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| **Torryburn Primary School and Nursery Standards and Quality Report****Achieving Excellence and Equity****June 2024** |

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| **Context**

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| **School Roll**  | Torryburn Primary School has a roll of 104 pupils arranged within 5 composite classes*.* We are a 52 Week nursery provision offering am and pm in our Pebble room. We have 15 children attending in the morning and 13 in the afternoon session. In our under 3 setting named the rainbow room have a maximum of 10 children, these places are almost always allocated. |
| **FME**  | 38.9% |
| **SIMD Profile for establishment** | Our average SIMD at Torryburn Primary School is 4.6SIMD 2 -53SIMD 3 – 1SIMD 5 – 6SIMD 6 – 20SIMD 9 - 24 |
| **Attendance (%)** **Stretch Target 91.4%** | **Overall** | **94.4%** | **Authorised** | **4.52%** | **Unauthorised** | **1.08%** |
| **Exclusion (%)** | **0** |
| **Attainment Scotland Fund Allocation (PEF and SAC)** | ***£34,560*** |
| **Cost of the school day statement**  | In Torryburn Primary School we recognise the need to reduce the Cost of the School Day for all our children and particularly for those who are already experiencing poverty. We try to keep costs as low as possible the school day through the following headings; Uniform, Travel, Learning, Friendship and Community, School trips, Eating, Clubs and Home learning. Some of the steps we have taken to reduce the cost of the school day are working with Fife Active schools to offer free lunchtime sports clubs, considering public transport when planning trips and using staff cars to transport children where possible to festivals and competitions. In addition, we offer a free Breakfast club to all our children from 8.30 am every morning, and also offer snack bars/fruit if children do not have snacks with them.  |

Torryburn Primary School and Nursery serves the local communities of Torryburn, Newmills and High Valleyfield. We are a 52 Week nursery provision offering am and pm places over our 2 rooms. Our nursery serves wider afield, taking in children from Kincardine and surrounding areas.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. We then worked as a school community to agree our new school vision. Our vision builds on that of our nursery and takes in to account our wider school community. Pupils, parents, partners and staff were involved in the creation of our vision. In 2023 a group of children wrote our School song ‘Team Torryburn’ which encompasses our vision, Values and aims.***In school we value Honesty, Kindness and Hardworking.******In nursery we value Kindness, Play and Fun.******In Team Torryburn we all aim to be Ready, Respectful and Safe*** |

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| **Improvement Priority Session 2023-24** |
| **Priority 1 – Improved writing attainment across school and in particular at P5 stage** |
| Directorate Improvement PlanEquality & Equity Achievement  | HGIOS 4 Quality Indicators* 1. Self-evaluation for Self improvement
	2. Leadership of Learning

2.3 Learning, Teaching and Assessment3.2 Raising attainment and achievement |
| Has this priority been:(please highlight) | FullyAchieved |  | Partially achieved |  | Continued into next session |  |
| **Progress:*** Primary 5 teachers at both schools and Acting Principal teacher attended all sessions of Fife QI Improving Writing Programme (Wave 9) Aug – Dec 2023.
* P5 teacher analysed data from Scottish National Standardised assessments to identify and understand trends in gaps in learning
* P5 Teacher implemented Fife QI Writing Bundle within the classroom with children writing daily, for 15 minutes then 5 minutes to self-check, assessment and feedback given against the success criteria, children were fully involved in this process
* All teaching staff now using Fife Literacy progression pathways to plan and record progress using Records of Understanding
* All teachers have regular tracking meetings with SLT to review and analyse improvement data, discuss learning, and agree next steps.
* Collegiate sessions were held for teaching staff to support confidence in workshop for literacy approaches and to moderate writing assessment (twice in session).
* Teachers now use elements of Fife writing assessment support pack to support judgements of achievement of Cfe levels.
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| **Impact:*** Improved teacher confidence in teaching and assessing writing using QI method
* Improvements in use of punctuation, openers and connectives within P5/6 cohort of learners
* P5/6 pupils are motivated to write and feel more confident in self-assessment editing writing
* Most learners in school can confidently talk about their learning intentions, success criteria and next steps in learning (Learning partnership class observations)
* In almost all writing lessons observed in Learning partnership and SLT observations the teaching quality was very good and lessons were well structured.
* Our attainment in writing has shown positive improvement this year. Most of our learners are making expected levels of attainment in P1, P4 and P7, with a 78% combined figure.
* Most of our learners in P1 and P4 are meeting expected levels of attainment at Early and First level respectively (80%). This is an increase from last year when 67% of P4 pupils achieved first level.
* The majority of our P7 learners achieved second level in writing in May 2024 (71%) this has improved significantly from May 2023 when 59% of learners had achieved second level in writing.
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| **Next Steps:*** Ensure consistency of approaches in writing lessons and use of Fife assessment pack to provide validation for teacher judgements
* Continue with peer moderation of writing across both schools at least once in session.
* SLT to ensure writing jotter monitoring continues next session
* Give opportunities for free writing sessions so pupils can challenge themselves writing in an area of their choice
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| **Priority 2– Improvement in attainment in particular at P7 in Numeracy and across the school** |
| Directorate Improvement PlanEquality & Equity Achievement  | HGIOS 4 Quality Indicators* 1. Self-evaluation for Self Improvement
	2. Leadership of Learning

2.3 Learning, Teaching and Assessment3.2 Raising attainment and achievement |
| Has this priority been:(please highlight) | FullyAchieved |  | Partially achieved |  | Continued into next session |  |
| **Progress:*** All teaching staff now using Fife Numeracy and Maths progression pathways to plan and record progress using Records of Understanding
* Primary 7 teachers at both schools and Headteacher attended all numeracy QI sessions at Queen Anne High School
* P7 teachers analysed data from Scottish National Standardised assessments to identify and understand trends in gaps in learning
* P7 Teachers led QI project\* focused on accelerating numeracy attainment in multiplication and division, through developing explicit measurable improvement aims, they then gathered and displayed improvement data to test change ideas and track impact.
* Most teaching Staff participated in visits colleagues’ classrooms and moderate implementation of the conceptual Numeracy Approaches
* Collegiate sessions with all teaching staff involved in identifying, discussing and sharing numeracy approaches they find successful, resources and assessment used in order to create a Numeracy and Maths curriculum statement for Torryburn.
* Termly tracking meetings with SLT/Class teachers to review and analyse attainment / improvement data, discuss learning and agree next steps
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| **Impact:*** P7 Numeracy and Maths attainment showed improvement from 41% in May 2023 to 76% of learners achieving second level Cfe by May 2024. This was above the stretch target set by the local authority.
* Most learners in P1, P4 and P7 achieved expected attainment level by May 2024, the combined figure is 76% which is improved from May 2023 when 70% of P1.P4 and P7 achieved the expected levels.
* P7 teachers have fully implement Fife QI Numeracy core approaches within their classrooms.
* Class observations show in the majority of classes conceptual numeracy approaches are being used consistently
* Almost all teachers use Record of understanding and assessment evidence from BASE/SNSA and school-based assessments to identify gaps in understanding and plan for next steps for individuals/groups
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| **Next Steps:*** Peer observations will focus on Numeracy and maths next session to ensure positive trends in attainment continue and keep a focus on Conceptual numeracy pedagogy
* Improve feedback given to learners in Maths within jotters, linked to success criteria -through Peer jotter moderation and CAT sessions
* PUMA Maths standardised assessments to be introduced at P2, P3 P5 and P6, P1, will continue to use BASE and P4 and P7 have SNSA. This will help identify gaps quickly and plan for interventions using PEF funded support.
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| **Priority 3 – To provide high quality play opportunities to support learning across all P1-P3/4 learners.**  |
| Directorate Improvement Plan (delete as necessary)Equality & Equity Achievement  | HGIOS 4 Quality Indicators1.1 Self-evaluation for Self-Improvement1.2 Leadership of learning2.3 Learning, teaching and assessment |
| Has this priority been:(please highlight) | FullyAchieved |  | Partially achieved |  | Continued into next session |  |
| **Progress:*** Staff worked with early years team (SEYO and EYO) and agreed early level environmental overview.
* Staff joined larger play network with other schools to share good practice.
* A play policy was written and shared.
* A core provision documentation was drawn up to reflect core resourcing and clear links to curriculum identified, within first level.
* Early years staff visited primary 1 classroom and engaged in professional dialogue to support development within play.
* Staff engaged in fife council PL sessions and school based PL training opportunities.
* IDL planning was adapted to include topic-based planning for play and will be used next session.
* Floor books were introduced to record play-based experiences
* Investment in new resources to improve play provision in P2-4
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| **Impact:*** Almost all children’s engagement has increased across all classes, this was evident from classroom visits and learner conversations.
* All staff feel more confident in using play pedagogy to support children’s learning across the curriculum.
* P2/3 and P3/4 have adapted pedagogy to lesson’s and learning to incorporate a more play-based approach.
* From class visits during our learning partnership pupils in infants could talk about learning through play and having the right to play, they are making connections between play and learning.
* Almost all children are engaging in a range of play experiences which are reflective of curricular outcomes, evidenced through classroom visits and Learning partnership visit.
* Most children are able to talk confidently about the learning they are experiencing through play-based approaches, evidenced through classroom visits and learner conversations.
* All classrooms are welcoming and have engaging play spaces which are child focused and reflect children’s voice.
* All classrooms provide a wide range of resourcing which allow children to achieve curricular outcomes through self-directed play.
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| **Next Steps:*** Development of topic specific play-based resourcing and planning that allow for a wider curriculum coverage, support engagement and promote play in learning.
* Development of assessment approaches within play.
* Development of play approaches within outdoor learning.
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| **Nursery Priority – Numeracy and Maths Indoors/Outdoors – Maintain and develop family engagement approaches which improve outcomes for all learners.**  |
| Directorate Improvement PlanEquality & Equity Achievement  | HGIOELC Quality Indicators3.2 Securing children’s progress 1.3 Leadership of change2.3 Learning, teaching and assessment2.4 Personalised Support  |
| Has this priority been:(please highlight) | FullyAchieved |  | Partially achieved |  | Continued into next session |  |
| **Progress:*** Almost all staff have engaged in a range of professional reading, media clips and dialogue to developed their knowledge of conceptual numeracy.
* All staff have developed nursery practice to ensure high quality interactions and experiences linked to learning in numeracy.
* Staff regularly change resourcing within the playrooms to stimulate mathematical thinking and use intentional promotions and provocations to take children’s interests forward.
* Staff have developed the use of digital technology including laptops, iPad, smartboard, bee-bots and code-e-pillar to ensure children have access to high quality maths experiences.
* Stay and play sessions with specific numeracy focus have been implemented to encourage families to support numeracy at home.
* Numeracy monthly updates have been shared with families to promote learning at home.
* Numeracy at home bags have been created to further encourage family engagement with numeracy at home.
* The numeracy area has been redeveloped to encourage numeracy across the playroom.
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| **Impact:*** Almost all staff have a good understanding of the promotion of learning in numeracy. Reflections within the staff improvement book evidence a strong professional reflection on the impact of reading on practice and the implementation of professional reading within the playroom.
* All staff engage with learning conversations which evidence numeracy development for children and careful consideration of next steps in learning.
* Almost all stay and play sessions are well attended and parents comment positively on the development of numeracy across the nursery.
* All staff promote the children’s numeracy interest and children engage positively with resourcing provided. Floor book and daily responsive planning evidence children interest and engagement in a wide range of topic areas.
* Almost all families engage positively with seesaw and access supports that are provide within nursery.
* Almost all children are highly motivated to engage in a range of ICT based numeracy activities. This is reflected in the PLJ observations.
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| **Next Steps:*** Development of PEEP workshops which are specifically targeted towards numeracy.
* Continued investment in high quality digital resourcing to support numeracy skills development, particularly outdoors.
* Development of learning conversation format to have a stronger focus on attainment and next steps in learning.
* Continued development of family engagement through redevelopment of the family room.
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| **Attainment of Children and Young People**  |
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| **Stage** | **Listening and Talking** | **Reading** | **Writing** | **Numeracy** |
|  | **Actual** | **Actual** | **Actual** | **Actual** |
| **P1** | **80%** | **80%** | **80%** | **80%** |
| **P4** | **90%** | **90%** | **80%** | **70%** |
| **P7** | **81%** | **71%** | **71%** | **76%** |
| **P1,P4,P7 combined** | **83%** | **78%** | **76%** | **76%** |

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| **Overall Attainment for 2023 - 2024** |
|  | **Literacy** | **Numeracy** |
|  | **Stretch** | **Actual** | **Stretch** | **Actual** |
| **P1** | **80%** | **80%** | **90%** | **80%** |
| **P4** | **70%** | **80%** | **80%** | **70%** |
| **P7** | **70%** | **71%** | **75%** | **76%** |

Most children are making good progress from their prior levels of attainment in literacy and English. As a school we have either met or surpassed the stretch targets set by the local authority for us in Literacy. By the end of P1, most children achieve early level in reading, writing, and talking and listening. By the end of P4, most children achieve first level in reading, writing and talking and listening. By the end of P7, most children achieve second level in talking and listening, with the majority achieving second level in reading and writing. Overall, attainment in Numeracy and Mathematics is good, improvements have been made in P7 as a result of the P7 QI area for school improvement, therefore we met the stretch target set for us in P7. Most children achieve CfE levels as expected at early level by the end of P1. By the end of P4 the majority of children achieve national expected levels of attainment at first level. By the end of P7, most children achieve second level in numeracy and mathematics.  |
| **Evidence of significant wider achievements** |
| There has been a wide variety of wider achievement opportunities across the school and nursery this session. All opportunities have developed a range of skills linked to the 4 capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals. These are also linked to Torryburn school values and our skills framework. These have been shared throughout the session through newsletters, social media and Seesaw and celebrated through Excellent effort awards, positive postcards and assemblies. All classes in school had various opportunities this year to develop as successful learners through live author sessions in partnership with On Fife. Children learned about the careers of writers and illustrators, having the opportunity to ask the authors questions directly which were answered. These sessions were inspiring for our pupils in terms of their aspirations for their future. The children developed key skills during these sessions with a focus on communication and planning and organising. Highlights of Successful learners also included P3/4 being given the opportunity to compare Matilda the book with the new film through a visit to Carnegie hall. This enabled the children to engage in a range of leadership and communication skills tasks to improvement outcomes in literacy. Our P5/6 pupils participated in rugby training sessions this session and engaged with Youth music initiative to learn drumming skills, which they performed to an audience of pupils and parents. The children showed significant improvement in confidence and creativity when developing their understanding of music. They also learned about engineering and Science through a visit from the Royal Navy STEM ambassadors. Our classes all shared their learning with parents and pupils in school through a short assembly, which develop children’s skills in becoming confident individuals. This will support our children to gain confidence in public speaking and opportunities to develop these skills in creative ways. In addition, P7 led a whole school and community Remembrance assembly and P1-3/4 performed a Twinkly Nativity in December. P7 pupils also wrote and performed a school show in June. In addition, groups of Torryburn pupils participated in a badminton festival at Carnegie hall and won the overall tournament trophy as well as individual awards for some of our players. P7 pupils participated in the Rotary quiz against other local schools. Torryburn took second place in the competition, with only one point separating first and second places this year. Primary 7 pupils took part in the football Beveridge Cup at Inzievar Primary and also in a cluster festival. A group of 8 P7 pupils also participated in a Basketball tournament at St. Columbas’ High this session. Torryburn school and nursery community were saddened to hear that one of our most loved nursery staff was being treated for brain tumours in August 2023. The children organised a Bake Sale and dress down day to support the Brain Tumour charity, this event was supported extremely well by the Torryburn community and was reported in the Dunfermline Press. Of the £300 target the children set themselves they raise over £3000. Most of our P7 pupils attended Ardroy in December for a 4-day residential experience. All the children were able to achieve personal goals as well as enjoy the social aspect of a residential experience away from family. P6/7 organised a sponsored Beach clean in May to support them in raising funds for their P7 day out to Flip Out in Glasgow. The children were very much showing that they are responsible citizens. In nursery children have continued to have high quality learning experiments out with the nursery setting including visits to the community garden and woods. Children from the pebble room have been to visit the elderly at link living. We have had positive engagement with our families, in particular one of our parents organised a bake sale in support of Downs Syndrome. Our nursery children have all shared with their families a nativity performance which they helped to create with the aid digital technology and a green screen. They then had a film screening for the parents to enjoy the performance!  |
| **Extended Learning Partnership Strengths and Areas for Improvement** |
| The focus of our Extended Learning Partnership visit on 27th November 2023 was to help us evaluate learning, teaching and assessment, meeting learners needs and leadership of change. The visit included both school and nursery including class and playroom visits and focus groups with staff and children**.** The strengths identified included:* Warm, welcoming and nurturing learning environments throughout school and nursery.
* Mutually respectful relationships between children and staff across school and nursery.
* The four-part model is mostly used consistently, and pupils can talk about the parts of a lesson and their learning.
* High levels of engagement in learning activities this was encouraged through good use of AIFL strategies, there was co-creation of success criteria in the majority of the lessons observed.
* Teacher’ use of questioning was effective and language of learning was observed.
* Learning environments are well organised and children were involved in leading learning through decision making.
* Good used of ICT to support and enhance learning.
* The floor books in nursery and school were good evidence of improvement and children’s voice.
* The standard of writing was very good across the school.
* The pupils in infants could talk about learning through play and having the right to play, they are making connections between play and learning.
* There is some good use of our local environment including the community garden.
* The Hugge approach in nursery with the calm environment and use of music was very positive, the nursery environments indoors and outdoors are a strength.
* Both nursery rooms are well resourced and offer a high standard of core provision
* Positive behaviour management strategies are used well by nursery staff with the adults responding well to the children’s needs.
* Nursery staff professional learning is a key strength.

The areas for Improvement at the time were that children in school were not all confident in articulating which level they are working at in Curriculum for Excellence, we have now ensured that all children have a clear awareness of this. There was also some variation in the amount of writing and layout of writing jotters. The jotter layout policy was subsequently reviewed and discussed with staff and jotter moderation took place in term 2 and 3 with teaching staff sharing examples of work and giving feedback to each other as well as share ideas. The learning partnership team suggested that we should now link play to DYW and skills development so children can evaluate the skills they are developing. We have made some progress in this area, through our play improvement priority through developing a skills-based play progression across early and first level. Next steps will now be to ensure our learners in P1-4/5 will be aware of the skills being worked on in each area/activity.The final development area was that the school should make greater use of local environment to support outdoor learning, such as Community garden and beach. This is a strength already in nursery. This session, our First level learners have made better use of the community garden and our playground for outdoor learning. Our P6/7 class has also organised and completed a beach clean-up. We will continue to develop this area further linking to skills through our links with the local community council.  |
| **Consultation with Stakeholders**  |
| All parents/carers had the opportunity to feedback on improvement priority work through questionnaires in January and May 2024 and also through the Parentwise survey in Term 3 and also through the School Travel plan survey. Pupils on-going feedback gathered through regular pupil focus groups, pupil leadership groups, lucky numbers and pupil-wise survey. Through pupil committees, children are actively supported within the committees to gather views from their class on various topics such as Rights respecting schools and Eco committees. There is an update on improvement priorities each term by the Headteacher at Parent Council meetings with a discussion following this. |
| **How is SQR, IP and PEF Plan shared with stakeholders?** |
| In September SIP and SQR are shared with all parents/carers through our normal communication eg School app, email and posted on our website. In addition, there is a display within school and nursery for all visitors, this is updated throughout year with evidence of progress. Termly newsletters share with parents/carers progress throughout session. Parent council meeting are given a progress update at each meeting. This is then available for all parents/carers through PC minutes. |
| **PEF Evaluation/Impact**  |
| **Comprehension skills at P6/7**By June 2024 80% of our P6 learners are on track to achieve second level reading by the end of P7. This has improved from 69% of learners being on track in June 2023. Interventions such as extended group reading sessions with additional teaching staff and peer reading activities with P2/3 children as well as individual input using IDL and code cracker has resulted in almost all of our children being back on track with three pupils 4 months ahead of expectations. One pupil is now only 6 months behind expectations rather than 12 months. The poverty related attainment gap has narrowed in P6 significantly. By June 2024 71% of our P7 learners have achieved second level in reading, this has improved from 65% of learners predicted to be achieving second level in reading in June 2023. This is as a result in additional comprehension support and teaching from our Principal teacher, additional PSA support for individuals in reading, peer reading with P1/2 learners and the introduction of IDL IT support in reading and spelling for a group of learners. 5 of the learners who are affected by poverty have made good or very good progress. One child is back on track who was previously 10 months behind track. 2 other pupils reduced the gap by 8 months so are now only 4 months of track. 2 children have reduced the gap from 12 to 6 months.  |
| **Numeracy P2 and P3 focus** In P2 80% of our learners are on track to achieve first level by the end of P4. This has improved from 63% of learners being on track in June 2023. This is through additional PSA support, additional teaching support in numeracy and additional classroom resources to improve numeracy. All 4 pupils in the targeted group are now no longer off track, closing a 3 month gap. One of the pupils is now 6 months ahead of track. In P3 79% of our leaners are now on track to achieve first level numeracy by the end of P4. This has improved from 66% of P3 children being on track in June 2023. There is now no longer an attainment gap for 4 pupils who were previously 3 months behind track. In addition, there are now 3 learners who are now working 3 months ahead of track in numeracy.  |
| **P3 and P4 reading**In P3 79% of our learners are now on track to achieve first level numeracy by the end of P4, this is up from 72% of learners being on track in June 2023. This is as a result of targeted PSA support for group and 1-1 interventions, additional teaching time and peer reading sessions with P5/6 pupils. 2 pupils who were off track by 3 months or more are now back on track and expected to achieve first level by the end of P4. In addition the gap has reduced for 2 of our pupils.In P4 90% of our learners are now on track and have achieved first level in reading. This has increased from under 65% in June 2023. This is as a result of targeted support with PSA time in groups and individual support as well as IDL programme being introduced to support a group of targeted learners 3 times a week. Four pupils have caught up by 6 months and are on track.  |

**School/Setting Name \_\_\_Torryburn PS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **NIF Quality Indicators (HGIOS 4) School Self- Evaluation** |
| **Quality Indicator** | **2021-2022** | **2022-2023** | **2023-2024** | **Inspection Evaluation***(since August 2023)* |
| **1.3 Leadership of change** | Good | Good | Good |  |
| **2.3 Learning, teaching and assessment** | Satisfactory | Good | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good |  |
| **3.2 Raising attainment and achievement** | Satisafctory | Satisfactory | Good |  |

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| **NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)** |
| **Quality Indicator** | **2021-2022** | **2022-2023** | **2023-2024** | **Inspection Evaluation***(since August 2023)* |
| **1.3 Leadership of change** | Very Good | Very Good | Very Good |  |
| **2.3 Learning, teaching and assessment** | 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 |  |

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| **Care Inspectorate (within last 3 years)** | **Grade (if applicable)** |
|  | **2022-2023** | **2023-2024** |  |
| **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** |  |  |

**Headteacher** : Claire Wyatt