

# TORPHICHEN PRIMARY SCHOOL AND NURSERY CLASS



# PROGRESS REPORT FOR SESSION 2019/20

(Standards & Quality Report)

The Loan  
TORPHICHEN  
EH48 4NF

## **ABOUT OUR SCHOOL AND NURSERY CLASS**

Torphichen Primary School is a non-denominational school with a roll of 86 primary children and 10 nursery children. The school benefits from a mixed catchment area with a Free Meal Entitlement of 1.16%, which is well below the authority average. The school currently has 4 composite classes with 4 full time class teachers, 1 Principal Teacher and a Head Teacher, who is head of two schools. The joint leadership of the school links Torphichen Primary with Westfield Primary – both within the Linlithgow Cluster. The nursery class has one Early Years Officer, a nursery nurse, one Pupil Support Worker and a teacher for one day a week.

The school benefits from a Health and Wellbeing/PE specialist and a visiting Instrumental Music Service teacher. The school is well supported by a team of 3 Pupil Support Workers. One Pupil Support Worker is dedicated to the nursery and the other two assist pupils in class and work with identified children on a range of literacy, numeracy and health and wellbeing initiatives. Office Support for the school and nursery is provided by one Administrative Assistant. The school runs a successful Breakfast Club which is well attended by the children. We have a long established and fully supportive Parent Council, who are very active in school, especially in the areas of fundraising and community engagement. Our Parent Council provide significant support for every aspect of the school and its place in the community. The pupils benefit greatly from all the fundraising activities they carry out.

The school is continuing to develop relationships with the Cluster Schools, the Quality Improvement Partnership Schools, the local community (including the church, the council and local businesses) and with the wider community through initiatives with the Regional Improvement Collaborative (West Lothian, Stirling, Clackmannanshire and Falkirk).

## **IMPROVEMENT PRIORITIES**

**Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2019/20, what the impact has been and what our next steps will be to continue to address these priorities in Session 2020/21.**

**We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at [https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS\\_NIF\\_E-1.pdf](https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf).**

**We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School?4 (HGIOS?4) and How Good is Our Early learning and Childcare? (HGIOELC?) which is a key aspect of the Scottish approach to self-evaluation and school improvement.**

PRIORITY	HOW DID WE DO?
<p>1.</p> <p><b>To raise attainment, especially in literacy and numeracy</b></p> <p><b>Our measurable outcomes for session 2019/20 were to:</b></p> <p>provide all children with regular, well-planned learning in literacy and numeracy.</p> <p>engage practitioners in supported professional learning so that all pupils experience high quality learning and teaching in all classrooms.</p> <p>increase staff confidence in the process of moderation and achievement of a level ensuring consistency of professional judgement across the Cluster.</p> <p><b>NIF Driver(s):</b></p> <ul style="list-style-type: none"> <li>- Leadership</li> <li>- Professional learning</li> <li>- School improvement</li> <li>- Performance info</li> </ul>	<p>We have made good progress.</p> <p><b>What did we do?</b></p> <p>A new assessment strategy was developed which ensures relevant assessment data is planned for, collated and used effectively to inform next steps in learning in literacy, numeracy and across all areas of the Broad General Education.</p> <p>Tracking and monitoring systems have become embedded and all staff, in the nursery and in school, are using these more effectively to track learning acquisition.</p> <p>Wider achievements are now tracked closely and the literacy and numeracy skills developed through these wider achievements are identified. Staff engage in dialogue with pupils so they can see how literacy and numeracy skills are developed across the four contexts of learning, which encourages them to see the relevance of what they are learning and how it can be applied in other aspects of their life.</p> <p>All teachers engaged in cluster level moderation of writing, which increased their confidence in using all aspects of the moderation cycle effectively to inform their practice.</p> <p>Staff in the early years centre have developed a more stream-lined approach to tracking achievements and have used this successfully to identify and address any next steps in learning. Our nursery nurse and Early Years Officer are now fully trained Froebelian Practitioners and are now effectively using their understanding of this practice to enhance learning in literacy and numeracy.</p> <p>Pupil Support Workers have been trained in the use of a range of initiatives included Pegs to paper, Colourful Consonants and SEAL approaches and are using this effectively to support literacy and numeracy development in P1/2.</p> <p><b>Evidence indicates the impact is:</b></p> <p>Almost all learners achieve the expected levels of achievement in literacy and numeracy and appropriate supports are in place where gaps in learning have been identified. Data shows that these supports are having a positive impact.</p> <p>Almost all learners in the nursery class are confident and can talk about their learning.</p> <p><b>Our priority for next session will be:</b></p> <ul style="list-style-type: none"> <li>• Consistent use of targets and all learners able to verbalise their next steps in learning.</li> <li>• Introduce the recently produced West Lothian Progression Pathways in numeracy to support progressive teaching and learning of numeracy and maths across the school.</li> <li>• Further increase challenge and pace and develop pupil agency in own learning through a challenge based approach to teaching and learning.</li> </ul>

