

# Twechar Primary School



## Standards and Quality Report 2024/25

## **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. The school has a very attractive outlook within Twechar village and affords access to outdoor spaces that enable high quality learning and teaching experiences. A member of staff is Forest Schools trained and all children have outdoor learning as part of their planned experiences.

Our school is a co-education, non-denominational school which caters for children from Primary 1 to Primary 7. Our current school roll is 84 with 5 classes. At the end of Primary 7, most children at Twechar Primary transition to Kirkintilloch High School.

Our staffing complement consists of 10.37 full-time equivalent teachers and currently includes the Head Teacher, an Acting Depute Head Teacher, an 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 Housekeeper, one Administration Assistant, two Catering Staff, six Cleaners and a Buildings Manager. Finally, instrumental tuition for violin takes place in school each week for children 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 27. The EYC is led by a Depute 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 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. In recent years we have been successful in achieving Bronze UNCRC Award, Reading School Award and Silver Sports Award amongst others. Our environment empowers everyone to trust in themselves, their abilities and others, developing a sense of belonging in their school community and beyond. We aim to provide a number of extra-curricular activities at Twechar PS, offering football, dance, choir and school shows. Some of these are delivered in conjunction with EDC Active Schools through their Young Sports Leaders programme. Pupil participation is encouraged through our committees – Eco, Inclusion, ICT, School Events, UNCRC, Health and Wellbeing all led by the Pupil Council.

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 children are currently entitled to free school meals and clothing grants.

In session 2024-25, 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 Depute Head Teacher and Acting Principal Teacher with the responsibility of raising attainment and meeting learners' needs. We have achieved a significant rise in attainment due to ensuring appropriate resources and well planned interventions, including revising the reading, phonics into

spelling, writing and grammar progression pathways to identify and support gaps in literacy in P1-7. This has benefited all children with FME and those most at risk of missing out being carefully tracked and targeted. This approach enables the school to create a strategy around our interventions to continue to raise attainment. We consider many factors when ensuring we meet the needs of any vulnerable children, relationships with our families and knowledge of circumstances is key to this.

Twechar Primary has a combined Parent Council and PTA. Our parent body works in conjunction with the school to provide additional experiences for our children and increasing parental engagement between the school and the community. Parents are extremely supportive of the school and together we are highly committed to improving outcomes for families. We value parental involvement and we welcome parents at every opportunity. 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 invited for a '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. During a recent Education Scotland School Inspection, a large sample of parents and carers contributed to our self-evaluation through online questionnaires and focus groups.

We share children's 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, learning celebrations and we extend an invitation to attend whole school events such as a Halloween Poetry Assembly, Scottish Assembly, School Shows and Annual School Fayre.

Our attendance levels are good. In line with EDC policy and procedures these are monitored closely and any concerns acted upon timeously. Currently we are 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**

- Grow and learn at Twechar Primary and Nursery.

### **Aims**

- 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**

Fun

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Respect

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Belonging

## Progress in School Improvement Plan (SIP) priorities

**School priority 1:** Raising attainment through planning for Learning and Assessment. Raising capacity to plan and deliver relevant, challenging and progressive learning opportunities for all children with appropriate pedagogy.

NIF Priority  
Improvement in attainment, particularly in literacy and numeracy.  
Closing the attainment gap between the most and least disadvantaged children

NIF Driver curriculum and assessment  
teacher professionalism

HGIOS4 QIs

QI 2.2 Curriculum

QI 2.3 Learning, Teaching & Assessment

QI 2.4 Personalised Support

### Progress and Impact:

The school has made very good progress within this improvement priority and is well placed to build on the developments this session through embedding these approaches next session. All teaching staff led by Senior Leaders worked collegiately to agree long, medium and short term planning approaches for literacy and numeracy. As part of our strategy to raise attainment in literacy and numeracy, staff agreed progression pathways for reading, writing, spelling/phonics, grammar, numeracy and mathematics to ensure coverage of the skills required. Staff agreed appropriate pace and challenge, including opportunities for active learning, application and assessment and this agreed approach was evident in quality assurance activities such as monitoring of Forward Planning, Professional Dialogue at Tracking Meetings, Monitoring of Children's Work and Learner Conversations.

