

# Twechar Primary School



## Standards and Quality Report 2025/26

## **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. This year Education Scotland filmed our Outdoor Learning opportunities to share as an example of very good practice.

Our school is a co-education, non-denominational school which caters for children from Primary 1 to Primary 7. Our current school roll is 76 with 5 classes. At the end of Primary 7, most children at Twechar Primary transition to Kirkintilloch High School.

Our staffing complement consists of 10.86 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 supported by 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 1.5 FTE Classroom Assistants, 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.

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. This year we have been successful in achieving a Silver UNCRC Award, Silver Reading School Award and we are working towards our Gold Sport Award. 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, Lego, mini-sports and school shows. Some of these are delivered in conjunction with EDC Active Schools. 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 2025-26, 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 in literacy and numeracy due to ensuring appropriate resources and well planned interventions, including revising the reading, phonics into spelling, writing and grammar progression pathways and introducing a new maths and numeracy pathway and developing teachers pedagogical approaches within the classroom and to identify and support gaps in literacy in P1-7. This has benefited all children with Free School Meals (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 May) and a written Progress Report in March. 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 for reading and maths and additional curriculum sessions at various points throughout the year. During a recent Parents' Evening a large number of our parents responded to a questionnaire to inform us of what is going well and what improvements they would like to see brought in to place at Twechar PS.

We share children's work through the online learning platform Seesaw and monthly Newsletters. 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. Most pupils have a very good level of attendance and those whose attendance is a concern are supported to improve.

### **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

\*

Respect

\*

Belonging

Our Standards and Quality Report has been created in consultation with children and young people, staff and parents and carers. It summarises the story of our school's performance, successes and achievements in Session 2025/26 and identifies our main priorities for next year.

## Progress in School Improvement Plan (SIP) priorities

**School priority 1:** Improving Our Schools (IOS) – Raising attainment and achievement through high quality learning, teaching and assessment.

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

HG IOS4 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 in this improvement priority. Evidence gathered through a range of quality assurance activities demonstrates that we are well placed to embed and sustain these approaches next session.

Through participation in IOS, Class Teachers engaged in high-quality professional learning that strengthened their capacity as reflective practitioners with a clear understanding of highly effective learning, teaching and assessment. Working collaboratively with Senior Leaders, staff analysed attainment data in numeracy and mathematics and used a Fact–Story–Action model to identify key areas for improvement.

Following analysis of trends, staff agreed to focus on Differentiation as the feature of highly effective practice most likely to raise attainment. Staff engaged in professional reading, research and CLPL supported by Senior Leaders, EDC Numeracy Development Officer and the West Partnership. As a result, pedagogical approaches were adapted consistently across the school, ensuring learning was better matched to individual needs and barriers to learning were reduced.

Each class identified key learners and used differentiated approaches to secure improved outcomes. Evidence from forward planning, professional dialogue during tracking meetings, sampling of children's work and learner conversations shows that these approaches have strengthened progression pathways and improved learner engagement.

Attainment data collected throughout the year shows clear improvements in numeracy and mathematics for almost all learners, demonstrating the positive impact of enhanced pedagogy on outcomes.

Teacher confidence questionnaires indicate that all teachers now feel confident or very confident in using differentiated approaches to meet learners' needs. This reflects a significant improvement in staff capacity and consistency of practice.

### Staff Voice

- *"I now use school and standardised assessments well to check how children are progressing."*
- *"I am more confident in using assessment data to identify next steps."*
- *"I can now see clear progress for all children and feel more confident in my CfE judgements."*
- *"It is great to see the children I support make real progress."* (Support Staff)

## **Pupil Voice**

- *“I used to think I couldn’t do maths... now I’m really good at it.” (P7)*
- *“The teacher listens to my ideas and helps me — I’m doing really well now.” (P6)*
- *“We’re not scared of maths anymore.” (P4)*

Almost all teachers participated in moderation activities, including peer observations and joint analysis of children’s work. This has strengthened shared understanding of standards and improved the consistency and quality of learning, teaching and assessment across the school.

