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Twechar Primary School  
Standards and Quality Report  
2023/24

## **Context of the School**

Twechar Primary School is situated in the heart of the village of Twechar. It is a well-established school which opened in 1888. As the school grew within the community, it has increased in size and the old façade of the school building has been extended. In Twechar, our school has access to outdoor spaces within our local community that enable high quality learning and teaching experiences from Curriculum for Excellence.

Our school is a co-education, non-denominational school which caters for children from Primary 1 to Primary 7. Our current school roll is 90. At the end of Primary 7, most pupils at Twechar Primary transition to Kirkintilloch High School.

Our staffing complement consists of 9.26 full-time equivalent teachers and currently includes one Acting Head Teacher, one Acting Deputy Head Teacher, one Acting Principal Teacher and seven Class Teachers including one nursery teacher for our EYC. Our school contains a nurture room resource that has a Nurture Teacher and a Family Learning Assistant. Our class teacher allocation is made up of a combination of full and part time teaching staff. The work of the school is further supported by one Classroom Assistant, two Support for Learning Assistants, one Administration Assistant, one Clerical Assistant, two Catering Staff, six Cleaners and a Buildings Manager. Finally, instrumental tuition for violin takes place in school each week for pupils who wish to participate in these lessons.

Twechar Primary School works very closely with our on-site Early Years Centre. Our Early Years Centre is available for 2 year-olds to 5 year-olds and we currently have a roll of 39. The EYC is led by a Deputy Head of Centre who oversees the day-to-day management of the Early Years Centre. The staff team also includes one Senior Early Years Worker, one full time Early Years Teacher, eleven Early Years Workers, a Support Worker and a Housekeeper.

At Twechar Primary School and Early Years Centre, our vision is to provide education and care in an inclusive community where we will nurture each individual child to be unique and ambitious. Our environment will empower everyone to trust in themselves, their abilities and others, developing a sense of belonging in their school community and beyond. We promote the health and wellbeing of the whole child and our vision, values and aims, including a child friendly version, can be found on our school website.

Our school is situated within a former mining village at the heart of the community. The population predominately resides within an area described as deprived according to data from the Scottish Index of Multi Deprivation. The majority of pupils are currently entitled to free school meals and clothing grants.

In session 2023-24, the school received £28,175 from the Pupil Equity Fund to support the Scottish Government's ambition to close the poverty-related attainment gap through the Scottish Attainment Challenge. At Twechar Primary, we have used our Pupil Equity Fund money to create an Acting Deputy Head Teacher and Acting Principal Teacher with the responsibility of raising attainment and meeting learners' needs. This approach will enable the school to create a strategy around our interventions to enable the school to continue to raise attainment. In our school, we are committed to closing the attainment gap by building capacity of our staff and identifying appropriate interventions for our pupils and families.

At Twechar PS we value parental involvement, we welcome parents at every opportunity and we have an open door approach. We communicate pupil progress to parents/carers via Parents'

Evenings (October and March) and a written Progress Report in May. In August parents/carers are now invited for a visit 'Meet the Teacher' day. Parents/Carers are invited to attend the school for Come Learn with Me sessions and additional curriculum sessions at various points throughout the year.

We share pupils' work through the online learning platform Seesaw and "X". Throughout the year parents will be invited to their child's class to take part in open evening events, celebrations and we extend an invitation to attend whole school events such as a Halloween Poetry and Scottish Assembly.

Twechar Primary has a combined Parent Council and PTA. Our parent body works in conjunction with the school to provide additional experiences for our pupils and increasing parental engagement between the school and the community. Our attendance levels are generally good. In line with EDC policy and procedures these are monitored closely and any concerns acted upon timeously. Next session we will be involved in a working party within the Kirkintilloch Cluster to improve attendance.

### **Vision, Values and Aims**

Our vision, values and aims can be found on the school website and have been created together with all stakeholders. This includes a child-friendly version that was created with our Pupil Council.

#### **Vision (parent version)**

- At Twechar Primary School and Early Years Centre, we aim to provide education and care in an inclusive community where we will nurture each individual child to be unique and ambitious. Our environment will empower everyone to trust in themselves, their abilities and others, developing a sense of belonging in their school community and beyond.

