. This is regularly reviewed throughout the session.

**Targeted Intervention: 3 Raise engagement in learning through nurture**

*We have identified a group of pupils who are displaying increased distressed and dysregulated behaviours. This is having a negative impact on their attainment and achievement. Time would be spent on creating a safe space / nurture area to support interventions e.g. nurture breakfast, nurture groups, play therapy.*

**Progress:**

Nurture spaces were developed across the school – the Infant Building gym turned into ‘The Bee Hive’ for Early Years and Base: 3 re-created to provide a space for children in Main Building. Break out spaces developed across stages to support the needs of individual learners.

The Beehive and Base 3 used to support targeted groups and individual children develop regulation and in turn, develop a readiness to learn approach. PSAs leading and supporting learners in approaches unique to individual learners.

Mrs Laing met the Family Engagement Team, supporting targeted P5-P7 learners struggling with attendance / dis-engagement. Meetings were arranged at home and in school, in conjunction with school and families to unpick challenges. Outreach from Pupil Support Service and other agencies arranged through Wellbeing Meetings to support children and families.

**Impact:**

There is a consistent approach across the school with PSAs beginning to take a role in leading nurture - to be developed further next session. PEF funded support hours have ensured staffing for a Nurture Breakfast time in both buildings, impacting positively on pupil engagement and readiness to learn. Routines are embedded in the school day – i.e. Morning Club / Nurture Breakfast. This has been particularly successful in ensuring key identified children are able to attend school and has had a positive impact on behaviour, relationships, feeling safe / included / respected.

**Parent Feedback:**

*“If it wasn’t for the Breakfast Club my child would find it really hard to come in to school.”*

**Targeted Intervention: 4 Meeting Learners’ Needs / Raising Attainment Groups / Digital Support**

*We have identified a need across the school for support in developing literacy and numeracy skills for targeted pupils. Targeted software and Raising Attainment Teacher has been a positive factor in raising attainment.*

*P.T. (Digital) supported across the school with digital / software and led Torbain Techies in achieving the Digital Wellbeing Award.*

**Progress:**

Purchasing of digital licenses for identified groups of pupils:

Lexia (55 licenses)

Sumdog Spelling & Maths (P.4-7)

Dynamo Maths

Phonics Hero (60 licenses)

Digital Wellbeing Award – led by PT (Digital)

**Impact:**Lexia impact:

- Use of the initial assessment to level the pupils and discuss with class teachers
- 55 pupils across P5-7 engaging in 3x sessions per week
- Difficulties are highlighted by the programme allowing for immediate intervention by support for learning
- Teachers reporting seeing increased confidence and ability in spelling and the use of specific strategies in almost all children
- Children keep up to date with their progress through regular discussions with support for learning teacher and looking at the data provided by the programme
- School absence can impact lower ability and partly account for pupils not achieving levels at a faster pace
- Children highlighted in the end of year report as requiring intervention are already being supported following the identification of dyslexia or are being monitored and supported accordingly
- 28% of pupils have achieved 4 or more levels
- 72% of pupils have achieved 3 or more levels

Dynamo: Dynamo has been an informative tool in determining areas of development need in Numeracy/Maths for undergoing further assessments. Reports are used to support and assess against the dyscalculia indicators. An average gain of 10.3 units was made across 22 learners in P5. 77% of this group are PEF identified.

Phonics hero impact:

Phonics hero impact has been limited this session due to staffing and technology limitations, pupils have not all had consistent attendance across the session

- 56% of pupils have achieved at least 3 levels by completing the assessments
- Follow up activities and lessons were carried out by PSA

## Targeted Intervention: 5 Meeting Learners' Needs / Raising Attainment Groups

*We have identified a need across the school for support in developing literacy and numeracy skills for targeted pupils. Targeted software and Raising Attainment Teacher has been a positive factor in raising attainment.*

### Progress:

- Completion of pre-assessment to target groups of learners at P.4 & P.7 (pre-assessment and groupings agreed in Term 4 of P3 and P6 with interventions during May'23 – Nov'23)
- Analysis of Data & targeted interventions planned with identified focus groups
- Use of software for focus groups e.g. Dynamo Maths / Sum-Dog
- Retrieval Practice approach = focus for Teacher Research / Enquiry

### Impact:

#### **P6 into P7 Reading Intervention (May '23 – Nov'23)**

Reading intervention based on CT assessment, SNSA banding and baseline SSRT  
60% of the group was made up of FME / SIMD1-3  
On average a gain of 4.5 months was made in reading age within the group  
On average a gain of 4.7 months for comprehension  
PEF individuals made a gain of 4 months for reading age

#### **P6 into P7 Writing Tools (May'23 – Nov'23)**

88% of the group were PEF identified  
Writing intervention based on historical SNSA analysis areas for development  
Children were identified through:  
CT assessment (whole year group)  
Writing Tools assessment (results shared with P7 teachers re. areas for development in their own classes)  
60% of the group identified as being off-track based on P4 SNSA Writing Results

#### **P6 into P7 Numeracy Attainment (May'23 – Nov'23)**

Numeracy / Maths intervention based on P4 NSA scores, CT assessment, Numeracy baseline.  
50% of the group were PEF identified  
Focus of the group was areas of development from the NSA historical analysis and pupil baseline assessments  
Retrieval Practice approach was used as part of Research enquiry with the group  
83% of the group achieved on track or above  
83% of PEF children were on track or above

#### **Primary 4 Term 4 May / June 2023 (Band 6 Reading Intervention Post NSA)**

After 6 sessions most of the group (80%) could identify:

- The key ideas in a short narrative text
- Infer the main characters' thoughts
- Make inference about a character's situation

#### **Primary 5 Term 4 May/June 2023 (Band 6 Reading Intervention Post NSA)**

After focused intervention – almost all of the group were able to identify and explain the main idea within a narrative text and make inference about a character' situation

#### **Primary 4 Writing Intervention Oct-Dec '23**

70% of the group were PEF identified through CT assessment, attainment over time evidence from BASE and whole year group  
Writing Tools assessments conducted in October 2023  
59% of the whole group maintained or gained on-track status  
29% made above average gain

#### **Primary 4 Numeracy Intervention (Oct-Dec'23)**

40% of this group were PEF identified through CT assessment, attainment over time evidence from BASE and Leckie Scotland Maths Assssments

ALL of this group achieved on-track status with 30% of the group going from off-track to on-track

#### **Kit-Bag focus groups in P3/4 and P5**

GMWP baseline assessments set the focus for the group sessions to ensure skills development was focused on identified areas. In both groups almost all scored highly on 'affiliation'.  
In the P5 group, 88% scored highly on agency and only 27% scored highly on autonomy, 9% scored highly on health and safe.  
In the P3/4 group, 54% scored lower than 30 on autonomy (am good at working with others, I can wait my turn, I follow the school rules and I stay calm even when I don't get what I want)  
Autonomy was the focus for the sessions with both groups.



School/Setting Name Torbain Primary School and Early Learning Centre

<b>NIF Quality Indicators (HGIOS 4) School Self- Evaluation</b>				
<b>Quality Indicator</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>Inspection Evaluation</b> <i>(since August 2023)</i>
<b>1.3 Leadership of change</b>	Very Good	Very Good	Very Good	
<b>2.3 Learning, teaching and assessment</b>	Very Good	Good	Very Good	
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	Very Good	Very Good	Very Good	
<b>3.2 Raising attainment and achievement</b>	Good	Good	Very Good	

<b>NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)</b>				
<b>Quality Indicator</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>Inspection Evaluation</b> <i>(since August 2023)</i>
<b>1.3 Leadership of change</b>	Very Good	Very Good	Very Good	
<b>2.3 Learning, teaching and assessment</b>	Very Good	Very Good	Very Good	
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	Very Good	Very Good	Very Good	
<b>3.2 Securing children's progress</b>	Very Good	Very Good	Very Good	

<b>Care Inspectorate (within last 3 years)</b>	<b>Grade (if applicable)</b>		
	<b>2022-2023</b>	<b>2023-2024</b>	
<b>How good is our care, play and learning?</b>	Very Good		
<b>How good is our setting?</b>	Very Good		
<b>How good is our leadership?</b>	Very Good		
<b>How good is our staff team?</b>	Very Good		

Headteacher (Acting) *Louise Quile* (who completed SQR)