During our recent inspection from Education Scotland, the work of staff on planning was highlighted as a positive –

*Senior leaders have introduced clear, school wide planning guidance. Teachers now benefit from having well-defined expectations for short, medium and long-term planning. This is helping teachers to plan lessons which progressively build and extend children's learning.'*

*Summarised Inspection Findings, Twechar PS, Education Scotland, January 2025*

*'I am much clearer on the expectation of a level. Through regular tracking of data and professional dialogue I can see all children progress in their learning across literacy and numeracy.'*

*Teaching Staff Member*

*'Our planning is now purposeful and I refer to it throughout the term to ensure next steps and progression.'*

*Teaching Staff Member*

All teachers worked collegiately to create a shared standard of expectations for a good quality lesson and this is beginning to have a positive impact on children's attainment in literacy and numeracy. All teachers engaged in training on the use of Learning Intentions and Success Criteria with most teachers now sharing with children the purpose of learning and to support their understanding of how they can be successful. Training in the use of feedback to improve understanding has resulted in the majority of teachers providing effective verbal feedback during lessons and helpful written feedback on children's work. Children now have a greater understanding of how well they have achieved and what they now need to do to improve.

*'I love writing now, we try lots of different genres and the teacher tells us what we need to do to be successful.'*

*Primary 5 child*

*'This year we do lots of different things in maths and the teacher is showing us lots of different ways to work out the answers. I love maths now!'*

*Primary 7 child*

Most teachers visited other schools to see highly effective practice and are beginning to implement these approaches within their own classroom. Children have engaged well with these approaches and this is evident through Quality Assurance processes. As part of our strategy to raise attainment, a robust assessment calendar for phonics/spelling, reading, writing and numeracy is implemented throughout the year. Teachers have worked closely with senior leaders to analyse attainment data and evaluate children's progress to identify next steps. This data, children's work and teachers increased knowledge of the curriculum and skills within the levels, was discussed at Tracking Meetings. In Term 3 Senior Leaders noted an improvement in almost all teachers' confidence when reporting and evidencing pupil progress in literacy and numeracy. This impacted positively on the reliability of attainment data this session.

Next Steps:

- To embed planning approaches for long, medium and short term planning.
- To share good practice in formative assessment to develop consistent approaches across the school.
- To support staff to use assessment data to better plan next steps in children's learning to effectively meet the needs of all children.

**School priority 2:** Embed wellbeing, equity and inclusion approaches, support for all and UNCRC. Implementation of the Circle Inclusive Partnership Documentation.

NIF Priority      Placing the human rights and needs of every child and young person at the centre  
Improvement in children and young people's health and wellbeing

NIF Driver      school leadership  
teacher professionalism

HGIOS4 QIs

QI 1.1 Self evaluation for self improvement

QI 3.1 Wellbeing, equality & inclusion

Progress and Impact:

Wellbeing, equity and inclusion approaches – The school has made very good progress in this improvement area and is well placed to continue to improve practice.

*'All staff work together well to create a safe, nurturing and inclusive environment. Wellbeing is at the heart of everything the school does, serving as a key driver in improving outcomes for children. All staff have developed deep, caring relationships with children and their families. These positive connections help most children feel safe, secure and supported in their learning.'*

*Summarised Inspection Findings, Twechar PS, Education Scotland, January 2025*

All staff engage in ongoing professional development focused on wellbeing, such as nurture approaches and learning environments. As a result, almost all children are beginning to develop a deeper understanding of the wellbeing indicators

Nurture staff have supported teachers to provide a greater range of universal supports and interventions within the classroom. These changes are helping children who can become emotionally dysregulated to continue to learn in their classroom with their peers. Almost all staff have received training to support children to better understand and regulate their emotions. This is resulting in positive outcomes for children, which is evident through them engaging more in their learning. There has also been a significant decrease in the number of seriously disruptive incidents that are recorded. All children complete an emotional check-in every day and staff follow up promptly on any concerns raised. This is helping to ensure that children receive the required support to help them to be ready to learn. Senior Leaders use alternative timetables to support children to access differing learning spaces when needed such as the Rainbow Room and Creation Station. These nurture spaces are used to develop skills for learning, life and work through a range of wider achievement experiences. This has resulted in a reduction in the barriers to participation and achievement, including for those children who benefit from additional support for their learning.