In Term 3 two teachers piloted a spiral learning approach in maths and numeracy and as a result in Term 4 this approach was adopted by all Primary 4-7 teachers and learners, moving away from textbooks to real life learning and application of maths and numeracy skills. This resulted in evidenced increase in attainment for almost all learners through summative assessments. Learners displayed more confidence in correctly identifying and solving real life word problems drawing on their numeracy and maths skills learned.

Overall, the evidence clearly demonstrates that changes to pedagogy have enabled almost all teachers to identify priorities for improvement and raise attainment within their classrooms.

## **Next Steps**

- Embed staff use of assessment data to plan precise next steps and ensure high-quality differentiation for all learners.
- Continue to enhance pedagogy by applying the IOS model to develop Effective Questioning and Meta-Skills.

**School priority 2:** Embed wellbeing, equity and inclusion approaches, support for all and UNCRC. Embed Circle approaches to all aspects of school life.

|                                                                                                                                                                                                                                                       |                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <p>NIF Priority      Placing the human rights and needs of every child and young person at the centre</p> <p>Improvement in children and young people's health and wellbeing</p> <p>NIF Driver      school leadership<br/>teacher professionalism</p> | <p>HGIOS4 QIs</p> <p>QI 1.1 Self evaluation for self improvement</p> <p>QI 3.1 Wellbeing, equality &amp; inclusion</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|

## Progress and Impact

### Wellbeing, Equity and Inclusion

The school has made very good progress in this improvement priority and is well placed to continue strengthening practice. Evidence from our most recent HMIE inspection confirms that wellbeing is a central driver of the school's work, with staff demonstrating a strong commitment to creating a safe, nurturing and inclusive environment.

*"All staff work together well to create a safe, nurturing and inclusive environment... Wellbeing is at the heart of everything the school does."*

*Education Scotland, January 2025*

All staff engaged in ongoing professional learning in nurture, wellbeing and learning environments. As a result, almost all children have a deeper understanding of the wellbeing indicators, and staff demonstrate increased confidence in applying nurturing approaches.

Senior Leaders and Nurture staff have supported teachers to implement a wide range of universal supports and targeted interventions within classrooms. These approaches have enabled children who previously found aspects of school challenging to remain in class and engage more successfully in learning. Almost all staff have undertaken training in emotional regulation, resulting in improved learner engagement and readiness to learn.

Daily emotional check-ins ensure that staff respond promptly to concerns, enabling children to access timely support. Senior Leaders have created flexible timetables and access to alternative learning spaces such as the Rainbow Room, Creation Station and outdoor learning. These nurture spaces provide opportunities to develop skills for learning, life and work, contributing to reduced barriers to participation and improved outcomes for children requiring additional support.

Senior Leaders and Nurture staff work closely with children, families and partners through Team Around the Child (TAC) processes. This ensures that support is planned, coordinated and regularly reviewed. As a result, almost all children are making clear progress in literacy and numeracy, and are increasingly confident in expressing their views and discussing strategies that help them learn.

Almost all teachers now confidently complete wellbeing profiles linked to the SHANARRI indicators. Staff can clearly identify barriers to learning, emotional triggers and appropriate strategies, resulting in a very good understanding of individual learner needs. Health and Wellbeing Survey data is used effectively to identify concerns, increase pupil voice and plan

positive interactions. Teachers now use this data to hold individual support conversations with learners, strengthening relationships and improving participation.

Partnership working through an excellent Early Years to Primary 1 transition programme has resulted in all new Primary 1 children being settled quickly and showing readiness to learn resulting in all on this year's Primary 1 cohort achieving Early Level in Listening and Talking, Reading, Writing and Numeracy.

Ongoing collaboration with EDC Whole Family Wellbeing Fund has afforded the opportunity for many children and families to engage in supports such as outdoor learning, sleep support, Non-violent Resolution, cooking and time with a nurture dog which has had a positive impact for all participants and resulted in increased attainment through engagement in learning and achievement of success.

As a result of these approaches, almost all children are better supported to engage in learning, make use of digital tools and resources, and participate more fully in class activities.