#### **Aims (parent version)**

- To encourage children to be ambitious in their play and learning through a wide range of experiences at school, early years centre, home and their community.
- To nurture each child to believe in themselves to be the best they can be.
- To promote an inclusive ethos for all children, families and staff within the school, early years centre and the wider community.
- To build trusting relationships for all through actively listening to the voice of all children, families, staff and our local community.
- To empower children, families, staff and the community to celebrate successes together to build a better future for all.

#### **Vision (child version)**

- Grow and learn at Twechar Primary and Nursery.

#### **Aims (child version)**

- To help each child to do their best in their play and learning.
- To help each child to become confident and responsible in Twechar and our community.
- To have a community where everyone belongs and is welcome and included.
- To give everyone in our Twechar community a say in our school and early years centre by listening to them.
- To give everyone a chance to share their success in learning.

### **Values**

## Progress in School Improvement Plan (SIP) priorities

School priority 1: Ensuring wellbeing, equality and inclusion	
<p>NIF Priority      Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children</p> <p>NIF Driver      school improvement parent / carer involvement and engagement</p>	<p>HGIOS?4 QIs QI 3.1 Wellbeing, equality &amp; inclusion QI 3.2 Raising attainment and achievement</p>
<p>Progress and Impact:</p> <p><b>Pupils engaged and motivated to learn in a valued ethos</b></p> <p>All staff received nurture training from our link Educational Psychologist and nurture teacher during the August In-Service.</p> <p>The school has made very good progress using the nurturing approaches. All staff use a range of nurturing approaches when interacting with pupils to improve their practice and this has shown an increase in positive behaviours and ethos throughout the school. All classes have a nurture space and this is used effectively in almost all classes. The development of an upstairs nurture space has been created and the pupils regularly use this space.</p> <p>Teaching staff received Circle training from West Partnership during the October In-Service day. This provided an opportunity for all staff to share good practice and West Partnership signposted teaching staff to CLPL. Almost all staff are now consistently creating a positive and productive learning environment having made changes to their practice. This is having a positive impact on all learners' health and wellbeing and readiness to learn, this is evident in pupils' engagement in learning opportunities and increase in attainment in literacy and numeracy. We will continue to build on this good practice as part of our SIP due to the implementation of the EDC authority wide Circle Inclusive classroom resource.</p> <p>DHT created Display Guidelines as a means of enhancing the school environment. Displays are of a high standard and expectations are used to reinforce learning and celebrate learners' achievements.</p> <p>Each class received a Quality Assurance visit by our Nurture Teacher to evaluate their safe space within each classroom. Our nurture teacher captured pupil voice and created an evaluative paper to share with all staff where good practice and next steps were identified. All classes consistently use Zones of Regulation and their safe spaces. Positive requests for engagement and practice in relation to differentiating learners' needs and remove barriers to learning.</p> <p>Our Nurture Teacher created a nurture policy and procedure paper with a self-evaluation toolkit. This was shared at a staff meeting and embedded within the procedures. Staff use this toolkit regularly and seek advice from our nurture teacher around supports and good practice.</p> <p>A Request for Assistance referral form was created by the Nurture teacher to streamline the process on how teachers request support. This is completed termly by teaching staff where there are various supports on offer including small group sessions, Outdoor Learning</p>	

opportunities and FLA sessions. Referrals were used to create a nurture and/or learning support timetable of activities to ensure all targeted children were included.

This practice is now fully embedded each term.

### **Increase in parental engagement across all aspects of school life**

At the beginning of the session, a questionnaire was sent out to all parents via Forms to ask their views on aspects of school life, the curriculum and family learning. There was a positive uptake from parents. This enabled the SLT to identify gaps and create opportunities for parental engagement.

As a school we created many opportunities for engagement including Come Craft / Learn / Count with Me. Almost all parents attended and feedback was very positive with many parents commenting on what an exciting opportunity it had been to see their child's work and the ways their child learns in school. Pupils commented that they enjoyed sharing their learning and skills with parents.