Senior Leaders collaborated with staff to embed the new policy for supporting children who have barriers to their learning – Twechar PS – Including Every Child. Senior Leaders and nurture staff meet regularly with children, parents and partners through ‘Team around the Child’ (TAC) meetings to ensure that appropriate support for individual children is agreed and implemented in a planned way. As a result, more children are able to spend increasing amounts of time in their main class, focused on learning. Staff support is helping children to be more confident explaining how they feel and talk about the strategies or resources that help them to learn. This supports children to confidently express their views and have a greater voice in decision making at meetings.

Teachers complete wellbeing profiles linked to the wellbeing indicators for all identified children at the start of each year. Teachers reflect on each child's individual needs, identify barriers to learning, record known emotional triggers and consider strategies for adapting practice. This has supported teachers to have a very good understanding of the strengths and areas of difficulty for individual children. Children now complete Health and Wellbeing Surveys twice per year and this data is shared with teachers by Senior Leaders to identify barriers and implement positive interactions to overcome these, such as increased pupil voice and leadership opportunities.

Through staff training, to increase awareness of supporting children in their learning, children are now better supported to engage in their learning and participate in class activities such as using technologies and additional resources to reduce barriers to learning.

*‘I can use my supports to help me to read text and I am now able to work with others in a group to answer questions about the text.’*

*Primary 6 pupil*

*‘When I do my writing I now use the computer and it is much easier for me and I am writing longer pieces of writing with more detail, I am very proud of these.’*

*Primary 6 pupil*

Effective partnership working is supporting children's wellbeing, equity and inclusion. Staff work closely with parents and partners to create personalised plans for children who require additional support with their learning. Within these plans, staff also outline clear wellbeing strategies for children who require it.

*‘Staff skilfully provide a range of targeted supports for children who require significant additional support with their learning.’*

*Summarised Inspection Findings, Education Scotland January 2025*

*‘Universal and Targeted support paperwork is completed now with clear strategies to support children to access the curriculum.’*

*Teaching Staff Member*

UNCRC – The school has made very good progress in this improvement area and is well placed to continue development and further embed best practice next session. We have been awarded our Bronze Award and we are at the beginning of our submission for Silver Award.

Led by our UNCRC Champ and Committee there has been significant awareness raising of UNCRC across the school and community this session. The committee have led whole school assemblies with all children and staff to introduce our UNCRC journey and its alignment with our school vision. All classes have created a class charter linked to our school values and these are discussed regularly.

*‘Children have more awareness of the rights and we are beginning to hear the language and see actions linked to them.’*

*Teaching Staff Members*

Circle – The school has made very good progress in this improvement area and is well placed to continue this development.

Teaching staff have audited classroom environments and agreed consistent universal nurture approaches aligned to the Circle and the school’s Including Every Learner and Nurture policies. Using the Circle audit tool for the environment all staff have made progress on previous ratings for Structures and Routines, Social and Physical Environment. Throughout the school universal labelling is now used in all areas, staff have audited resources to develop learning opportunities and in all classes children have tasks charts and in most classes they can choose how they complete these. Staff are at the early stages of agreeing the balance between formal written work and active learning. This will be formalised at the start of next session.

*‘We now have a consistent approach, routines and visuals which provides a predictable environment resulting in clear expectations in each class.’*

*Teaching Staff Member*

Next Steps:

- Embed wellbeing, equity and inclusion approaches across the school
- Achieve Silver Award UNCRC
- Embed practices within the Circle and develop pupil participation.

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

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

Attainment data in Literacy and Numeracy is based upon standardised and summative assessments, and increasingly through teacher formative assessments through observations and ongoing classwork. School tracking of NIF levels at P1, P4 and P7 show a significant increase in attainment over time with most children achieving their appropriate level in Literacy and Numeracy. There has been a clear improvement in Reading, Writing, Listening and Talking and Numeracy compared to last session with a significant increase in P4 and P7.

Tracking evidence shows that most children are on track in Literacy and Numeracy. Teachers are developing their understanding of the skills required at each level and the progression with each level. They are developing their use of assessment in order to make secure judgements in achievement of a level. Our robust tracking and monitoring data and professional dialogue ensures that almost all children make progress from their previous levels of attainment.

