

TEAM



Torryburn

Standards and Quality Report 2020-2021

Achieving Excellence and Equity

Context

Setting/School Roll (including ELC/ASC)	170 Pupils in Total 112 school 58 Nursery			
FME	32%			
Attendance (%) 93.7%	Authorised	6.3%	Unauthorised	-
Exclusion (%)	0			
Attainment Scotland Fund Allocation (PEF and SAC)	£37,594			

Torryburn Primary School

Our Vision – *Believe Achieve*

Our Values – Kindness ~ Honesty ~ Hardworking

Our Aims – Ready ~ Respectful ~ Safe

Our aims and values are an integral part of the culture and ethos at Torryburn Primary School. Our school aims and values were refreshed in 2019. Pupils confidently talk about our aims and values and how these are important within school and wider community. Our values and aims ensure that strong positive relationships are at the heart of the life and work of the school.

Torryburn Nursery

Our Vision – *Growing & Learning Together*

Our Values – Kindness ~ Fun ~ Play

Our Aims – Ready ~ Respectful ~ Safe

The vision and values of the nursery have been the same as the school for many years, although were not playing a prominent role in the day-to-day life and work of the nursery. Therefore, through reflection, we identified a need to refresh our vision and values. The transformational changes, with the introduction of our new nursery model this session, opened up an opportunity for our whole community to have ownership of this process in ensuring these are relevant and reflect our aspirations for our children.

Improvement for Recovery Priority Work

Session 2020 - 2021

School Improvement Priority 1 –

Health & Wellbeing – To improve learning experiences through a focus on relationships and supporting mental wellbeing.

NIF Priority

Improvement in children and young people's health and wellbeing

Closing the gap between the most and least disadvantaged

NIF Driver

School Improvement

HGIOS 4 Quality Indicators

2.1 - Safeguarding and child protection

2.5 - Family learning

3.1 - Ensuring wellbeing, equality and inclusion

Progress:

The Resilience Alphabet was used initially on the return to school during Term One across P1-P7. The discussion and related activities were built in to the daily morning routine for all children. We developed a whole school display using pupil voice to communicate understanding of each aspect. This was shared with our wider school community on a weekly basis, through social media platforms and on Seesaw.

Throughout the session the 5 Ways to Wellbeing have been strongly promoted with pupils, families and the whole staff team. Understanding of the 5 Ways to Wellbeing has been supported through being linked to children's daily experiences and has been built up visually as part of each class' Belonging Board. All classes contributed to a whole school 5 Ways Display; sharing their learning in an ongoing way throughout the year. During the period of lockdown, the 5 ways to Wellbeing was used to structure the school day, ensuring that pupils had the opportunity to have a balance of time to; connect, give, take notice, be active and learn.

At home parental understanding of the 5 Ways has been supported by sharing video clips to explain the importance of and what is meant by the key terminology. Throughout the period lockdown, home learning activities were linked to the 5 Ways to further reinforce the importance of the link between physical and mental health. In addition, at the time, the theme of each weekly assembly, through using Sway, was linked to the 5 Ways and connected the sharing of learning between home and school. Specific activities were planned to promote the 5 Ways, for example, our whole school family walking challenge which had a specific focus on connecting, being active and taking notice.

We had planned to establish a consistent approach to learning and teaching to support mental wellbeing of middle/upper school pupils, through using 'The Connected and Compassionate Classroom' curricular resource. The professional learning around this was planned to take place in Term 2, however this term was significantly disrupted by a Covid outbreak resulting in periods of self-isolation for almost all classes in addition to a period of whole school closure. The period of lockdown coupled with staff absences in Term 3 also meant that this action did not take place. The children's return to school in mid-February and March highlighted a need to focus on reading and build on previous year's learning with the whole staff team. This emergent strategy resulted in identifying and addressing gaps in reading.

'Being Cool in School' has been implemented in Primary 1/2 to support wellbeing of early years pupils. This has particularly supported the transition from nursery to Primary 1 within the context of a story and characters which has engaged children's learning.

All staff engaged in professional learning to further develop understanding of the impact of adversity and trauma and to provide support to help mitigate against the impact of these experiences. The use of the

podcast was an effective professional learning tool which has linked and revisited previous learning of the team in addition to further developing knowledge of developmental trauma.

Impact:

During pupil focus groups children across the school were able to confidently identify ways in which they support their own wellbeing and link those to activities at school and at home. In feedback from pupils during lockdown most children were able to identify which aspects of the 5 Ways they needed more support with. Teachers were able to use this information to inform planning and experiences to support their class, particularly in connecting and being active. As a result, class catch-ups on Teams were introduced and received high attendance across the school.

