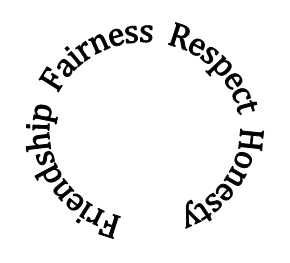
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| ***A drawing of a person  Description automatically generated***  ***Torbain Primary School***  **Standards and Quality Report 2020-2021**  ***‘Achieving Excellence and Equity’*** |

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| ***Torbain Primary School***  **Standards and Quality Report**  **Session 2021-2021**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | School Roll – 547 / E.L.C. - 89 | | | | | **FME** | 22% | | | | | **Attendance (%) 93.33%** | **Authorised** | **3.99%** | **Unauthorised** | **2.68%** | | **Exclusion (%)** | **0** | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | £144,000 | | | |   **Vision & Values**  At Torbain we believe children should have the right to the best possible childhood, where they are respected, listened to, well looked after, safe and happy. We want the best for every child and our motto is…  **‘Try, Participate, Succeed’**  We are committed to encouraging resilience and we believe that skills development is crucial for our pupils’ life-long learning. Our core values, chosen by pupils are:  **Friendship, Fairness, Respect & Honesty**  At Torbain our vision is to create a culture that successfully contributes to the development of skills and qualities needed for lifelong learning – not just focusing on the academic. We want children to experience a “quality education” which in turn produces young people who are “enterprising, friendly, moral and imaginative”.  **“Intelligence plus character –**  **that is the goal of true education”**  Martin Luther King  Torbain Primary School is one of the largest primary schools in Fife. The surrounding area comprises of several large housing estates and some rural properties with ongoing expansion in the local area. A number of pupils live out-with our catchment area and are parental placement requests. 5.5% of our catchment fall into SIMD 1-2, 80% in SIMD 3-6 and 14.5% in SIMD 9-10.  The children who attend Torbain Primary School are accommodated in two buildings within extensive grounds at Blairmore Road. Pupils start in the Nursery and stay for Primary One / Two in the Infant Building, which was designed to accommodate this age group. Torbain is part of the Kirkcaldy High Cluster group. The other schools in the cluster group are Capshard, Valley and Fair Isle.  The school has excellent links with the community and offers a range of academic and active learning after school clubs, working in conjunction with the Active Schools Co-ordinator who operates within the cluster. We work in partnership with the health professionals, our Educational Psychologist and the Supporting Learners Service.  **Early Learning and Childcare Setting:** Torbain Nursery is accommodated in the infant building of Torbain Primary. The Nursery comprises of three playrooms and a well-proportioned garden adjoined to the building allowing children free access. The Nursery has 89 full day, term time spaces, for three and four year old children. The Nursery makes good use of the local community including the nearby woods where the children benefit from Forest Kindergarten activities. This year in line with COVID guidelines the area around the nursery has been further adapted to allow each room a separate outdoor area.  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. We have key members of staff who are involved in work across the council e.g. HWB, Our Minds Matter representatives, Train the Trainer, and EYOs / Support Staff leading Outdoor Learning. | | | | | |
| **Improvement for Recovery Priority: 1**  **Session 2020 – 2021**  **HEALTH & WELLBEING – EMOTION WORKS** | | | | | | |
| NIF Priority  NIF 3 - Improvement in children and young people’s health and wellbeing  NIF Driver | | | HGIOS 4 Quality Indicators  *3.1 Ensuring Wellbeing, Equality and Inclusion*  HGIOELC Quality Indicators  *3.1 Ensuring Wellbeing, Equality and Inclusion* | | | |
| **Progress:**   * In-Set for all staff (*re. ‘Build Back Better’- including Emotion Works / Wellbeing & \*SHANARRI baseline*) held in August and clear focus for improvement in Term: 1 & 2 * Sharing Practice Collegiate Sessions led by Rose Laing and Ashley Farmer in Term 1 to support implementation and embedding of Emotion Works across the school (*including representative sharing practice from the Nursery*) * Bank of Emotion Works resources created for all staff to access (*Folder on All Staff*) with regular updates and sharing practice opportunities for all staff * NQT / Probationer support in Emotion Works through team teaching and modelling by Rose Laing * Emotion Works Cogs Progression shared with all teachers to support the teaching of social, emotional and mental wellbeing at their stage. This was also a focus for discussion in Planning / Tracking Meetings Term:2 * SHANARRI baseline & focused work on wellbeing indicators trialled in P.6 & P.4 – led by Nicole Steel * Lorna Hillmansen (Nursery Teacher) worked with nursery staff to develop an observation schedule using the **Leuven Scale** which staff used to observe levels of engagement and wellbeing within the first 2 weeks of starting nursery. This observation then informed the discussion with parents/carers at the settling in chat and allowed next steps to be agreed. * 5 WAYS TO WELLBEING – Sharing Practice Session for all staff and focus for professional development through GLOW. Focus for regular virtual assemblies and displays purchased to be launched in Main Hall next session. | | | | | | |