<p>2.</p> <p><b>To close the attainment gap between the most and least disadvantaged children</b></p> <p><b>Our measurable outcome for session 2019/20 was to:</b></p> <p>Through targeted interventions, aim for 85% of our identified young people achieving Early level by end of P1, First Level in Literacy and Numeracy by the end of P4 and second level by end of P7.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li>- Leadership</li> <li>- Professional learning</li> <li>- Assessment of pupil progress</li> </ul>	<p>We have made good progress.</p> <p><b>What did we do?</b></p> <p>Further training for all staff by our educational psychology colleague on Positive Behaviour strategies was scheduled and, as a cluster, an audit was completed on where appropriate training was needed in order to up-skill our pupils support workers in a range of initiatives.</p> <p>Strong links with other agencies continue to be fostered and strengthened, with referrals to a range of relevant agencies being made timeously and effectively. Our Support for Learning teacher (Principal Teacher) has been trained in a range of assessment strategies to support earlier identification of specific needs.</p> <p>PEF funding was used to finance a Pupil Support Worker to facilitate more bespoke support for identified learners. Pupil support workers have been trained in a range of initiatives which help to support pupils with identified needs. This training includes SEAL (Stages in Early Arithmetic Learning), Pegs-to-Paper (a fine motor skills resource), Social Stories and Colourful Consonants and Vowel House. Much of the training is now led in-house by Pupils Support Workers, encouraging sustainability of relevant initiatives. In consultation with the senior leadership team and teachers, we identify children for whom these initiatives will be beneficial, and regular times are allocated to support in a small group or one-to-one situation.</p> <p>Throughout the period of school closures, identified children were supported with a range of resource (including digital devices), learning packs and with regular contact with our Support for Learning teacher in order to meet their needs whilst not in school.</p> <p><b>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</b></p> <p>Data shows that almost all identified learners are making good progress in literacy and numeracy.</p> <p>Key workers from the Early Interventions Team, the Literacy Base and Language Outreach are supporting identified children in school. Tracking attainment and targets of identified learners shows that they are making good or very good progress with their targets and, through interviews with identified learners, they tell us they feel the support is having a positive impact on their ability to access their learning and on their health and wellbeing.</p> <p><b>Our priority for next session will be:</b></p> <ul style="list-style-type: none"> <li>• Track more robustly the impact of support strategies on identified learners.</li> <li>• Explore ways to improve equity for all in relation to experiencing learning across all contexts for learning, with particular focus on the ethos and life of the school as a community and on the opportunities for personal achievement.</li> </ul>
---	---

<p>3.</p> <p><b>To improve children and young people's health &amp; wellbeing</b></p> <p><b>Our measurable outcome for session 2018/19 was to:</b></p> <p>Support our young people from nursery to P7 to be able to self-report on their wellbeing.</p> <p><b>NIF Driver(s):</b></p> <ul style="list-style-type: none"> <li>- Leadership</li> <li>- Parental engagement</li> <li>- Assessment of pupil progress</li> <li>- School improvement</li> </ul>	<p>We have made very good progress.</p> <p><b>What did we do?</b></p> <p>A daily pupil self-check in was introduced, where children self-assess against the wellbeing indicators. Staff engaged in one-to-one dialogue with learners where appropriate following this check-in in order to address any issues identified. The daily check-ins were tracked so that patterns could be identified and addressed. These daily check-ins have continued online during closures and staff have supported any child self-assessing as amber or red.</p> <p>There were termly assemblies with a health and wellbeing focus to further embed all learners' understanding of the indicators and how to assess their own wellbeing in relation to these.</p> <p>In the early years centre, staff referred to the characters which represent the wellbeing indicators on a daily basis to embed everyone's understanding of these and refer to them in dialogue with children around how they are feeling each day.</p> <p>Throughout the recent school closures, all staff have focussed primarily on ensuring the health and wellbeing of pupils and their families was at the forefront of all decisions.</p> <p>Pupils were included in making decisions about their learning and wellbeing in a variety of ways – included in planning contexts for learning, making decisions about Together Time activities and vertical grouping activities during BIG (Better In Groups) time.</p> <p>The school strengthened links with parents and partners who support us in keeping our pupils safe, healthy, active, nurtured, achieving, respected, responsible and included. This included links with SusTrans who supported active travel initiatives within school and the West Lothian Youth Foundation, who delivered Futsal lessons across the. Parents led a range of lunch time and after school clubs (football, netball, origami and Fair Trade).</p> <p>Through a recent Health and Wellbeing Thematic Review, assessors praised the clear strategic vision which successfully drives Health and Wellbeing in school, the empowerment of all staff to lead Health and Wellbeing and the clarity of understanding demonstrated by all stakeholders.</p> <p><b>Evidence indicates the impact is:</b></p> <p>Almost all of the nursery pupils can link the wellbeing character to what it means to them.</p> <p>All pupils are fully aware of the wellbeing indicators. All children now do a daily and termly check-in relating to these. Data shows that more pupils self-assess as green against most of the indicators.</p> <p><b>Our priority for next session will be:</b></p> <ul style="list-style-type: none"> <li>• Ensure learners are aware of their progress and next steps in HWB</li> <li>• Children to be more fully involved in discussions and decisions which affect them.</li> <li>• Develop the use of outdoor spaces</li> <li>• Develop the use of the new therapeutic space within the school</li> </ul>
--	---