### **UNCRC / Rights Respecting Schools**

The school has made very good progress in embedding children's rights and is well placed to continue this work as it moves towards Gold accreditation. Achieving the Silver Award reflects strong commitment to rights-based practice.

Led by the UNCRC Champion and pupil committee, there has been a significant increase in awareness and confidence in children's rights across the school community. Whole-school assemblies, pupil-led presentations and class charters have strengthened children's understanding of rights and their alignment with the school's vision and values.

### **CIRCLE Framework**

The school has made very good progress in implementing the CIRCLE framework to support inclusion. Almost all staff have used the Participation Scale for identified learners and apply consistent universal nurture approaches aligned with the school's Including Every Learner and Nurture policies. This has contributed to improved participation, reduced barriers and more consistent inclusive practice across the school.

### **Next Steps**

- Achieve UNCRC Gold Award.
- Raise awareness and embed practice linked to EDC Dyslexia Guidelines.
- Strengthen tracking of Wider Achievement and address gaps identified through data.

## **1. Improvement in attainment, particularly in literacy and numeracy**

Attainment in Literacy and Numeracy is measured through a combination of standardised assessments, summative assessments and increasingly robust teacher professional judgement informed by ongoing observations and classwork. Tracking of NIF levels at P4 and P7 shows a significant increase in attainment over time, with most children achieving their expected Curriculum for Excellence level. At P1, all children achieved early level in both literacy and numeracy.

There continues to be clear improvement across Reading, Writing, Listening & Talking and Numeracy, with notable increases at P4 and P7 compared to previous years. Tracking evidence

shows that most children are on track in Literacy and Numeracy, and teachers are developing a stronger understanding of progression pathways and the skills required at each level.

Teachers use planned assessments effectively to make secure and reliable judgements about achievement of a level. Our robust tracking and monitoring processes, combined with high-quality professional dialogue, ensure that almost all children make progress from their prior levels of attainment.

This session, targeted assessments and interventions were used to reduce barriers to learning and address identified gaps. While not all gaps have been fully closed, most children have made good progress, and the attainment gap is continuing to narrow.

## **2. Closing the attainment gap between the most and least disadvantaged children**

The school's robust tracking systems and termly tracking meetings have significantly strengthened our ability to identify, monitor and support children who experience barriers to learning. Staff and Senior Leaders analyse data through multiple equity lenses, including FME, Clothing Grant, Scottish Index of Multi-Deprivation, gender and attendance, enabling the school to identify trends and agree targeted next steps.

This effective use of data has enabled the school to provide timely, proportionate and well-planned interventions, supported by strong partnership working. As a result, identified children are making clear progress, and staff can confidently evidence the impact of support strategies.

Senior Leaders and staff have a strong understanding of the social and economic context of families. The school's *Cost of the School Day* statement outlines how financial barriers are reduced or removed to ensure equity of participation. Staff demonstrate high levels of sensitivity and discretion when supporting families experiencing financial pressure, contributing to improved wellbeing and inclusion.

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

An improvement in children's Health & Wellbeing (HWB) was achieved in a number of ways:

- Through consultations with parents & children and the regular tracking of HWB, useful information was gathered to target interventions to support pupils.
- The Senior Leadership Team examined the results of HWB tracking with Class Teachers, and alongside the excellent local knowledge of staff, targeted supports were put in place to support identified children and our most vulnerable children and families.
- An extensive programme of support for individuals and groups was diligently carried out by the school's ASN Co-ordinator, Nurture Teacher and class teachers, this also involved regular consultations with parents. A consultation with these children revealed that almost all felt that they had benefitted from the support, with increased confidence & resilience, improvements in their ability to communicate effectively with others and to maintain friendships
- Alongside the HWB tracking systems identified children receive an enhanced transition and create August boxes with the Nurture Teacher to support them in the new academic year.
- The school's Health & Wellbeing programmes of study ensure all pupils experience a progressive approach in all areas of the HWB curriculum (All children receive 2hrs of PE a week)
- The Depute Head Teacher is trained in Seasons for Growth – providing targeted support for pupils who have experienced different forms of change or loss

- Health & Wellbeing Committee evaluate and create actions to improve HWB within the school. They create the Wellbeing weeks which occur after each holiday working with partners to provide fun learning experiences.