Most parents (82%) stated that our school focus on the 5 Ways has impacted positively on their child's wellbeing. *"My Child feels more in control and aware of how she is feeling and can more easily communicate with me about it. She's learned the importance of keeping active and healthy. She has formed good and strong relationships with her classmates."* A few parents had messaged class teachers to share that they were using the language of the 5 Ways to support their relationship with their children and that they were responding well to it. Most teachers and SLT reported that during parent/teacher phone conversations parents used the language of the 5 Ways to Wellbeing.

Most families participated in a whole school walking challenge during lockdown. Over several weeks school and nursery children contributed 1179 miles to the collective challenge of walking from Lands' End to John O'Groats. Staff also walked the equivalent mileage.

Next Steps:

Source visuals (Our Minds Matter) to promote the 5 Ways in classrooms and around the school to support children's understanding and ability to link daily routines and learning activities to connect, give, take notice, learn and be active.

Continue to link 'sharing learning' posts on Seesaw to the 5 Ways.

Develop Belonging Boards in classrooms to reflect ongoing learning linked to the 5 Ways.

School Improvement Priority 2

Numeracy & Mathematics - To improve attainment in Numeracy & Mathematics

NIF Priority

Improvement in attainment, particularly in literacy and numeracy

Closing the gap between the most and least disadvantaged children

NIF Driver

School improvement

Assessment of children's progress

- 1.1 – Self-evaluation for self-improvement
- 1.3 – Leadership of change
- 2.3 – Learning, teaching and assessment
- 2.4 – Personalised support
- 2.5 – Family learning
- 3.2 – Raising attainment and achievement

Progress:

All teachers have engaged in a series of professional learning sessions centred on Education Scotland's PL Resources, to build capacity in developing children's numeracy experiences, concepts and associated skills, focusing on Number and Number Processes; Fractions, Decimals, Percentages; Time; Data and Analysis; Chance and Uncertainty. Adaptations to the ways in which we used our collegiate time were made, in addition to using digital tools and recorded webinars.

New planning formats were introduced to support CT understanding of progression of skills and knowledge in Mathematics and Numeracy. These formats link the experiences and outcomes to the benchmarks providing clear pathways of learning.

In consultation with families and staff, a need was identified to support parental understanding of teaching and learning approaches across the four operations of addition, subtraction, multiplication and division. Support materials were created which demonstrated the progression of strategies at Early, First and Second Level, in a simple and visual way. These materials were shared with families on Seesaw and then due to feedback, were adapted and re-organised to show the four operations within a level.

The allocation of an additional teacher to Torryburn at the beginning of the session allowed class teachers to be released to support identified groups and individuals through focusing on gaps in mental maths. A key theme of this work was the sharing of learning and targets with parents. Staff had begun to use recorded videos of strategies, which were easily accessible to parents on the Seesaw platform. Due to staff absence relating to Covid this additionality was reorganised to ensure continuity of learning for classes.

To support and improve the resources that teachers use to effectively plan, deliver and assess in numeracy and mathematics, Leckie and Leckie resources were purchased from Early to Second Level. Associated assessments were also purchased.

Impact:

Feedback from parents highlighted that 100% of those who responded the forms felt that the school had supported them in helping their child in numeracy and maths. Key themes from the parent feedback indicate; parents valued personalised support from class teachers in terms of strategies and resourcing which helped their child to learn at home. In addition, the approaches to support parental understanding were commented on - *"The Family Learning Support - Numeracy at First and Second Level sheets posted on Seesaw were really informative and helpful."*

Teaching staff highlighted that through engaging with the professional learning resources: changes were made to their practice, particularly the use of a wider variety of visual approaches; improvements in making the links of different aspects of numeracy and maths really explicit for children, which has included skills for learning, life and work; supported the ways in which differentiation was planned and implemented; supported planning of targeted support for some individuals and small groups; improved understanding of expectations at each level and in turn has supported pace and challenge in the majority of classes.

Pupils have experienced an increase in the ways in which they are making connections across various aspects of numeracy and maths through daily routines, learning outdoor opportunities and play areas within early years classroom. A few pupils have mentioned that the use of teaching help videos supported them and their parents learning at home during periods of lockdown. In addition, a few pupils have also shared that they have found the Leckie & Leckie resources helpful. Improved assessments across the school has enabled teachers to more confidently identify and address gaps and this has led to pupils experiencing appropriate levels of challenge and support. At a few stages this has resulted in improved targeted support for individuals and small groups.

Next Steps:

Home learning materials developed this session to be further developed as part of our ongoing work relating to family learning. Planning needs to take place on how this links to our family engagement. Consideration also needs to be made to the provision of paper copies of these resources. These resources are also going to be used to support specific and focused work around teacher's professional learning on conceptual understanding of multiplication and division.

Further implement Leckie & Leckie Assessments to support planning and teacher judgement.

Pupil focus groups, attainment data and collaborative self-evaluation processes have highlighted the need to improve pupil's understanding of and automaticity in multiplication and division. This will be used to further improve leadership of learning across the school and introduce model for improvement methodology to ensure gaps are identified and addressed. Pupils have also identified a need improve how they learn maths at home. This is an identified improvement priority for next session.

Ways to support parental engagement with ongoing maths and numeracy learning need to be planned and implemented.

School Improvement Priority 3

Assessment – To further develop assessment procedures and practices in Literacy & Numeracy

NIF Priority

Improvement in attainment, particularly in literacy and numeracy

Closing the gap between the most and least disadvantaged children

NIF Driver

School improvement

Assessment of children's progress

HGIOS 4 Quality Indicators

2.3 – Learning, teaching and assessment

2.4 – Personalised support

Progress:

Leckie and Leckie diagnostic assessments at the end of a level for numeracy and mathematics have been purchased and trialled this session.

A clear Assessment Framework has been created with a shared rationale, which has been designed to provide guidance on the main areas of our assessment strategy. It details and aligns: the purposes of assessment strategies; moderation practices; the ways in which children are involved; how we assess through a variety of formative and summative assessments. The framework also includes an assessment calendar, providing a planned approach and timeline of various school, local and national summative assessments. This has needed to be adapted to reflect changing circumstances and need throughout the session.

An assessment tracker (excel overview) from P1-7 has been created. This has been designed to show progress over time for each child across school, local and national assessments.

Dialogue at planning and tracking meetings has been improved through focusing discussion on data from our various assessments. Gaps were identified and interventions planned during these meetings through a co-ordinated approach with Support for Learning staff and PEF teacher.

Two new reading assessments were introduced at key stages across the school. The York Assessment of Reading for Comprehension (YARC) Early Reading Assessment at Primary 2 and Primary 3, and YARC at Primary 5 and Primary 6. These were implemented in September and April to give a comparison and highlight progress and were administered by each child's class teacher. Phonic pupil profiles were created and used at Primary 1 and Primary 2 stages to identify progress and gaps in children's phonological, segmenting and blending skills.

Pupil friendly assessment sheets have been created by staff to support feedback to pupils and support the identification of next steps in writing.

Impact:

All teachers have reported that they have an increased understanding of assessment processes and ownership of pupil assessment data as a result of administering assessments. To improve assessment processes around reading, the YARC assessments have built capacity with teachers to be able to confidently carry out a miscue analysis which have identified pupils' strengths and areas of weakness within accuracy, fluency and comprehension reading skills. These assessments for Primary 5 and 6 combined highlighted increased standardised scores for the majority of pupils in accuracy and comprehension and in rate for less than half of these pupils. From a detailed analysis of each child's reading ability teachers were able to give children specific feedback to support understanding of next steps. In addition, class teachers used assessment data to support discussion with parents about strengths and next steps in learning related to reading. With a few families, this resulted in provision of resources and closer links with parents regarding improving specific skills, for example, blending. Staff used improved digital skills to create support for families. A few parents have shared that their children have discussed their feedback from assessments at home.

Time was needed for staff to collaborate to create pupil friendly writing criteria sheets, from Early to Second Level, therefore this supportive resource will be introduced to pupils in term one of next session. This will coincide and align with teacher's Writing Checklists. However, through shared working, teacher knowledge of expected progression across the two stages within each level improved.

Improvements to the planning, organisation and frequency of school-based assessments has enabled: data to be gathered at stages where national assessment data was not available, for example, P2/3 and P5/6; assessment data to be used as a measure of progress over the session, in spelling and reading; highlighted gaps in assessment information, which has led to the design and implementation of Phonic Profiles for P1 and P2 pupils.

Aligning planning and tracking meetings to assessment data has his led to the implementation of targeted literacy support with all children at P2 and P3 stages, in addition to small group and individual support in the middle and upper stages of the school.

Next Steps:

- Introduce the child friendly writing assessment sheets from P1-P7 to use alongside the teacher level checklist, to enable children to understand and articulate their next steps.
- Use of improvement methodology to ensure accurate identification of specific gaps within the technical aspects of tools for writing at stages P4-P6 where there is a clear attainment gap. This will be an improvement priority for next session.
- Further implementation of Leckie and Leckie numeracy assessments to support teacher confidence in achievement of a level.
- Improve children's understanding of their next steps through sharing assessment data.

Attainment of Children and Young People

Attainment evidence/Achievement within a level information from ELC/school from this session

	Numeracy	Reading	Writing	Listening & Talking
Primary 1	75%	63%	75%	88%
Primary 4	56%	56%	56%	56%
Primary 7	67%	67%	67%	93%

Successes

- Our development of assessment processes and procedures have increased teacher ownership, identified gaps in learning and allowed for clear planning of next steps and interventions to support learners.
- Pupil and family engagement during periods of self-isolation and lockdown.
- Use of the Seesaw App across the nursery and school to share learning, progress and maintain strong relationships with our families.
- The creation and development of a Learning at Home Strategy in the under 3 and 3-5 room.

Gaps

- Numeracy – Data gathered from school assessments has highlighted a need to improve automaticity of number bonds and facts across the school with a particular focus on P4- P6.
- Writing – Through school evaluation and attainment data we have identified that the teaching of technical aspects of writing needs to be improved across the school with a focus on P4 – P6.
- Emerging gap since lockdown in parental engagement.

What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)

Expectations-

Our school expectations were shared with all parents and children at the start of this period of remote learning. Expectations of teachers were also shared at the start of this period of remote learning including clear expectations of daily/weekly timetable of delivery. Parents and learners knew how/where to obtain/share work as the approaches were similar to the previous lockdown. Clear notification on how/when feedback would be given and next steps identified was provided. Families/Pupils knew how communicate with their teacher if they needed to. All pupils had the opportunity to contact their teacher for additional help/support. Weekly Assembly SWAY presentations were used to communicate expectations and linked to the 5 Ways to Wellbeing with parents. In addition, weekly headteacher newsletters provided parents with updates on remote learning provision.

Remote Learning offer -

A variety of online resources were used to support remote learning. Teachers were delivering lessons through recorded video, live interactions and voice over presentations to deliver learning. Children were asked to complete 3 tasks per day - 1 literacy, 1 numeracy and 1 other. Teachers were delivering daily support in either literacy, numeracy or HWB. Flexi Fridays were introduced after pupil and parent feedback. There offered staff an opportunity to plan for the next week and children and families time to complete any tasks they had not managed. Daily morning register and live weekly class catch ups are used to stay in touch, monitor engagement and to connect. Teachers planned for live interactions throughout the week in order to motivate, engage and support learning. Learning was shared on Seesaw (some on Teams).

Nursery created and shared a daily SWAY – 3 activities linked to a story. Nursery also provided a weekly Book Bug session and weekly PEEP session. A Month of kindness calendar/ Outdoor learning calendar were also used to motivate and engage our youngest learners. The nursery team introduced of virtual playroom using Thinglink.

Successes-

- All teachers reported an increase in the quantity of work that was being submitted by pupils in comparison to the first lockdown.
- Our whole school walking challenge was a huge success.
- Positive feedback from the majority of pupils and parents on the support from teachers and on the feedback provided on the work submitted. Most pupil and parents felt that the balance of work was correct.
- Personalised support from SfL and PSA staff enabled specific interventions to be adapted and continued.
- Remote learning approaches were differentiated to meet the needs of pupils and families to ensure learning and wellbeing needs were met.

Challenges –

- Sustaining high levels of engagement once the families knew the children were returning to school.
- Balancing staff workload when in school supporting bubbles and also providing home learning.
- Engagement of a few pupils throughout the period of lockdown even when IT and supports were in place.

Feedback –

Throughout the period of lockdown, we gathered the views of pupils, parents and staff regularly and adapted our approaches accordingly. Most pupils and parents shared that they would like opportunities to connect with their peers and we introduced weekly class catch ups which were very positively received and attended by the majority of pupils. Flexi-Fridays were also introduced following feedback from parents and staff, allowing a day to catch up and complete any unfinished tasks.

Engagement Levels:

Our average engagement level was 92% across the school and nursery.

Strengths identified:

- Ongoing self-evaluation with children, families and staff throughout the period of home learning, to enable effective adaptations and responses in order to ensure high levels of engagement .
- High levels of engagement across the school and nursery as a result of rigorous tracking and connections with families.
- Use of Seesaw to ensure effective support, challenge and differentiation in learning tasks through lesson delivery using: recorded lessons; voice overs; live interactions.
- Increased confidence of staff in using digital tools to support children and families.
- Continuation of interventions in literacy and numeracy.

Changes to previous practice:

- Refocused and reprioritised our SIP – focus on reading.
- Collective focus in school on structure of the school day – eliminate downtime – ‘make the most of every minute’.