| **Impact:**  Staff at all stages including nursery are confident using Emotion Works to support the teaching of social, emotional and mental wellbeing, evidenced in FORMS Feedback and evaluative comments. 95% of staff felt very confident in their knowledge and experience of Emotion Works and in their ability to integrate this into practice. All Nursery staff feel confident in supporting emotion works throughout the nursery and will continue to use emotion works through stories and floor books.  **Parent Feedback: ‘***Torbain has been amazing at particular attention to emotional health and wellbeing at a time where children and parents are struggling.’ ‘Both my children were having emotional difficulties due to the uncertainty and worrying nature of the pandemic. We have found the schools activities on health & wellbeing very helpful and encouraging for them.’ ‘The emotions work has definitely been useful. My daughter will openly discuss how she is felling and I believe it’s been because it’s spoken about at school as well as home.’*  **Pupil Feedback:** Maisy – ‘We've been using the emotion works corner to help us deal with our emotions.’ Lacey – ‘There's a timeline thing and if you want you can put your emotions on it and the teacher knows how you're feeling.’ *Danny – ‘I think we’ve definitely got better at behaving and managing our emotions. Emotion Works has really helped me.’*  **Staff Feedback: ‘***Having worked with learners across the school it is clear that emotion works is becoming embedded. The children readily use the language and are able to articulate emotions well – both their own and those of characters. They are very familiar with the language of the cogs.’ (NCCT Teacher) ‘School Sharing Practice Sessions have been a helpful way to build on others’ expertise and improve my own delivery of emotion works.’*  **Leuven Scale:** Almost all nursery staff are more confident in the use of the Leuven Scale as an observation tool. This enabled staff, supported by Lorna Hillmansen, to identify children who required additional support to engage meaningfully in nursery areas. Staff practice adapted and was reflective of the need to model play – staff got better at actively ‘modelling’ the play first which resulted in increased, sustained levels of engagement for the children. | | | | | | |
| **Next Steps:**   * New staff to be trained in Emotion Works * Emotion Works is fully embedded across the school and Accreditation will be sought when guidance is released – to be led by Ashley Farmer / Rose Laing (*Gabrielle Harper in Nursery*) * 5 Ways to Wellbeing – signage and promotion further through links in Assemblies and through Parental engagement next session * Nursery: use the wording of the Leuven scale in staff significant observations and continue to implement strategies for children identified as low on the scale | | | | | | |
| **Improvement for Recovery Priority: 2**  **Session 2020 – 2021**  **LITERACY – READING** | | | | | | |
| NIF Priority  NIF 1 – Improvement in attainment, particularly in literacy & numeracy  NIF Driver | | | HGIOS 4 Quality Indicators  *2.3 Learning, teaching & assessment*  *3.2 Raising attainment and achievement*  HGIOELC Quality Indicators  *3.2 Securing children’s progress* | | | |
| **Progress:**   * **Bug-Club / Wordsmith** – Wordsmith Resources and online access to Bug-Club have been purchased to support the focus on Reading across the school. All staff are able to access through Active Learn. * **Pie-Corbett / ‘Torbain Reading Spine’** - Collegiate time (November In-Set) staff familiarisation of the Pie Corbett novels and planners. Due to COVID the roll out of this was hindered as the plan was to incorporate these into planning for Term:3. Miss Shevlin finalising the Torbain Reading Spine for August ’21 and resources organised and accessible across middle / upper school. * **Literacy Rationale & Expectations** – At the start of the session we shared what Literacy looks like at each stage, informed by stage summaries. All staff engaged in a twilight session to support the Workshop for Literacy approach across all stages. Individual red planning folders organised for each stage / level for all staff P.1-7 to support planning and teaching of literacy. * P.4 Trial of **‘Talk for Writing’ –** Mrs Wishart trialled ‘Talk for Writing’ with her class using Hot and Cold tasks to assess progress and to inform approaches to teaching writing which will be shared across Middle School for next session. * Practitioner Enquiry in the use of **Helicopter Stories** in Primary 2 – further shared in collegiate time and all infant staff now have a copy of the ‘Helicopter Stories’ book which they engaged with in their professional reading time. Infant staff have now started to engage in the online training purchased in April. This will be continued and developed further next session. * **Nursery / P.1 Playful Pedagogy** in Literacy in line with *‘Realising the Ambition’* Guidance – On the November In-Set Day, Nursery and Primary 1 staff engaged in professional reading focused on ‘Realising the Ambition’ – putting a playful pedagogy approach into practice, with the emphasis on playful literacy. Using the ‘key aspects young children need’ as the focus, literacy audits were undertaken in each of the 3 nursery rooms and Primary 1 classrooms. Action points were identified with the key areas to be developed being: the use of technology to enhance literacy and to improve the literacy provision in the 2 new nursery outdoor areas and Primary 1 outdoor learning. In each nursery room a member of staff was identified to be a lead learner of literacy. | | | | | | |