### Attainment and Achievement Data

| Curriculum for Excellence Levels at the end of June 2026 |         |          |                     |                        |
|----------------------------------------------------------|---------|----------|---------------------|------------------------|
|                                                          | Reading | Writing  | Talking & Listening | Numeracy & Mathematics |
| Early level by end of P1                                 | all     | all      | all                 | all                    |
| First level by end of P4                                 | all     | majority | almost all          | majority               |
| Second level by end of P7                                | most    | majority | almost all          | most                   |

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

In Session 2025-26 Twechar Primary School received £28,000 Pupil Equity Fund and the use of this money was aligned to the school improvement plan and ensuring equity for all. Senior Leaders and teachers monitor closely the progress of individuals and specific groups of learners. Through termly tracking meetings, staff analyse data to identify children who may require additional support or who are at risk of disadvantage due to poverty. This ensures that PEF is strategically targeted to improve readiness to learn and reduce barriers.

This approach was highlighted as good practice during our most recent inspection.

This session, additional staffing funded through PEF provided well-targeted support for individuals and small groups. This has resulted in improved engagement, increased participation and better learning behaviours. The use of individualised timetables, nurture-based strategies and targeted outdoor learning experiences has ensured that most children supported by PEF are now more engaged and able to sustain their learning.

Senior Leaders have directed PEF interventions towards narrowing identified attainment gaps and accelerating progress in literacy and numeracy. This has included:

- targeted literacy and numeracy interventions
- staff training to strengthen pedagogy
- purchasing resources to reduce barriers to learning

These actions have contributed to improved progress for most identified children, with clear evidence of increased confidence, improved participation and better attainment over time.

The school’s effective use of PEF demonstrates a strong commitment to equity, inclusion and improving outcomes for all learners, particularly those facing socio-economic disadvantage.

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

| Quality indicator | School self-evaluation | Inspection/ Authority evaluation<br>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 2026/27**

- 1. Improving Our Schools – Raising attainment and achievement in numeracy through high quality learning, teaching and assessment – Effective Questioning and Meta Skills
- 2. Implementation of EDC Dyslexia Guidelines and Framework. Implementation of EDC Literacy Framework. Tracking of wider achievements and using data to identify and target trends especially for those with a risk of missing out. Increasing children's awareness of the world of work and positive destinations. Achievement of UNCRC Gold Award.

### **Capacity for Continuous Improvement**

All staff at Twechar Primary School are strongly committed to high standards and to improving outcomes for children and families. Almost all children and parents speak positively about the work of the school, reflecting the strong relationships and high levels of trust that underpin our community. We will continue to strengthen parental engagement and ensure all families feel fully involved in the life and work of the school.

The School Improvement Plan (SIP) is developed in line with local authority guidance and shaped through collegiate agreement. Time is carefully allocated to ensure that key priorities are addressed. Progress is systematically reviewed and monitored, ensuring that improvement is continuous, purposeful and evidence-based.

This year, the school has made very good progress across SIP priorities. This is demonstrated through well-planned and rigorous self-evaluation processes, supported by a wide range of qualitative and quantitative evidence. Staff regularly reflect on current practice, evaluate new initiatives and identify strengths and areas for development. This reflective culture is now embedded across the school.

Our recent Education Scotland inspection highlighted that staff have a very good understanding of the school's social and economic context, and that all staff work together to create a safe, nurturing and inclusive environment. This recognition affirms the school's strong ethos and collective commitment to equity and wellbeing.

The school's clear commitment to change and improvement is further evidenced through continued improvements in attainment, validated by robust quality assurance and self-evaluation processes. These strengths demonstrate that Twechar Primary School has a high capacity for continuous improvement, with staff, learners and families working together to secure the best possible outcomes for all.