<p>4.</p> <p><b>To improve employability skills, and sustained, positive school-leaver destinations for all young people</b></p> <p><b>Our measurable outcome for session 2018/19 was to:</b></p> <p>Embed the Career Education Standard in all aspects of the curriculum</p> <p><b>NIF Driver(s):</b></p> <ul style="list-style-type: none"> <li>- Leadership</li> <li>- Parental engagement</li> <li>- School improvement</li> </ul>	<p>We have made very good progress.</p> <p><b>What did we do?</b></p> <p>All teaching staff engaged in extensive professional learning around skills for learning, life and work led by colleagues from Education Scotland, Skills Development Scotland, the Local Authority and beyond.</p> <p>Our senior leadership team engaged with local, national and global research on skills for the 21<sup>st</sup> century and worked with colleagues from within the cluster, across the authority and nationally to identify which skills should be focussed on and how they should be taught and assessed in order to ensure they are introduced in an effective, meaningful and sustainable way.</p> <p>A set of core skills was introduced to all classes with corresponding visuals and pupils engaged in dialogue around which of these skills were being developed in their learning.</p> <p>When pupils shared their wider experiences, they were supported to identify the core skills being developed in these experiences and this was recorded, tracked and celebrated in school and beyond. The tracking system allowed staff to identify any strengths and areas for development for individual children.</p> <p>Nursery staff engaged in Gender Bias training and were recognised as one of eight gender friendly nurseries in West Lothian.</p> <p>The use of digital technologies to support learning was rapidly developed during school closures with Teams providing all staff and pupils with a platform to engage in a wide range of learning experiences. The innovation and creativity was nurtured with pupils finding new digital ways to present their learning online.</p> <p><b>Evidence indicates the impact is:</b></p> <p>Learners are beginning to verbalise the skills they are developing through their learning in class, and can identify how these skills may be used in other areas of their learning.</p> <p>Learners are further motivated and engaged when their learning is led by partners who are immersed in the world of work outwith education.</p> <p>Learners showed increased motivation, engagement and creativity when faced with open-ended problem solving challenges.</p> <p><b>Our priority for next session will be:</b></p> <ul style="list-style-type: none"> <li>• Develop a clear strategy for growing existing partnerships and for establishing new partnerships with parents and the wider community.</li> <li>• Develop an approach to teaching and learning which is focussed on presenting motivating and engaging open-ended challenges which develop identified skills for learning, life and work.</li> <li>• Re-design our curriculum rationale to promote creativity, innovation and pupil agency, with developing skills for learning, life and work at the centre.</li> </ul>
--	--

Attendance for 2019/20 shows that our overall attendance is 95.52%, which is greater than the authority average.

There are increasingly strong partnerships within the school, and across the wider community involving parents and others in the planning and development of a range of initiatives which are supporting positive outcomes for almost all our learners.

**Our Wider Achievements this year have included:**

- Pupil Support Workers trained in Pegs-to-Paper, Social Stories.
- Successful participation in range of Linlithgow Cluster sporting events including Rugby Festival, Cross Country Competition.
- Successfully competed in the Linlithgow Rotary Club photography competition and Rotary Quiz
- Successfully hosted our first Digital Career’s fair
- Participation in the First Ministers Reading Challenge
- Very successful Christmas Enterprise with a focus on sustainability
- Whole school participation in the Rookie Rockstars mental health and wellbeing programme, culminating in a successful community performance
- Credit Union set up in school for all pupils from nursery to P7 to access
- Introduce of a Fairtrade tuckshop ran by Eco after school club
- Men in Sheds community group developed the nursery garden
- Art Exhibition and Coffee morning raised money for Cancer Research
- P6/7 Attendance at the West Lothian Health and Social Care Partnership Careers Fair
- Partnership developed with The Confectionery Recycling Scheme through Transition Linlithgow
- Ski Team competing in Boyd Anderson Competition and came 2<sup>nd</sup>
- P7 pupil competing in the Scottish Schools Swim Final in Glasgow
- 47.4kg of donated foods from our Harvest Service sent to West Lothian Foodbank, in partnership with Torphichen Kirk

**Capacity for Continuous Improvement**

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities.

How good is our school? The quality indicators\* evidence that:

How good is our leadership and approach to improvement?	1.3 Leadership of Change	Good
How good is the quality of the care and education we offer?	2.3 Learning, teaching and assessment	Good
How good are we at ensuring the best possible outcomes for all our learners?	3.1 Ensuring wellbeing, equality and inclusion	Very Good
	3.2 Raising attainment and achievement	Good

How good is our Early Learning and Childcare? The quality indicators\* evidence that:

How good is our leadership and approach to improvement?	1.3 Leadership of change	Good
How good is the quality of the care and education we offer?	2.3 Learning, teaching and assessment	Very Good
How good are we at ensuring the best possible outcomes for all our learners?	3.1 Ensuring wellbeing, equality and inclusion	Very Good
	3.2 Securing children’s progress	Very Good

\*(Indicators used in How good is our school? 4<sup>th</sup> Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)