We are also delighted that more parents have volunteered to support school trips and have come out to support family fun events such as our sponsored walk during Wellbeing Week.

Parents have also shown an interest in volunteering to support our P4-7 pupils with their committee action plans. These action plans will empower our learning community to drive further change and improvements across the school. We intend to harness this enthusiasm next session.

We provided opportunities for our nursery parents to participate in Transition events and they were well attended. Events included SALT / Nurture and ASN presentations. Parents engaged fully in Q and A at the end of each presentation.

Our parent council have been pivotal in driving forward change and improvements, particularly within our school playground. Following successful fundraising events such as discos, a barbecue at Twechar Beach Day, a sponsored walk and the community Spring Fayre. Some of the money raised was used to pay for murals to be painted in our school playground and in purchasing P7 leavers' gifts. The PC plan to further develop our playground area.

Our Parent Council have been fully supportive of our wider school events this year including a generous donation to the EDC Foodbank.

### **Ensure that all staff and partners are sensitive and responsive to the wellbeing of all children.**

Risk matrix created for all learners and shared with staff at learning and teaching meetings. Staff used this data of their learners to create curriculum pathways and meet the needs of all learners.

We continue to establish positive and engaging daily routines in order to build positive relationships and improve behaviours. We have seen a particular improvement within the dining hall and around the playground.

Introduction of whole school wellbeing assessment - Glasgow Motivation wellbeing Profile completed twice per year. We will continue to look closely at data to determine next steps.

The Outdoor Learning Champion developed activities for staff to implement and provided valuable outdoor learning opportunities to develop team work and resilience. Staff confidence has increased and opportunities to encourage staff and families to explore the local environment. We learned new skills during blind folded trust walk, scavenger hunts, building dens and exploring the

glen. Activities during topics including The Romans – P6/7 replicating the build of the Antonine Wall.

All staff have attended Play and PEBL CLPL. Staff have looked closely at their own practice to implement change.

All stages were given opportunities for clubs this session – dance, netball, football, P1-3 games club, Euro quiz, John Muir, swimming and gardening. We have been very well supported by our new Active Schools co-ordinator and he had organised many taster sessions for a variety of sporting activities through the course of the year and in particular during Wellbeing Weeks.

**Progress in learning is demonstrated through tracking of attainment over time and addressing barriers to learning.**

SLT self-evaluated the current practice in supporting all learners, specifically those with barriers to access the curriculum. SLT worked in partnership with EDC Ed Psych and Outreach to establish supports and procedures. DHT visited other establishments to gather good practice and this enabled a wider understanding of policy and procedure.

DHT created Wellbeing policy and procedure paper. This was shared with staff where new and updated procedures have now been implemented. This has ensured the needs of all learners are being met.

A new Tracking system for literacy, numeracy, health and wellbeing has been created to show attainment over time. This has ensured all staff during learning and teaching meetings self-evaluate their learners' data and agree next steps.

**Next Steps;**

- Circle training for all staff as part of SIP
- Make better use of nurture space in upper school
- Parent volunteers to be included in Committees
- Glasgow Motivation and Wellbeing Profile – look closely at data to inform next steps
- Wider achievements – not formally tracked however tracker will be created

**School priority 2: Curriculum – Literacy - Reading**

NIF Priority           Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	HGIOS?4 QIs QI 2.2 Curriculum  QI 2.3 Learning, Teaching & Assessment
NIF Driver           curriculum and assessment parent / carer involvement and engagement	

**Progress and Impact:**

The school has made very good progress with this improvement priority and is well placed to provide continuity and progression in literacy, particularly reading.

Following the literacy champion's visit to other schools to gather information on reading curriculum and pedagogy, alongside working closely with the West Partnership, the NLC Reading Strategy was cascaded out to staff and modelled for teacher use in class. This was modelled at staff

meetings and through reading lesson visits to other schools, where this process was confidently embedded in practice.

The updated planning performativa was shared with staff, providing examples of pedagogy for good practice. The NLC Reading Programme has been successfully implemented in all classes across the school. Differentiation is beginning to be clear and the seven principles of curriculum design are becoming more evident in order to improve outcomes and raise attainment and achievement in reading. Staff show increased confidence when teaching reading, due to increased skills in reading pedagogy.

Classroom observations and self-evaluation processes uncovered that all staff know their learners well and can identify their learning needs. All classes are consistently using Seesaw to reinforce literacy at home. Classes also show clear evidence of their recent CLPL for reading strategies, with literacy walls and evidence of literacy work to reinforce pedagogy. Class teachers are becoming more confident in using wall displays daily to reinforce important learning points and using this approach daily as part of their literacy and numeracy programmes.

PEF money was used to buy reading assessments, enabling us to track learners progress and the impact of the new literacy approach. The robust data gathered, has been particularly insightful as learners were assessed at the beginning of the reading journey and again at the end of the year. Assessment data was recorded and analysed. The January data identified trends and barriers in reading attainment and allowed staff to come together at staff meetings and curriculum development sessions to analyse their class and school data and to determine next steps. As the literacy approach becomes further embed next session, we will again assess reading 3 times per year; August, January and June, allowing us to further assess the impact of change.

Assessment data confirmed that some learners require additional support with reading. The Literacy Champion set up a reading support for learning timetable for identified learners and assigned appropriate staff to implement. The identified children have an additional 4 short burst reading sessions per week across P3-7. The Literacy Champion oversees and reviews this process regularly, implementing changes where appropriate.

Following the success of Bookbug (P1) and Read, Write, Count (P2 and P3) sessions, which saw an incredibly high parental turnout, further parent information sessions were planned to coincide with the rolling out of the NLC Reading Strategy. Parents across all classes, including the nursery, were invited to 'Come Read with Me' sessions. The sessions had a dual purpose, with part of the time being given to the Literacy Champion sharing an overview of what the new reading programme looks like and offering guidance of ways this could be supported at home. The remaining time was used to enable parents to visit their child's class and have one of the reading strategies modelled to them. These sessions were very well attended. Due to the success of the sessions, further learning sessions were introduced, such as 'Come Learn with Me,' 'Come Count with Me' and 'Come Craft with Me.' These sessions have become a positive fixture at Twechar Primary and have been built in to our calendar for next year.

We are very proud of our new school library space. The Literacy champion worked in partnership with our own P7 school librarians and staff at our local library to create a fun and engaging space, supporting the development of a love for reading culture. The P7 School Librarians attended an informative session at the local library about The Dewey System and gathered ideas on how to set up a library area. A local book company kindly donated a wide range of novels and resources to make our library area inviting. Our local librarian continues to support us with monthly library sessions for each class, now held in our very own library. They model reading and make recommendations for the children who are able to return/check out a text of their choice. To enhance our partnership working further, we have ensured that all classes have had a trip to the library in Kirkintilloch and most children in the school and nursery are signed up to use the library's

Borrowbox digital service. Our library area is a wonderful resource for us to have in school, and is also used to hold family learning sessions and small assemblies.

Literacy, namely reading has been a big part of our Nursery to Primary transition this year. All pre-school children were gifted a goodie bag containing a variety of resources to prepare for Primary 1. This included the book 'Rainbow Fish' and children are engaging well with transition activities posted on SEESAW. Our parental engagement sessions focussed on the importance of reading and how skills develop as a child progresses through the school.

Our monthly Newsletter has been revamped this year, with each class having their own page, informing parents on what they've been learning in literacy, maths, a curricular area of their choice and some ask me about questions. The literacy champion has her own section within the newsletter, to report on what we are covering as a whole school. The newsletter also directs family members to check out the latest updates on Twitter and Seesaw.

During self-evaluation activities as part of staff meetings, it was suggested by the literacy champion that another school in the area has great success with being read to in each class at 2.45pm each day. This smooths the transition out of the building and is ring-fenced time for having reading modelled.

We celebrated both Scottish Book Week in November and World Book Day in March. These events included lots of whole school activities such as each class creating a book cover door display, an outdoor book scavenger hunt and a literary pairs competition.

Next Steps:

- To continue to use the NLC Reading Strategy with clear planning guidelines with protected time for assessment and planning.
- Reading Recovery next session.

## **Progress in National Improvement Framework (NIF) priorities**

- **Improvement in attainment, particularly in literacy and numeracy;**

Attainment data in literacy and numeracy is now gathered through a suite of assessments including; standardised assessments, teacher summative assessments and teacher formative assessments through pupil observations and ongoing class work. Staff are now engaging in planning using Experiences and Outcomes from Curriculum for Excellence and our newly devised courses and programmes to create opportunities for learning encompassing the principles of curriculum design. Staff will now engage in moderation activities which enables confident and data evidenced decisions about achievement of a level.

Our data shows that most children are achieving below average levels in literacy at almost all stages. Our new robust tracking system is discussed termly with staff to ensure continuous improvement. We now ensure that early identification of barriers ensures progressive planning takes place for all learners.

For session 2023-24 we have focused on reading. Effective CLPL and support for planning ensured that pupils benefited from well-planned experiences for reading. We have reviewed the balance of our curriculum to ensure that we provide protected time for literacy experiences. We have reviewed our reading pedagogical approaches and completed Quality Assurance to measure impact. All data shows an improvement in reading achievement this session through our new approaches for almost all pupils and an increase in staff confidence in reading pedagogical approaches. We created a school library and all children visited the



local library. We have a local librarian visit the school every three weeks and children can borrow books from EDC library through this service. Our "Come Read with Me" sessions created opportunities for parental engagement strengthening home and school links.

In numeracy we have a 'Numeracy Week' timetable in place to ensure the principles of curriculum design are adhered to. We have reviewed our maths planning and created new courses and programmes to be implemented to ensure coverage of all CfE Experiences and Outcomes. We have created and implemented a suite of assessments for numeracy to track pupils' attainment. We have started to look closely at the data and identify gaps in learning and alter our planning to respond to these. Our data shows that most children are achieving below average levels in numeracy across all stages.

- **Closing the attainment gap between the most and least disadvantaged children and young people;**

At Twechar PS we now know our pupils and families well. We now gather data through standardised assessments and teacher summative and formative assessments. We monitor and track the progress of literacy, numeracy and health and wellbeing. We consider attendance, Scottish Index of Multiple Deprivation, Free Meal Entitlement, clothing grant and additional support needs to recognise and reduce barriers to learning. We have created a robust assessment calendar that highlight that most pupils are not on track across all stages for literacy, numeracy and health and wellbeing. We now use effective interventions such as maths recovery, the 5 Minute Box and Rainbow and Rapid reading to ensure continuous improvement for all learners.

This session we have used our pupil equity funding to support literacy and health and wellbeing development within the school. Taking a closer look at our attainment and achievement in reading has allowed staff to plan progressive pathways to increase pupils' skills in reading comprehension. Targeted approaches for our pupils ensures we are working towards closing the attainment gap.

Termly tracking and monitoring meetings supports professional dialogue and tracking of interventions.

At Twechar PS social justice is central to our core values and we view children's wellbeing at the centre of everything we do. All staff at Twechar PS are trained on Adverse Childhood Experiences (ACES) and nurturing principles and this is reflected in our nurturing ethos and approach. This session we have revisited EDC's Including Every Learner Policy and created a Meeting Learners' Needs policy within Twechar PS to reflect meeting the needs of all learners.

Effective transition is now well planned. We now have a robust Nursery to Primary 1 transition programme which ensures that staff plan for all learners' needs when transitioning from nursery. SLT now ensure that stage to stage transitions are well planned and these are shared through planned transition meetings. We clearly identify pupils' individual needs and now planned daily transitions are effective in supporting children who require alternative planning arrangements throughout the school day. We have a very good relationship with our associated secondary Kirkintilloch High School and transition planning for secondary education is continually reviewed to meet learners' needs.

- **Placing the human needs and rights of every child and young person at the centre of education;**

During session 2023-24 we have started our UNCRC journey. We have two pupils who lead this development supported by the Acting Principal Teacher. They have attended training

sessions and pupil forums led by EDC. The pupil leaders have shared their knowledge with the rest of the school at school and stage assemblies. We are now well placed to develop this further and work towards Rights Respecting Schools accreditation.

- **Improvement in children and young people's health and wellbeing;**

All staff are fully aware of their child protection roles and responsibilities. Staff within Twechar PS are committed to providing a nurturing and safe environment and understand national and local priorities in relation to GIRFEC and wellbeing indicators.

Staff within Twechar PS work with our key partners to support wellbeing. This session our community police officer has provided support to pupils and families regarding online safety. Fire Scotland partners have supported pupils understanding of water safety and Firework safety. We have an excellent relationship with our Lifelink Counsellor who has supported a number of pupils identified through the staged intervention process

Key school staff are trained on effective support programmes such as LIAM and Seasons for Growth and have delivered individual and small group sessions for pupils' individual needs.

- Zones of Regulation are displayed and used in all classes. The Nurture Teacher has completed Quality Assurance and created an evaluative paper on where we are now and next steps. A Nurture Policy has been created and shared with staff and clear procedures to promote nurturing approaches are noted. Within this policy staff are clear on transition activities to use throughout the day to support all learners. We have introduced Wellbeing Weeks that take place after school holidays. These have been highly successful and have positively impacted the health and wellbeing for all learners. The strategies identified within the policy will continue to be used to embed nurture in all aspects of school life. Twechar PS use Health and Wellbeing packages such as Promoting Alternative Thinking Strategies (PATHS), Bounce Back and Zones of Emotional Regulation which ensure that pupils' wellbeing needs are at the centre of everything that we do.

## Attainment and Achievement Data

Curriculum for Excellence Levels at the end of June 2024				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	majority	majority	most	majority
First level by end of P4	majority	less than half	less than half	majority
Second level by end of P7	majority	less than half	most	less than half

## Impact of Interventions for Equity and Pupil Equity Funding (PEF)

Pupil Equity Funding was used through the session to support learners wellbeing and the development of our reading pedagogy.

- To put an Acting Principal Teacher in place to analyse data and formulate next steps in literacy in particular reading. A clear Literacy Strategy and Policy has been created and the PT has worked with teachers on planning, assessment and delivering in-house and organising external training to provide a clear literacy curriculum and agreed pedagogical approaches leading to closing the attainment gap and promoting excellence and equity.
- The purchase of literacy resources to enhance learning for all and particularly those with identified barriers to learning.
- The purchase of PIRA reading assessments to ensure valid and reliable data.
- To put an Acting Depute Head Teacher in place to analyse data and formulate next steps in meeting learners needs. A clear Meeting Learners' Needs Strategy and Policy has been created and the DHT has worked with pupils, parents and partners including Ed Psych, Health and Social Work. The school now has clear information, plans and strategies in place to support learners and overcome barriers to learning and achievement.

## Self-evaluations of How Good Is Our School? (4<sup>th</sup> edition)

Quality indicator	School self-evaluation	Inspection/ evaluation	Authority
1.3 Leadership of change	Good	Choose an item.	
2.3 Learning, teaching and assessment	Satisfactory	Choose an item.	
3.1 Ensuring wellbeing, equity and inclusion	Good	Choose an item.	
3.2 Raising attainment and achievement	Satisfactory	Choose an item.	

## Summary of School Improvement priorities for Session 2024/25

- Raising attainment through planning for Learning and Assessment. Raising capacity to plan and deliver relevant, challenging and progressive learning opportunities for all learners with appropriate pedagogy.
- Embed wellbeing, equity and inclusion approaches, support for all and UNCRC. Implementation of the Circle Inclusive Partnership Documentation.

## What is our capacity for continuous improvement?

At Twechar PS is very well placed in its capacity for improvement. All staff are committed to high standards and improving outcomes for all learners. A focus on curriculum development and meeting learners needs has ensured that the school has moved forward very well this year. Trusting relationships with the school community has greatly improved parental involvement. Pupil leadership opportunities have increased and there is a positive ethos of improvement within the school.

Through rigorous and well planned quality assurance and self-evaluation, we have identified increasing leadership opportunities within the school for all staff and pupils.

Our whole school community is highly committed to work together in partnership and has a clear plan for the school to continue to strive for excellence and equity for all.