| **Impact:**  **Bug Club / Wordsmith, Pie-Corbett / ‘Torbain Reading Spine’:**  All staff are confident in accessing Bug Club to assign books for online learning. It has been used across the school to support reading at home across the session and particularly during periods of remote learning. Infant staff created videos to support using the online books at homeand children then experienced guided reading sessions remotely.  **Staff Feedback:**  ‘Bug Club is great, I think it has allowed us to provide texts for the children to read independently and remotely and there is a wide selection of books.’  ‘It’s fairly easy to use. Giving parents video tutorials in how to use it has helped with engagement’  ‘Engagement is varied and although the resource has great potential we need to look at ways to further engage those who are not using it.’  **Parent Feedback:**  ‘My son’s reading skills are strengthened by Bug Club which he likes earning points to buy items for the treehouse on it – a great learning tool.’  ‘My son loves bug club and we also think it’s really good for us to do his reading with him. We like the fact that the books are stored in the library and he can re-read the ones he enjoys. He often does this and uses the read to me option to see if he has the words correct. It’s great how they get rewards for completing and this can be used for stickers or to do up their tree house, this really encourages my son…’ (P.2 Parent)  **Pupil Feedback:**  Ellis – ‘When we first started the reading for 30minutes not that much people really liked to read but now loads of people really like to read.’ Alfie – ‘Not much of us really liked reading but now we don’t read because we're getting told to read but we read because we want to.’  Mhyrin – ‘We have Bug Club and that's good because there's a lot of book selection but Miss Shevlin puts it for your level and you get tasks and you click on the bug and it takes you to a page.’  Lewis – ‘We've been reading 'way more' like 30mins at least every day. I feel this has made me read more and I'm doing it more.’  **Literacy Rationale & Expectations:**  Feedback invited from staff regarding Workshop for Literacy – 17 out of 21 staff are trained in the approach and average rating ‘*How confident are you in using this approach?*’ – 3.5 out of 5.  **Staff Feedback**: ‘Shared reading is going really well. The class absolutely love the novels we’ve been reading, and they are all very engaged.’ ‘Workshop for Literacy is embedded into our planning on a weekly basis.’ ‘We have lots of resources in school to support all aspects of Literacy teaching.’  **P.4 Trial of Talk for Writing:**  Mrs Wishart trialled the Pie Corbett ‘Talk for Writing’ approach with her P.4 class using Hot / Cold tasks to assess progress. The children were engaged in ‘talking’ and storytelling moving from ‘imitation’ through ‘innovation’ into ‘independent application’ and there was significant progress evidenced through the cold and hot tasks. 46% of the class were identified as being Band 4/5 (not on track) in Term 2. At the end of the session 75% of children are now ‘on track’ or ‘achieving beyond expectations’ for Writing with evidence in the hot tasks and Writing Assessments.  **Staff Feedback**: Reflecting on this, I felt the confidence of the children in writing improved, they were more positive and focused in writing lessons and I found they were particularly motivated to complete their “hot write” and compare the progress over the short genre topic. Because they had internalised some of the writer’s craft elements, these came out more naturally and meaningfully in their writing too.’ Mrs Wishart P.4  **Pupil Feedback:** ‘In Primary 4 we have been working hard on our writing because we have improved a lot because we would do a cold write and then Mrs Wishart will teach more to make our writing better and then we do a hot write to see how much we have got better.’ Kaidence P.4  ‘We love ‘top for writing’ because it has helped us with our spelling and improvement. At the beginning we do a cold write then at the end we do a hot write. In between our teacher teaches us about it. We did suspense stories and we used good vocabulary.’  **Helicopter Stories:**  Infant staff are enthused by the Helicopter Stories and are seeing evidence of positive engagement of the children in storytelling.  **Staff Feedback:** ‘It is particularly effective in engaging reluctant writers because it embraces play based pedagogy.’  ‘It’s giving the quieter children a voice and a platform from which their stories are shown. They are learning from each other and developing the skills of storytelling.’  **Playful Pedagogy approach Nursery / P.1:**  The audits were reviewed on the February In-Set day and showed the provision of digital technology and literacy experiences outdoors were enhanced for all children in Nursery / Primary 1, evidenced through: children’s use of I-pads, digital microscopes, talking spots, microphones, outdoor story den, environmental print, role play… This impacted positively on children’s vocabulary and language development evident through staff observations and supported by e-LIPS data….  **Staff Feedback:**  ‘We understand some children prefer different ways of learning and we ensure all children engage in rich literacy experiences every day’ (Nursery Staff) | | | | | | |
| **Next Steps:**   * Ensure staff use of Torbain Reading Spine to further promote reading / reading for enjoyment * Look to further engage families through Bug Club / Family engagement sessions * Continue with a focus on daily silent reading for P.4-7 * Build on the success of reading for enjoyment and further develop writing as evidenced through Teacher / Parent Feedback: ‘I think developing writing would be really beneficial and something we found most difficult to dedicate time to during home learning.’ * All P.1-3 staff to engage in the online training for Helicopter stories to ensure a consistent approach across stages * Facilitate collegiate working between Nursery and P1 staff to further enhance the playful pedagogy approach in literacy * Use of Sign-along & use of visuals in Nursery to offer universal support * Familiarise and use new council PLJs in Nursery | | | | | | |
| **Improvement for Recovery Priority: 3**  **Session 2020 – 2021**  **RECOVERY \*Assessment / Digital Support** | | | | | | |
| NIF Priority  *NIF 1 - Improvement in attainment, particularly in literacy & numeracy*  *NIF 2 – Closing the attainment gap between the most and least disadvantaged children and young people* | | | HGIOS 4 Quality Indicators:  2.3 Learning, Teaching & Assessment  HGIOELC Quality Indicators  2.3 Learning, Teaching & Assessment | | | |
| **Progress:**   * **SOFA online assessments** were purchased in September to target P.3 & P.6 learners, however due to a delay with Data Processing Agreement checks we were unable to use these until Term 4. * **Tee-Jay Numeracy Assessments** were purchased to support teachers in assessing learners at key stages to inform planning and target setting for learners * **Use of Teams / See-Saw** across all classes, including Nursery to enable teachers to engage with families through Home Learning / Remote Learning * ***Cyber Resilience Digital Award*** *– N/A due to Lockdown / Staff Absence* | | | | | | |
| **Impact:**  **SOFA Online Assessments** have been very helpful in supporting and informing teacher’s judgements for reporting attainment in Literacy and Numeracy at the key stages identified – P.3 and P.6. We will use this information further to target focus groups for intervention in P.4 and P.7 next session. Target groups already identified for P.4 next session to include literacy / numeracy focus through Lexia / IXL.  **Tee-Jay Assessments** supported teachers to target planning for numeracy teaching and learning across P.4-7. Almost all teachers used the assessments formatively to target support and interventions. Results from assessments highlighted a need for revisiting key areas of focus in numeracy following the first Lockdown.  **Use of Teams / See-Saw:** All classes, including Nursery, have successfully used See-Saw (N – P.3) and Teams (P.4-7) to engage children in online learning. Engagement levels showed an increase from the period of initial Lockdown. All teachers have attempted to engage families through use of online platforms for home learning from September 2020 which enabled us to identify those in need of digital support prior to the second Lockdown.  **Parent Feedback:** ‘We much preferred the child friendly layout, fun interactive aspects and ease of submission of work / feedback from See-Saw for my P.1 son. My P.4 daughter often felt Teams was too “grown-up” for her to navigate and the layout was too complicated, however she loved the live group calls…”  “Online learning – can’t fault it. It’s hard at home if you have more than one kid, I think homework should be split online and homework sheets. I get that nowadays everything is online but think kids need old style learning as well.”  **Cyber Resilience Digital Award** *– N/A due to Lockdown / Staff Absence. To revisit next session.* | | | | | | |
| **Next Steps:**   * Cyber Resilience Digital Award – K.Wyse & Digital Leaders to progress with this next session * See-Saw – consider use of See-Saw across the whole school for the sharing of learning (to replace physical learning journey jotters) \*following consultation with pupils, staff and parents * Tee-Jay assessments to be used again next session * SOFA online assessments to be considered for target groups again at P.3 & P.6 to inform interventions | | | | | | |
| **Attainment of Children and Young People** | | | | | | |
