

TORBAIN PRIMARY SCHOOL & NURSERY

STANDARDS & QUALITY REPORT

2024-2025



Improving life
chances for all



TORBAIN PRIMARY SCHOOL & ELC

Context of the School

Demographic	Roll – 504 SIMD Profile: 8.7% SIMD1-2; 44.7% SIMD3-4; 37.2% SIMD5-6; 1% SIMD 7-8; 8.3% SIMD9-10 Average SIMD = 4.4 FME = 24.6 % 6.3% of the School Roll are EAL 28% of the School Roll are ASN 13 Care Experienced children and 12 Armed Forces
Vision, values and aims	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. The children who attend Torbain Primary School are accommodated in two buildings within extensive grounds at Blairmore Road. 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 health professionals, our Educational Psychologist and the Supporting Learners Service. Early Learning and Childcare Setting: Torbain Nursery is accommodated in the Early Years’ building of Torbain Primary. The Nursery comprises 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.
Attendance	Authorised Attendance
92.8%	4.2%
Unauthorised Attendance	3%
Exclusions	0

Summary of consultation with stakeholders	<ul style="list-style-type: none"> ➤ Parent Council have been involved over the session in regular review of School Improvement Priorities and consultation on progress. ➤ 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 our Curriculum Rationale. ➤ Parent Focus Groups informed our Learning Partnership. ➤ Parents were invited to take part in an HMIE Survey with ...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. ➤ Pupil Ambassador Groups are invited to share on themes from HGIOURS. ➤ House Captains and Pupil Leadership Team meet to consult and share ideas. Our Pupil Leadership Team created posters of our School Plan and review School Improvement Priorities over the session. ➤ Staff are invited to share views through Sharing Practice. ➤ Staff gave feedback in through HMIE Questionnaires in March 2025. ➤ Staff are all involved in reviewing the SIP through discussion of progress and impact and through self-evaluation wheels for key Q.I.'s ➤ Staff share practice termly linked to research / reading reflection and school improvement priorities.
Attainment Scotland Fund Allocation (PEF)	£123,000
Cost of the School Day statement	<p>At Torbain Primary School and ELC, we recognise the need to reduce the Cost of the School Day for all our young people & families, and particularly for our young people who are already experiencing poverty. We make considerations through:</p> <ul style="list-style-type: none"> - <i>Uniform Swap-Shop / Torbain's 'Tinted'</i> - <i>Subsidised travel for e.g. trips / excursions</i> - <i>A variety of school-based experiences in place of costly excursions</i> - <i>Wide range of school-based clubs with no charge</i> - <i>Fruit / snack / nurture breakfast</i> - <i>Devices to support those who may have limited access at home</i>

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 1:

Learning, Teaching & Assessment – (with a focus on LITERACY / READING)

Scale & Spread: Building on tried and tested approaches from last session's Research School, we will continue to develop high-quality learning, teaching and assessment to ensure consistency of practice across stages and high-quality learning experiences for pupils. Central to this is a focus on reflective reading, professional dialogue and sharing practice.

HGIOS 4/HGIOELC Quality Indicators:

- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement
- 2.4 Personalised Support
- 2.5 Family Learning
- 1.2 Leadership of Learning

Has this priority been: (please highlight)	Fully achieved		Partially achieved	✓	Continued into next session	
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Summary of Progress and Impact (2024–2025)

During the 2024–2025 session, the school has made notable progress in enhancing literacy outcomes across all levels, with a clear focus on phonics instruction, reading comprehension, and data-informed teaching practices.

1. Early Level – Phonics through KODALY

Building on the success of the 2023–2024 P1 Research Project, a Term 1 staff literacy session deepened understanding of phonics instruction using the KODALY approach. Staff reported increased confidence and consistency in delivering phonics lessons. Observational evidence and formative assessments indicate improved phonological awareness, rhyming skills, and engagement among early learners. Assessment data from BASE and eLIPS show measurable gains in early reading benchmarks, reflecting the positive impact of this structured, musical approach to phonics.