Next steps:

- Develop the use of Seesaw further as a tool for profiling progress in learning.
- Develop a learning at home strategy through collaboration and consultation with children, families, partners and staff.
- Further develop effective use of Chromebooks to support home learning – training for pupils.

- Continued use of digital tools to ensure pupil and parental voice in our next steps for nursery and school.

Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing)

Number of devices provided to support learning at home	20
Additionality in staffing	0.6FTE Additional Teacher

The allocation of an additional 0.4fte teacher to Torryburn at the beginning of the session allowed class teachers to be released to support identified groups and individuals through focusing on gaps in mental maths in Term 1 and part of Term 2. A key theme of this work was the sharing of learning and targets with parents. Staff had begun to use recorded videos of strategies, which were easily accessible to parents on the Seesaw platform. Due to long-term staff absence relating to Covid this additionality was reorganised to ensure continuity of learning for classes for the remainder of the school session.

Our Support for Learning teacher provided an additional 0.2fte of support part way through the session once increased funding was received. Using assessment data this targeted support focused on developing interconnected literacy skills through a focus on phonics for all Primary 2 pupils. Using the YARC as a measure most pupils (78%) increased their standardised score related to phonology. Most pupils also increased their standardised score in word/blending skills. The majority of pupils increased their standardised score for letter sound knowledge. On the return to school this was scaled up to include Primary 3 pupils using PEF funding. Over the course of a term, less than half of targeted pupils increased their standardised scores in blending, word recognition and phonological skills.

20 Chrome Books were allocated to the school and were given to those pupils who we identified as having no or very limited access to a device across firstly the upper and then middle stages of the school. We also tried to ensure that younger siblings would benefit from the device. Due to the short space of time between the delivery of the devices and the allocation on them we were unable to provide any training for the children in how to make use of these devices to support learning at home. From the engagement data gathered only a few pupils made use of the devices to show a positive impact on their engagement in learning, in particular the amount of work that was submitted to class teachers. As we have just received our next delivery of devices we will plan carefully how we will provide training for pupils and families on how best to use these devices to support learning at home.

Attainment Scotland Fund Evaluation (PEF/SAC)

Progress & Impact:

Additional half day DHT –

This additionality has supported the work identified in our SIP Priority “To further develop assessment procedures and practices in Literacy & Numeracy” See SIP Priority 3 evaluation for more detail.

Additional PSA2 Hours –

The funding allowed us to have an additional 20hr PSA2 post to facilitate small group intervention work across the school for identified pupils. This support has targeted individuals and small groups to develop literacy and numeracy skills in the middle and upper stages, including: reading and spelling programs; mental maths support; building strategies within the four operations; individual numeracy program. The impact for these individuals and small groups include: increased confidence in using numeracy strategies when applying skills in problem-solving contexts; improved standardised scores (using the YARC) in comprehension, accuracy and fluency skills for pupils receiving specific reading interventions.

Additional day of CT –

Our teacher provided an additional 0.2fte of support following the return to school after lockdown. Using assessment data this targeted support focused on developing interconnected literacy skills through a focus on phonics for identified Primary 3 pupils. The YARC assessments highlighted progress of standardised scores in phonology, blending and letter/sound knowledge for less than half of the children targeted.

Purchase of numeracy scheme

Leckie and Leckie Mathematics and Numeracy resources and assessments have been purchased for the whole school. These have provided a core resource which is consistent in supporting learning assessment from Primary 1 to Primary 7.

School/Setting Name: Torryburn Primary School & Nursery

NIF Quality Indicators (HGIOS 4) School Self- Evaluation

Quality Indicator	2018 - 2019	2019 - 2020	2020-2021	Inspection Evaluation <i>(within last 3 years)</i>
1.3 Leadership of change	Good	Very Good	Good	-
2.3 Learning, teaching and assessment	Good	Very Good	Good	-
3.1 Ensuring wellbeing, equity and inclusion	Good	Very Good	Good	-
3.2 Raising attainment and achievement	Good	Good	Good	-

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)

Quality Indicator	2018 - 2019	2019 - 2020	2020-2021	Inspection Evaluation <i>(within last 3 years)</i>
1.3 Leadership of change	Good	Very Good	Very Good	-
2.3 Learning, teaching and assessment	Good	Very Good	Very Good	-
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good	-
3.2 Securing children's progress	Good	Very Good	Very Good	-

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2018 - 2019	2019 - 2020	2020-2021

Quality of care and support	-	-	-
Quality of environment	-	-	-
Quality of staffing	-	-	-
Quality of leadership and management	-	-	-