| *Attainment evidence/Achievement within a level information from ELC/school from this session*  *Successes and gaps identified throughout session (this should link to improvement plan for session 2021 – 2022)* | | | | | | |
| **Attainment over time**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | % at or above expected level (Working within) | | | | | |  | **Reading** | **Writing** | **Listening & Talking** | **Numeracy & Maths** | | 2017 - 2018 | 91.7% | 87.9% | 93.3% | 95% | | 2018 – 2019 | 84.3% | 82.3% | 87.3% | 85.7% | | 2019 - 2020 | 84.9% | 79.0% | 90.3% | 86.1% | | 2020 – 2021 | 84.6% | 80.8% | 89.8% | 88.9% |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | % Achieved expected level | | | | | | | | | | | | | |  | **Reading** | | | **Writing** | | | **Listening & Talking** | | | **Numeracy & Maths** | | | |  | P1 | P4 | P7 | P1 | P4 | P7 | P1 | P4 | P7 | P1 | P4 | P7 | | 2017-2018 | 72% | 78% | 85% | 75% | 73% | 84% | 75% | 86% | 85% | 84% | 85% | 82% | | 78.3% | | | 77.3% | | | 82% | | | 83.7% | | | | 2018-2019 | 79% | 88% | 86% | 83% | 83% | 81% | 81% | 91% | 90% | 84% | 90% | 83% | | 84.3% | | | 82.3% | | | 87.3% | | | 85.7% | | | | 2019-2020 | 89.2% | 87.5% | 78.3% | 89.2% | 75% | 72.3% | 89.2% | 90.3% | 91.6% | 92.8% | 86.1% | 79.5% | | 84.9% | | | 79% | | | 90.3% | | | 86.1% | | | | 2020-2021 | 71.2% | 77.9% | 73.5% | 61.6% | 72.1% | 71.1% | 74% | 84.9% | 86.7% | 79.5% | 83.7% | 81.9% | | 84.6% | | | 80.8% | | | 89.8% | | | 88.9% | | |   The school has maintained high standards of attainment for **most** learners in Reading, Listening & Talking, Writing and in Numeracy & Maths. *There is an identified focus on improving Writing for next session, evidenced in both SNSA data, class assessments and teacher professional judgements. There has been a decrease in Writing attainment at P.1,4 & 7, but it remains higher than Fife and comparator schools. Analysis for FMR identified pupils showed: 72.1% are attaining levels expected in Writing (59.5% for Comparators & 51.5% for Fife).*  Analysis of our e-LIPS data shows that, on entry to nursery: 58% of our current N5 children had language development at the expected level for their chronological age, in 2 or more areas of e-LIPS; 21% of our N5 children were significantly below expected levels across all 3 areas of e-LIPS. After targeted intervention – 73% of children have language development at the expected level in 2 or more areas of e-LIPS on leaving nursery to go into Primary 1 in August 2021. 12.5% are still significantly below expected levels across all 3 areas of e-LIPS (this includes children with identified additional support needs).  There are similar trends with our current N4 children.  Tracking information, together with effective interventions, ensures continuous progress. ICT support is used effectively to support targeted children in numeracy and literacy (IXL / Lexia). Target groups are identified through analysis of SIMD and Performance information. | | | | | | |
| **Evidence of significant wider achievements** | | | | | | |
| Awards currently held by the school:   * Excellence in Professional Learning Award * HNIOS Award / Kit-bag School * Gold Sports Scotland Award * Digital Schools Award   **Wider Achievement this session:**   * Upper School **Digital Leaders** were involved at Council level in consultation on e-vision * **Young STEM leaders** – 3 staff now trained as assessors and a class of Primary 7 children have worked through the award developing their skills of leadership, resilience, communication and teamwork. All children have achieved at least the ‘Discover’ certificate and, the majority of children achieving the full STEM certification. * **Ardroy on Tour** – all P7 children were treated to a 2-day course within the local community as a celebration and culmination of 9 years of outdoor learning. The children were able to apply skills learned over years in a range of contexts (*e.g. building shelters, building and lighting fires to cook marshmallows, nightline, buggy building*) further developing teamwork through initiative games and group activities. | | | | | | |
| **What have been the success and challenges of school / setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | | | | | | |
| **Expectations for Remote Learning:**  We reflected on successes and challenges of the first period of remote learning and used staff, pupil and parent feedback to enhance and improve our practice. In Term:1 all classes (including the Nursery) set up for the new session on See-Saw (N-P.3) and on Teams (P.4-7); this enabled all teachers to assess engagement through regular home learning and to establish communication with home ahead of further periods of isolation or remote learning. All classes P.1-7 set up on Bug Club to ensure access to online reading materials (this was enhanced from the initial period of lockdown where Bug Club was used only at Early / First Level). Clear expectations of Home Learning shared with parents with a balance of Literacy / Numeracy / HWB and other curricular areas weekly. Teachers successfully used choice grids to ensure a balance of learning activities provided.  **Data for engagement levels:**  The majority of children across N - P.7 engaged regularly in remote learning. There was an improvement in the levels of engagement from the first lockdown due to interventions and supports.  **Key Strengths:**   * Nursery staff, as well as using See-Saw daily, made weekly phone-calls to families as an additional support which was greatly received by families and strengthened relationships between nursery and home * Digital skills for staff and for children & families. * Staff have benefited from online virtual sessions to upskill, use of See-Saw, Teams, GLOW, Office 365, esGoil / Thinglink “…feeling so much more confident with the ICT this Lockdown and the children are definitely digitally literate…” * Key strength would be staff using ICT creatively to engage learners with high quality experiences through use of e.g. live lessons / video clips / voice messages / Blogs on See-saw / Teams Chats / Bingo / reading novels online… ‘The teachers have been exceptional with the support offered. Very impressed with the creative ways of learning teachers are sharing. Take my hat off to them!’ (Feb’21) * Staff have been very creative in their collegiate planning of high-quality virtual learning experiences. Collegiate working is a definite strength across the staff team – * Positive links with our parents and families as evidenced in the feedback from families through Forms (*February 2021*) “Teacher feedback and help/support has been phenomenal.’ * Thank you so much very to every single one of you. A brilliant school full of brilliant teachers who want the best for the children” (P.1 Parent) * Home Learning Feedback was shared with our families through SWAY with reference to *‘You said… / We have…’* evidencing the constructive use of parental feedback to make changes and enhance the Home Learning being provided. “I feel the school does amazing with everything it does and I love that it’s always looking for ways to improve.” * Communication / daily contact between teachers and those engaging in online learning allowing regular feedback / next steps and enabling us to still feel ‘connected’. Teachers using See-Saw commented on the app allowing for… “almost instant feedback on the children’s work and allowing communication with the parents too.” * Weekly virtual assemblies linked to the 5 Ways to Wellbeing, encouraging a sense of connecting with each other and recognising achievements / celebrating successes through sharing photos and video clips. * Teachers have commented about the positive working together: “Planning with stage partners has been even more effective and concise where we are accessing a range of online resources and, being creative with assignments and ensuring differentiation…” / “…my stage partners and I have worked well collaboratively and are a continuous support to each other” * “Some children have really grown in confidence through online learning. Seeing the children ‘at home’ has helped us get to know them better”   **Challenges:**   * Engagement levels & separation from peers * Time management and the challenges of balancing & managing home learning / home working * Becoming familiar with new technology and platforms for online learning – some families struggling with the amount of technology / log ins required / access to resources / digital device | | | | | | |
| **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** | 26 | | **Additionality in staffing** | - |   26 devices were allocated to learners across P.2-7, identified through engagement records from the first lockdown and through FORMs feedback from parents.  Every effort was made to ensure families could use the devices to access learning remotely (*e.g. telephone support from school staff, paper guides and offer of drop in sessions to support pupils with how to access Teams from home*). Despite all attempts to support – 56% engaged with the allocated devices fully. The majority used them to access Teams for online meetings and to stay connected with school.  Pupils with devices shared very positive feedback on the difference it made to their remote learning in the second Lockdown:  **Pupil Feedback:**  ‘It was better in the second lockdown because I only had my phone before and I could not type so I could not do the work. The device from school meant I could do my work and go on Teams.’ Joshua P7  ‘The computer I got made it really easy for me to do my home learning. How it helped was it helped me getting on teams a lot faster and a lot easier. Thank you.’ Haman P,7  ‘The laptop was a big improvement because I was originally using my old phone to use Teams during Lockdown. The laptop I got from school gave me access to new education tools.’ Tyler P.7 | | | | | | |
| **Attainment Scotland Fund Evaluation (PEF/SAC)** | | | | | | |