2 & 3. First and Second Level – Shared Literacy Approaches

A shared understanding of reading instruction has been strengthened through collaborative professional learning and targeted interventions. The P6 Q.I. project facilitated the sharing of effective practice, enhancing consistency and professional dialogue across the upper stages.

In Primary 5, the VIPERS comprehension strategy was successfully embedded and shared across classes. Pupils accessed texts using recordable devices, sequencing tasks with WAGOLL (What A Good One Looks Like) examples, and differentiated materials. Staff also implemented explicit teaching cards and visual supports to scaffold comprehension, improving accessibility for all learners.

A professional learning session with Stephen Graham provided valuable modelling and dialogue. Staff reported improvements in learners' fluency, expression, and the ability to differentiate reading instruction effectively. One teacher noted, "Stephen Graham's input helped me to support pace, challenge, and differentiation."

The introduction of book banding has further supported progression and ensured appropriate challenge. Early feedback suggests improved pupil engagement and more targeted reading instruction.

4. Effective Use of Data, Assessments & Retrieval Practice

Assessment practices have been strengthened through the use of SSRT assessments to validate professional judgement in reading. Spelling trackers and retrieval practice tools have supported knowledge retention and consolidation. Contextual assessments, including pre- and post-assessments in numeracy and writing (using Fife Writing Assessment grids), have provided clear evidence of progress and informed next steps in teaching.

This summary highlights the school's commitment to evidence-based practice, professional collaboration, and targeted support for learners. The impact of these strategies is evident in improved attainment, increased staff confidence, and more consistent literacy instruction across all stages.

Impact:

- We are exceeding our stretch targets in Literacy at P1 and P7.
- P1 Reading Attainment has increased by 4% on last session (74% - 78%)
- At P.4 there is sustained positive attainment in Literacy. Comparing attainment from P.1 – P.4, for our current P4 cohort:
Reading 75% in P1 - now 78%
L&T 86% in P1 - now 84%
Writing 67% in P1 - now 70%
- P7 NSA results are very positive with 48% achieving Bands 10/11+ bands in Reading / 31% in Writing. Targeted focus groups following assessment of Writing Tools and regular practice across classes informed by assessment.

Parent Feedback Analysis – Pre-Inspection Questionnaire HMIE (133 responses)

Q.9 My child finds their learning activities hard enough: (84.97% strongly agree / agree)

Q.13 My child is making good progress at the school: (89.48% strongly agree / agree)

Pupil Feedback Analysis – Pre-Inspection Questionnaire HMIE (226 responses)

Q.22 I enjoy learning at school: (85.84% positive responses)

Q.23 I feel that my work in school is hard enough: (42.04% all of the time / 48.23% some of the time)

Q.24 I know who to ask to get help if I find my work too hard: (80.09% all of the time / 14.16% some of the time)

Q.25 I am encouraged by staff to do the best I can: (77.88% all of the time / 17.7% some of the time)

Q.26 I am happy with the quality of teaching in my school: (83.19% all of the time / 15.04% some of the time)

Next Steps:

1. **Kodaly:** Staff Development Session for Kodaly across the school, to encourage approaches across stages from Early – Second Level, or for older children working at Early Level. Bring into Bee-Hive – literacy rich environment – immersed to encourage literacy / phonics development e.g. puppets etc around the room.
2. **Shared Understanding of Reading / Approaches to Guided Reading:** Continue to promote reading for enjoyment / engagement from home (e.g. Reading Wakelet) / links with the library / Reading Ambassadors/'Reading Schools'. PSAs would welcome further training to appropriately support children they work with.
3. **Shared Agreements** to be reviewed to ensure appropriate pace, challenge & differentiation. Staff to collate effective practice in Literacy / Phonics & Spelling and Reading to inform updated Literacy Guidance for Session 25-26. Consider how we ensure AifL strategies are consistently threaded through the teaching of guided / shared reading to ensure pace, challenge and engagement.
4. **Effective use of data / retrieval practice** – using this across the BGE / moderation across other curricular areas and subjects. Being more explicit and consistent about e.g. Numeracy / Maths topics (formative assessment); eLIPS/BASE/NSA – more focus for all teachers to inform next steps / planning. Develop further opportunities for high quality assessment – e.g. in line with IDL

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 2: *Curriculum – A shared understanding of ‘Our Curriculum’ with planned, progressive pathways across the BGE and a skills-based approach to learning*

We will ensure there is a shared understanding of ‘Our Curriculum’ with an entitlement for all children to progressive learning experiences across the BGE. Children will develop skills across curricular areas through playful learning and planned meaningful contexts. Staff will engage in planning and moderation, using benchmarks and using a range of assessment evidence to inform professional judgements and achievement of a level across the BGE.

HGIOS 4/HGIOELC Quality Indicators:

- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 3.2 Raising Attainment and Achievement
- 3.3 Creativity & Employability

Has this priority been: (please highlight)	Fully achieved		Partially achieved	✓	Continued into next session	
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Summary of Progress and Impact (2024–2025)

Throughout the 2024–2025 session, Torbain Primary has made meaningful progress in strengthening its curriculum, tracking and reporting progress across the BGE, and play-based learning, with a clear focus on community engagement, learner voice, and the development of the meta-skills.

Curriculum Rationale

In Term 1, the school engaged the wider community—including staff, pupils, parents, and partners—in a consultation to co-create a refreshed Curriculum Rationale. Feedback highlighted a shared aspiration: parents and carers prioritised the development of confident, responsible citizens, while pupils emphasised becoming successful learners. This collaborative process led to the creation of a visual infographic, co-designed by senior pupils and parent partners, which clearly communicates the school’s motto, values, and four key curriculum drivers: Readiness to Learn, Relationships, Opportunities & Individuality, and Personal Achievement. These drivers now underpin curriculum planning and are being actively promoted through events such as Sharing the Learning and Community Cafés, ensuring continued parental engagement and shared ownership of “Our Curriculum.”

Tracking & Reporting

Staff have continued to reflect on and refine the curriculum to ensure breadth, depth, and progression across the Broad General Education. The introduction of the new PROGRESS tracker has enabled more consistent tracking of achievement across all curricular areas. Staff engaged in professional dialogue around assessment and used the updated reporting framework to communicate progress across the BGE to parents/carers. All staff engage with CfE Benchmarks and Progression Pathways across curricular areas. At some stages, pupils also used Progression Pathways to co-plan learning, particularly through interdisciplinary topics, fostering ownership and relevance in their learning experiences.

Play and Meta-skills Development

Play-based learning has been further embedded across the school, supported by professional learning through the Play TLC Network. Staff valued opportunities to observe and share practice across settings, reinforcing a shared understanding of the purpose of play. Key staff led sessions on developing meta-skills through play, aligned with the school’s “Torbain 5 C’s”: Concentration, Communication, Curiosity, Creativity, and Critical Thinking. These skills are now symbolised and used consistently across Early, First and Second Level. Children reflect on their learning through play using class floor books, learning walls, and co-created displays, demonstrating a strong grasp of the language of learning. Core provision has supported the development of rich play provocations, ensuring all learners across the Early Level engage meaningfully in playful, purposeful learning. This is being further developed across First – Second Level.

Next Steps:

Curriculum / Tracking Progress & Achievement across the BGE:

- Continue to explore ways to encourage pupil voice and leadership of learning – promoting personalisation and choice / more child-led, responsive opportunities to increase engagement
- A review of Topics / IDL (potential Working Party)
- High Quality Assessment through IDL focus e.g. application of Maths / Numeracy

Play / Meta-Skills:

- Developing play as assessment pre/post topic
- 2nd Level Group TLC
- Meta-skills develop further to look at more of the skills and evidence progression across stages / throughout the school and Nursery
- Tracking skills at 2nd Level through My WOW

Identified next steps above will ensure positive engagement of learners and positive impact on pupil outcomes across the curriculum. Use of IDL / high quality assessment will ensure more confident teacher assessment / achievement of a level.

***HMIE Identified areas for Improvement:** *Continue to raise attainment of children across all areas of the curriculum / Continue to develop quality observation of skills across the nursery and school to ensure progressive development of skills*

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 3:

3.1 Wellbeing, Equality & Inclusion – Consistent approaches to be used by all staff to support the social and emotional needs, ensuring children are ready to learn.

We will further develop spaces, practice and shared approaches linked to our PEF Priority Focus:1 – raising engagement through nurture / planned interventions.

HGIOS 4/HGIOELC Quality Indicators:

3.1 Wellbeing, Equality & Inclusion

2.4 Personalised Support

Has this priority been: (please highlight)	Fully achieved		Partially achieved	✓	Continued into next session	
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Summary of Progress and Impact (2024–2025)

Throughout the 2024–2025 session, there has been noticeable progress in developing wellbeing, equality and inclusion in Torbain. We aim to create a safe and nurturing environment that promotes equality and inclusion and is supported by further training and resources.

Establishing a Base / Space to support ASN in Early Years

There have been strong links and partnership working with wider agencies, including ASIST, PSS and Educational Psychology, to support the development of safe and nurturing spaces for children with additional needs. The Beehive was developed to create a nurturing space in the Early Years setting, and Base 3 in the main building alongside quiet spaces across the school to further support engagement of learners. This was a strength noted in our recent HMIE inspection report: *"The school's values underpin the nurturing and inclusive culture and ethos of the school"* and *"Staff's consistent application of an agreed environmental framework is successfully ensuring that classroom environments are nurturing and inclusive with all children having easy access to a quiet, calm space."*

Collegiate planning with teachers, support staff and support for learning team has had a positive impact on engagement and outcomes for children with increasing time spent in the classroom setting over the course of the session. *"...skilled staff support children successfully to regulate their behaviour."* (HMIE, 2025)

Parent Feedback Analysis – Pre-Inspection Questionnaire HMIE (133 responses)

Q.5: I feel that my child is safe at the school: (93.23% strongly agree / agree)

Q.8: I feel staff really know my child as an individual: (84.96% strongly agree / agree)

Promoting Equality, Inclusion and Diversity

Staff and children have deepened their understanding of equality, inclusion, and diversity through the school's ethos and activities. Strong partnerships with external agencies, including Education Scotland, have supported this development. Staff received training on updated guidance and anti-racist education, with key resources shared during an inset day. Procedures for reporting via Seemis were reviewed, and feedback from staff shows improved understanding of processes and practices, contributing to a shared commitment across the school. Strong evidence of positive impact through pupil feedback.

Keeping Your Cool in School: Updated Resource

Staff engaged in training on the updated Cool in School resource. Staff have welcomed the use of visuals, realistic characters and scenarios to support teaching and learning. Children have been supported to recognise and discuss their feelings about themselves and others. Children are better equipped to use cool responses in real-life scenarios supported by scripting. There is evidence of positive impact through pupil feedback:

Pupil Feedback Analysis – Pre-Inspection Questionnaire HMIE (226 responses)

Q.4: I feel safe when I am at school: (85.4% agree)

Q.5: My school helps me to feel safe: (89.38% agree)

Q.7: Staff treat me fairly and with respect: (85.84% agree)

Q.9: My school helps me to understand and respect other people: (96.46% agree)

Next Steps:

- Expand nurturing practices from The Beehive to other bases to support ASN pupils.
- Create a central hub for nurture resources & develop PSA staff skills with Additionality Teacher enhancing inclusive support.
- Co-create an Anti-Racism Policy with staff, pupils, parents, and the wider community & diversify school resources to reflect a range of cultures and identities.
- Strengthen emotional development through Cool in School, Emotion Works, peer-led initiatives, and parental involvement.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

Nursery Improvement Priority 1:

Learning, Teaching & Assessment – (with a focus on LITERACY / READING)

1. There will be a shared understanding of key themes in Literacy and staff will use documentation to develop their knowledge and practice.
2. To improve parents' understanding of Literacy at the early level.

HGIOS 4/HGIOELC Quality Indicators:

- 2.3 Learning, teaching and assessment
- 2.4 Personalised Support
- 3.2 Securing children's progress
- 2.5 Family Learning

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

Successfully attended regular Book bug sessions, delivered by trained members of staff. Staff members have attended refresher training online.

Regular library visits to Templehall Library, with children and parent. More parents have signed up for library cards as a result.

All with positive impact on engagement and attainment for children.

HMIE noted '**Children demonstrate a high level of interest in books and songs. They independently choose stories to read to themselves and have developed a strong love of books.**'

Looking outwards – EYO's have visited other nurseries, EYO networks, open events and professional learning opportunities.

Workshop for Literacy approach – children very engaged – 'Leaf Thief', 'Runaway Peg', 'Monster Goes to School'.

Thread of learning evident through planning, learning walls, PLJ's and floor-books.

HMIE noted '**Practitioners plan quality experiences which are developmentally appropriate and provide depth and challenge in learning.**'

Through planning meetings, staff have agreed revisiting stories provides more opportunities to delve deeper and encourage children's interest. Children are now more confident when retelling and more can confidently identify rhyme. Offering planned Literacy sessions throughout the week has increased engagement by almost all children.

Parent Feedback Analysis – Pre-Inspection Questionnaire HMIE (42 responses)

- Q.9 The learning experiences my child has at the setting are at the right level for them. (95.24% positive responses)
- Q.10 My child's learning and development is well supported by the staff in the setting. (90.48% positive responses)
- Q.13 My child is making good progress at the setting. (90.48% positive responses)
- Q.17 The setting gives me ideas on how to support my child's learning at home. (92.86% positive responses)
- Q.18 The setting organises activities where my child and I can learn together. (92.86% positive responses)

Next Steps:

- Story sacks through PEEP to continue to involve parents and further develop links with home - promoting positive reading experiences for children.
- Refresh lending library.
- Engage with Library on Wheels.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

Nursery Improvement Priority 2:

Curriculum – A shared understanding of ‘Our Curriculum’ with planned, progressive pathways across the BGE and a skills-based approach to learning

Shared vision between staff and families on the curriculum and sharing of wider achievements. Staff understanding of the skills celebrated and planning for next steps in learning.

HGIOS 4/HGIOELC Quality Indicators:

2.2 Curriculum

2.3 Learning, Teaching & Assessment

3.2 Securing Children's Progress

3.3 Developing creativity & skills for life and learning

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

PLJ area developed to allow children easier access to read and take ownership of folders – this has increased engagement.

Documentation of learning – more focused planning meetings, links to CFE curricular areas, long term planning to track coverage, long term planners.

Introduced learning conversations with EYO's and PNT/DHT to widen knowledge and understanding of CFE and plan for next steps in learning.

UNCRC – codes on displays to inform parents/carers and articles continue to be included in PLJ's. Articles linked to observations, planning, floor books and learning walls.

Learning walls – staff evaluating once a learning wall is complete, linking to curricular areas and 7 key principles.

Staff aware of new frameworks from Care Inspectorate – time given for professional reading and dialogue.

Wider achievements display in cloakroom – staff encouraging parents to contribute and share achievements via Seesaw. Children really proud of their photographs on the wall.

Seesaw continues to be successful – World Book Day activity to encourage parents to share learning from home. This will continue next session.

Children are engaged in discussions regarding UNCRC and wider achievements and are eager to share successes

Children are confident when sharing their learning and are included in all aspects of golden thread of learning.

HMIE noted...‘Children’s achievements are recognized, captured and celebrated well within the nursery.

Children feel valued and proud of what they have achieved through their achievements, which are reflected in wall displays.’

Parent Feedback Analysis – Pre-Inspection Questionnaire HMIE (42 responses)

Q.4 Staff treat my child fairly and with respect: (95.24% Strongly Agree / Agree)

Q.7 The setting helps my child to feel confident: (95.24% Strongly Agree / Agree)

Q.8 I feel staff really know my child as an individual: (97.62% Strongly Agree / Agree)

Q.10 My child’s learning/development is well supported by staff in the setting: (90.48% Strongly Agree / Agree)

Q.13 My child is making good progress at the setting: (90.48% Strongly Agree / Agree)

Q.14 I receive helpful, regular feedback about how my child is learning/developing: (92.86% Strongly Agree / Agree)

Q.16 I understand how the setting monitors my child’s progress in learning: (90.48% Strongly Agree / Agree)

Next Steps:

- Skills stall event/market-place – including CfE information, Child smile, Nature Kindergarten, PEEP, Book bug to develop parents understanding of Curriculum for Excellence and the learning experiences on offer in nursery.
- Looking to develop meta-skills tracking – how can we make this visible? Documentation
- Progress Meetings with parent – staff to talk more about curriculum links with parents.

Next step identified by HMIE... '***Practitioners could now begin to track the skills children are developing through their wider achievements. This will help them to gather an overall picture of each child, and support those who may need more opportunities or further challenge***'.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps**Nursery Improvement Priority 3:****3.1 Wellbeing, Equality & Inclusion**

To continue to embed the UNCRC into our daily practice and develop opportunities for pupil voice.

To embed SIMOA within our nursery with a shared understanding between staff, families and children.

HGIO5 4/HGIOELC Quality Indicators:

3.1 Wellbeing, Equality & Inclusion

2.4 Personalised Support

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

Children want to and can confidently discuss SIMOA and UNCRC visuals.

SIMOA is taken out with nursery on outings and around the building.

Children are risk assessing our garden and taking responsibility for recording and 'fixing' any problems. Children are more aware of curricular links and can confidently talk about their learning e.g why do we need to wear appropriate clothing, sun safety etc.

Staff promote skills development every day through core provision, conversations with children, professional dialogue, observations and through discussions with parents.

SHANARRI and UNCRC are visible throughout the nursery environment.

Parental involvement through Seesaw – pleas for help through Seesaw posts and celebrating help with photo/videos e.g. bark delivery, painting furniture.

EYO'S – Chelsey Davies and Stef Mooney shared practice at EYO network (both sessions) and subsequently staff from other nurseries have visited our nursery.

All staff use rights-based language, and all staff have received UNCRC training.

UNCRC floor-book – all staff, children and families are encouraged to contribute to the floor-book. It documents our journey.

HMIE noted: 'There is an embedded approach to teaching and a strong focus on children's rights which is evident through the nursery's ethos and culture'.

Parent Feedback Analysis – Pre-Inspection Questionnaire HMIE:

Q.5: I feel that my child is safe at the setting: 97.62% (78.57% strongly agree)

Q.6: My child's behaviour is managed effectively: 97.62%

Q.8: I feel staff really know my child as an individual: 97.62%

Next Steps:

- Continue to promote parent involvement/engagement through Seesaw
- SIMOA sent home
- Right of the month
- Taking SIMOA to P1 and playground

Improving Outcomes

Attainment – Level Achieved

Stage	Listening & Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	81.7%	78.3%	76.7%	80%
P4	83.8%	78%	70.6%	78%
P7	83.8%	81.5%	72.8%	76.5%

Overall Attainment for 2024 - 2025

	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	76.7%	76.7% =	83.3%	82% -
P4	73.5%	69% -	80.9%	78% -
P7	71.3%	73% +	75%	77% +

Session 24-25

- Across the school, most children are attaining expected levels in Listening & Talking and Reading. The majority of children are attaining expected levels in Writing at P4 & P7.
- We are exceeding our stretch targets in Literacy at P1 and P7 and we are exceeding our stretch targets in Numeracy at P7.
- ELiPS Analysis: Of our current N5 children: on entry to Nursery, 36% had the expected level of language development (i.e. 2 Green / 1 Orange). On leaving Nursery, of our current cohort, 67% are now at the expected level. We have an additional 11 new children coming into Primary 1 from out with our setting which will then need to be reflected in our targets for Primary 1.
- At P.4 there is sustained positive attainment in Literacy and a 5% decrease in attainment from P1-P4 in Numeracy. Comparing attainment in P.1 – P.4:
Reading 75% in P1 - now 78%
L&T 86% in P1 - now 83.8%
Writing 67% in P1 - now 70.6%
Numeracy 83% in P1 - now 78%
- NSA results at P7 show sustained positive progress across all 3 areas over time. These outcomes are underpinned by effective use of data-informed interventions, particularly targeted and universal retrieval practice.
- We are exceeding our stretch targets in Numeracy in P7 but have not met out targets in P1 or P4 - this supports a rationale for priority focus in Numeracy for session 25-26.

PEF Progress & Impact:

PEF Priority:1 Improving attendance and engagement:

By June'25, 34 identified children across P2-P7 will have an average attendance of 82% or above from an average of 78%.

PEF PT has updated attendance and punctuality policies ensuring consistent shared procedures for all children and staff. Regular attendance monitoring supported by data sharing, key meetings and targeted support for families has impacted positively on attendance and engagement for targeted learners. The school works closely with Fife's Family Engagement Team and provides 1:1 nurture sessions for identified pupils. Focused interventions are in place for learners with attendance below 70%, with early support for those under 85–90%.

By June 2025, the average attendance of 34 targeted pupils from P2–P7 improved from 78% to 82.44%, exceeding the goal of 82%. Of these, 16 pupils now have attendance above 85%. Among the remaining 18, several face significant challenges, including health issues, bereavement, ASN, and involvement with external agencies. Despite this, 11 of the 18 still showed improvement. Overall, there was a 62% improvement in attendance among pupils with less than 90% attendance compared to the previous year, reflecting the effectiveness of ongoing monitoring and targeted interventions.

Wellbeing and Engagement Impact Summary:

Data from the Glasgow Motivational Wellbeing Tool shows improved wellbeing and increased engagement among pupils participating in the Our Girls Can programme. Similarly, data from the Decider Skills programme reflects positive trends in emotional regulation and resilience. Over time, nurture and attendance interventions have contributed to improved outcomes, with individual case studies supporting these findings. Observations from PSAs involved in Kitbag, Nurture, and Lego Therapy sessions also highlight noticeable improvements in pupil confidence, emotional expression, and social interaction.

PEF Priority:2 Raising Attainment Focus:

A Raising Attainment Teacher was appointed to collaborate with Class Teachers and DHTs to analyse assessment data and enhance the use of retrieval practice, with the aim of improving learner outcomes and teaching practice. Targeted teaching at P4 & P7 using pre-assessments and leading staff development through reflective reading (Rosenshine's Retrieval Practice).

Impact on Learners:

Phonics & Literacy: 20% gain in digraph/vowel acquisition from baseline phonics assessments.

NSA Writing: 45% moved from off-track to on-track, 33% maintained on-track, 11% progressed from on-track to ahead, Clear evidence of application in writing tasks and jotters.

Numeracy & Maths: Reduced maths anxiety across all participants (based on Maths Anxiety Scale). Average gains in targeted areas: Fractions, Decimals, Percentages (FDP): +30%, Addition/Subtraction in context: +23%, Multiplication/Division: +14%, Information Handling: +12%, Money, Time, Measure: +22%, Word Problems: +29%. Overall NSA Progress (Numeracy): 40% moved from off-track to on-track, 30% maintained on-track, 20% progressed from on-track to ahead.

Achievements

Awards currently held by the school:

- Excellence in Professional Learning Award
- Emotion Works Accreditation - Silver
- Gold Sports Scotland Award
- Digital Schools Award
- Digital Wellbeing Award



This session, we have made significant progress across all four contexts for learning.

- We achieved the **Gold Sports Award**, with 57% of pupils in P3-7 engaging in a wide range of extra-curricular clubs, enhancing physical wellbeing. Through opportunities for personal achievement, pupils participated in cluster tournaments including basketball, golf, tennis, football, cross country, netball, rugby, and curling—developing teamwork, perseverance, and communication.
- Our **Silver Accreditation for Emotion Works** reflects our focus on emotional literacy and wellbeing, embedded within the ethos and life of the school.
- **Pupil leadership** is a key strength, with learners actively shaping school life through WOW, Sports, Fairtrade, Reading Schools, RRS, Emotion Works, French & Spanish and Music groups. These roles promote essential meta-skills such as creativity, initiative, critical thinking, and collaboration.
- **Digital Leaders** (Torbain Techies) supported across the school with ICT lessons and aspects of digital learning. The Digital Leaders planned and delivered a training session for staff, specifically focusing on digital plenary software and coding, including Microbits. They hosted this collegiate session independently, demonstrating different apps and websites and supported staff in having a go with the technology.
- Our **Music Ambassadors** led Torbain's 'Songfest', showcasing planning and expressive skills.

These achievements reflect our strategic focus on developing confident, responsible, and effective contributors, preparing learners for life, learning, and work.



Evaluations (School)

	2022-23	2023-24	2024-25	Inspection Evaluations (since August 2024)
1.3 Leadership of Change	Very Good	Very Good	Very Good	
2.3 Learning, teaching and assessment	Good	Very Good	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good	
3.2 Raising attainment and achievement	Good	Very Good	Good	Good
Evaluations (ELC)				
	2022-23	2023-24	2024-25	Inspection Evaluations
1.3 Leadership of Change	Very Good	Very Good	Very Good	
2.3 Learning, teaching and assessment	Very Good	Very Good	Very Good	Very Good
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good	
3.2 Securing children's progress	Very Good	Very Good	Very Good	Very Good
Care Inspectorate Evaluations (ELC)				
	2022-23	2023-24	2024-25	
How good is our care, play and learning?	Very Good			
How good is our setting?	Very Good			
How good is our leadership?	Very Good			
How good is our staff team?	Very Good			
Statement about feedback from Education Scotland/Care Inspectorate if inspected this session:				
The inspection team found the following strengths in the school's work:				
<ul style="list-style-type: none"> The very positive relationships evident across the school and nursery between staff and children. These support children to feel confident, respected and proud of their school and nursery. The strong culture of collegiate working across the whole staff team. Staff's sustained focus on improving children's learning and experiences is enhancing children's learning experiences and achievement. The very effective use of digital technology in the school to support and extend children's learning. The high-quality indoor learning environments in the early years and the consistent use of inclusive learning environments across the whole school. These provide children with interesting, motivating activities that support children's curiosity and creativity. 				
The following areas for improvement were identified:				
<ul style="list-style-type: none"> Continue to provide learning experiences that are set at the right level of difficulty to further increase children's motivation, engagement and independence in learning. Continue to raise the attainment of children across all areas of the curriculum. Continue to develop quality observation of skills across the nursery and school to ensure progressive development of skills. 				