This session, through specific assessments and interventions to reduce barriers to learning, we have tried to address gaps. The gaps were significant. Although not all gaps have been closed, most children have made good progress and the gaps are reducing.

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

Our robust tracking systems and termly tracking meetings have improved our capacity to identify and target children's attainment. With the data we are now gathering, we are able to more confidently identify children who experience barriers to their learning and monitor these children closely, to ensure appropriate and timely support is given and impact recorded. Senior Leaders are supporting staff to look at data through a number of lenses, FME, Clothing Grant, SIMD, Gender and Attendance to identify trends and agree next steps. This effective use of data has enabled the school to successfully support identified children through appropriate use of resources and partnership working.

Senior Leaders and school staff have an in-depth understanding of the social and economic background of children and families. Our 'Cost of the School Day' statement provides clear information on how staff work to achieve equity through reducing and removing financial barriers to children's participation in the wider life of the school. All staff are sensitive to the increasing financial pressure on children and families and they support families' wellbeing with discretion and sensitivity.

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

See Priority 2 above.

## **Attainment and Achievement Data**

Curriculum for Excellence Levels at the end of June 2025				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	most	almost all	most	almost all
First level by end of P4	almost all	majority	almost all	almost all
Second level by end of P7	most	most	all	majority

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

Senior Leaders and teachers are now monitoring closely the learning progress of individuals and specific groups of children. Together we carefully track the progress of children who may require additional support or those who are disadvantaged by poverty at termly tracking meetings. Staff have prioritised the use of PEF to support children's readiness to learn.

This was identified at our recent inspection as good practice –

*'The head teacher has used Pupil Equity Funding (PEF) appropriately to target support for individuals and groups of children who face barriers to their learning. Funding is used for additional staffing to help to support children's wellbeing needs and their readiness for learning.'*

*Summarised Inspection Findings, Education Scotland, January 2025*

This session additional staff funded by PEF provided well targeted support for individuals and groups of children resulting in better engagement with their learning. The creation and utilisation of individualised timetables, support through nurture strategies and targeted outdoor learning has ensured that most children supported by PEF are more engaged in their learning. Senior Leaders are now targeting PEF interventions towards narrowing any identified gaps in children's attainment and accelerating their progress in learning such as literacy and numeracy interventions through staff training to improve pedagogy and through purchasing resources to reduce barriers.

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

Quality indicator	School self-evaluation	Inspection/ Authority evaluation November 2024
1.3 Leadership of change	Good	Good
2.3 Learning, teaching and assessment	Good	Satisfactory
3.1 Ensuring wellbeing, equity and inclusion	Good	Good
3.2 Raising attainment and achievement	Good	Satisfactory

### Summary of School Improvement priorities for Session 2025/26

- 1. Improving Our Schools – Raising attainment and achievement in numeracy through high quality learning, teaching and assessment.
- 2. Continue to embed wellbeing, equality and inclusion, support for all and UNCRC.  
Continue to embed Circle skills to all aspects of school life focussing on pupil participation.

### What is our capacity for continuous improvement?

All staff at Twechar Primary School are committed to high standards and to improving outcomes for children and families. Almost all children and parents comment positively on the work of the school. We will continue to strive to involve all of our parents in the life and work of the school and continue to build on providing the best education for all children.

The School Improvement Plan (SIP) is developed in line with local authority guidelines and time is allocated with the collegiate agreement to ensure key priorities are addressed. Progress on its implementation is continually reviewed and carefully monitored to ensure continuous improvement. This year we have made very good progress on our SIP priorities and this is evidenced through well planned and relevant self-evaluation procedures and a wide range of evidence imbedded in qualitative and quantitative data. We regularly reflect on current practice and evaluate new initiatives we have introduced, identifying key strengths and areas for improvement.

Our recent Education Scotland Report stated that staff have a very good understanding of the school's social and economic context. They recognised that all staff work together to create a safe, nurturing, and inclusive environment.

Our clear commitment to change and improvement evidenced in the past two years, validated by Education Scotland inspection supports the school to have a high capacity for change and improvement.