| **Progress:**  **Lexia - (55 licences)**   * adaptive IT programme supporting children in literacy – reading, comprehension, phonics and spelling, targeting mainly P4 and P5 pupils - Support for Learning, PEF support assistant * Pupils targeted after consultations with class teachers, deputes and SNSA reading and writing scores from P4 * Pupils are encouraged to use Lexia at home, letters with information on programme and login details are sent home, incentives involving deputes are set up termly   **Phonics Hero**   * adaptive IT programme supporting children in phonics and reading, targeting mainly P2 and P3 pupils - Support for Learning, support assistants work closely with pupils using follow up work for evaluations and assessments * Pupils targeted after consultations with class teachers, deputes and analysis of Base scores from P1 * Pupils are encouraged to use Phonics Hero at home, letters with information on programme and login details are sent home   **Sumdog Spelling**   * This resource is now being used universally in P5-7   **IXL Maths**   * **T**argeted support for P4 and P5 pupils identified from P4 SNSA scores and discussions from teachers and deputes * Pupils are encouraged to use IXL at home, letters with information on programme and login details are sent home * In discussion with class teachers, concepts are consolidated and revisited to support a more secure knowledge of basic number facts | | | | | | |
| **Impact:**  **Lexia -** analysis of programme records show that almost all pupils are progressing well through the programme. Consultations with class teachers indicate that most pupils are demonstrating a marked improvement in reading and spelling in class.  **Phonics Hero -** Almost all pupils are able to blend CVC and CCVC, CVCC words and learn basic common words, they are then able to access and progress through our core reading scheme.  **IXL maths -** Feedback from class teachers is positive, many pupils are gaining in confidence and more adept at using concepts they have practised. | | | | | | |
| **School/Setting Name: Torbain Primary**  **NIF Quality Indicators (HGIOS 4) School Self- Evaluation** | | | | | |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | | **2020-2021** | **Inspection Evaluation**  *(within last 3 years)* |
| **1.3 Leadership of change** | Very Good | Very Good | | Very Good |  |
| **2.3 Learning, teaching and assessment** | Very Good | Very Good | | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Very Good | Very Good | | Very Good |  |
| **3.2 Raising attainment and achievement** | Good | Good | | Good |  |

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| **NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)** | | | | |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | **2020-2021** | **Inspection Evaluation**  *(within last 3 years)* |
| **1.3 Leadership of change** | Very Good | Very Good | Very Good |  |
| **2.3 Learning, teaching and assessment** | Very Good | Very Good | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Very Good | Very Good | Good |  |
| **3.2 Securing children’s progress** | Very Good | Very Good | Good |  |

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| **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** |  |  |  |

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| **National Improvement Framework Priority:**  NIF 1 – Improvement in attainment, particularly in **literacy** & numeracy | | | | | |
| **Focused Priority: Literacy – Writing**  **Who? What will change? And How?** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 2.3 Learning, teaching & assessment  3.2 Raising attainment and achievement | | | 3.2 Securing children’s progress | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| 1. Handwriting and presentation of writing across the school will improve with the introduction of new Nelson resources, a consistent approach to teaching handwriting, and high expectations from staff  2. Helicopter Stories at the Early stages will engage reluctant writers and promote storytelling  3. An improvement in Writing Attainment at P.4 / P.7 through the use of Pie Corbett ‘cold / hot task’ approach to assess writing, with a focus on meaningful contexts for shared writing | Purchase Nelson Cursive Handwriting Resource, including online software  Staff engagement session with Nelson Rep. (Sep’21)  P.1-3 staff to engage in online training purchased  Collegiate session to share practice and evaluate progress  Collegiate session to focus on shared writing agreements / cycle of marking / Pie Corbett approach (hot/cold tasks) | DHTs  All teaching staff  Nicola Ness / Susan Tollick  P.1 - 3 teaching staff  Louise Yuile / Natalie Wishart  & Support for Learning | | Evidence in pupils’ jotters  DHT monitoring of Literacy / Writing Jotters  Staff / Parent & Pupil Views  Staff / Pupil Feedback  Observations of Helicopter Stories in practice (P.1-P.3)  Evidence in storytelling / engaging reluctant writers *\*discussion in DHT Tracking / Monitoring Meetings*  Raised attainment, evident in P.1 BASE  Increase in attainment in writing at P.4 & P7 stages, evidenced in SNSA and in Writing Assessments | Term:1  *(Staff Engagement Session Sep.7th)*  Term: 2/3  Term: 2/3  November In-Set  *\*Writing Focus* |
| **Nursery:**  Children’s language acquisition will be enhanced, through interaction with a planned, progressive variety of rhymes & songs | * Professional reading: ‘Songs, Rhymes & Finger Plays’ by Jane Dyke (Frobelian Approach) * Audit of songs / rhymes used in nursery – based on Froebel’s physical / cultural progression & review of current rhyme resources, supplemented with props * Family Learning emphasis on nursery rhymes / traditional tales & storytelling * Introduce Charanga music | All Nursery / Early Years Staff  Lorna Hillmansen  Family Learning Leads in Nursery  Gabrielle Harper, Lorna Kennedy & Lorna H. | | Observations in Nursery – data of number of rhymes known  Staff & Parent Feedback |  |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |

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| **National Improvement Framework Priority:**  NIF 3 - Improvement in children young people’s health and wellbeing | | | | | |
| **Focused Priority: HWB (including RRS / Citizenship / Global Goals)** | | | | | |
| **HGIOS4 Quality Indicators** | | **HGIOELC Quality Indicators** | | | |
| 3.1 Ensuring wellbeing, equality and inclusion | | 3.1 Ensuring wellbeing, equality and inclusion | | | |
| **Expected Impact** | **Strategic Actions Planned** | | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| 1. Effective use of visuals to engage children with additional support needs, and for universal support in classes  2. Rights Respecting Schools:  Self-evaluation process to be completed to inform further improvement planning in relation to RRS  Staff to have a clear understanding of how the Articles link to the wellbeing indicators and will apply this understanding to ensure best practice throughout the nursery and school  3. Develop focus on the 5 Ways to Wellbeing to ensure that all within the school community know the 5 ways to promote positive mental health.  4. SHINE SURVEY and allocated cluster funding will positively impact on experiences for P6 and P7 children and will provide a means of support for our identified children throughout the transition process.    5. Update Relationship Strategy  GMWP Tool to be used to track and monitor wellbeing over the course of the session  6. Ensure that all children have access to appropriate and compassionate support when experiencing grief and significant change, with particular on our care experienced pupils  7. Emotion Works is fully embedded across the school and Accreditation will be sought when guidance is released | In-Set (Supporting Learner’s Service) for all staff – ASIST (Cordelia Manson)  Recognising and realising Children’s Rights  All staff to participate in training- <https://education.gov.scot/media/hfml5u1t/inc50-rrcr-video-links-oct2019.pptx>  RRS- complete Rights Respecting Child, School and Community Baseline Questionnaires  Inservice Input on RRS/ Global Citizenship based on Education Scotland Training engaged in.  Link to COP26/ Global Goals with Sustainable Development Goals being linked to topics and explored through these lenses.  5 Ways visually represented throughout the school, underpinning our rationale for HWB  Continue with termly focus for assemblies  Share with Parents through Social Media / SWAY  Results of survey to be shared with upper school staff  Cluster funding to be used to pay for a PSA1 between October 21-April 22. This person will be based at Kirkcaldy High School and will release staff from existing PSO team to work with cluster P6 and P7 pupils on managing anxiety/ building positive relationships. This will allow children to start to build relationships with KHS PSO team before moving on to high school and to manage anxieties and build confidence through the process.  Ongoing agenda item within Cluster Wellbeing Collaborative  Glasgow Motivation and Wellbeing Profile (GMWP) to be piloted in P4-P7  Analysis of GWMP results to inform planning for Relationship Strategy.  Make use of strategy to review current practice in developing a positive relationship framework for the school  Nursery: use the wording of the Leuven scale in staff significant observations and continue to implement strategies for children identified as low on the scale  **Seasons for Growth- GH to be Trained**  **Updated Bereavement Policy to be shared with all staff**  **Staff shared understanding of ‘The Promise’**  New staff to be trained in Emotion Works  Consider Emotion Works Literacy Programme – trial package for schools  Ashley & Rose to monitor engagement over the session and work towards Accreditation | | G. Webster  N. Ness  G. Webster  N. Ness  L.Strachan  Nicola Ness  House Captains  Natalie Wishart  Lauren Strachan  G. Webster  SLT  Victoria Hatfield &  Upper School Teachers  Gillian Webster  P4 -7 Teachers  Louise Yuile  Gillian Webster  Gabrielle Harper  Gayle Hall  Johanna Kirk  All Staff  Ashley Farmer  Rose Laing  Gabrielle Harper (Nursery) | Staff / Parent & Pupil Views  Evidence of visuals supporting universally in all classes & nursery (Learning Walk Term:1)  Evidence in pupil behaviour  Staff / Pupil Feedback  Discussion *in DHT Tracking / Monitoring Meetings*  Staff, pupil and parent views  SHINE Survey Analysis Data to inform planning  Pupil feedback  GMWP Data Analysis  DHT monitoring of number and type of incidents requiring DHT support  Staff, pupil and parent feedback  Pupil Feedback and data (Attainment / Attendance for Care Experienced children)  Staff, pupil and parent feedback  Accreditation evidence and feedback | August In-Set  November In- set  Term 1  Week 2 of Term 1 and Week 2 of Term 4  Term 1  Term 1  Term 1 & tracked termly  Staff Trained Term 1  Accreditation by end of Term 4 |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |