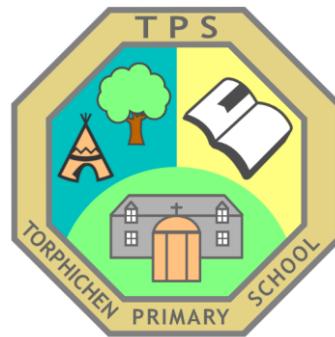# West Lothian Council

TORPHICHEN SCHOOL
SCHOOL IMPROVEMENT PLAN

2023 / 2024

Courage   **Relationships**   **Relevance**   **Values**

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities

Local Authority Factors

Moving Forward in Your Learning Guidance
Literacy and Numeracy West Lothian Priorities, HWB
Raising attainment, including closing the gap (West Lothian Raising Attainment Strategy)
Transforming Your Council
Corporate Plan
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Equity Team and additional allocations, Pedagogy Team

National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school
Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding/Equity Audit
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Quality
Framework for day care of children
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Realising the Ambition
Developing Scotland's Young Workforce
Child Protection Procedures
GTCS professional standards and professional update 2021
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.
UNCRC
Presumption to provide education in a mainstream setting 2019

Support for Learning: All our Children and All their Potential (ASL Review) 2020
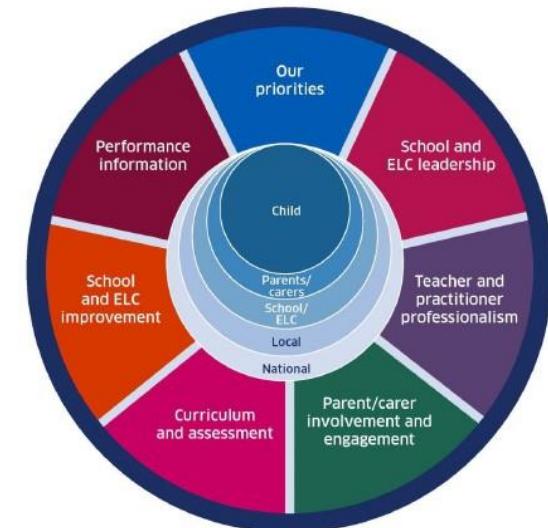
Courage   **Relationships**   **Relevance**   **Values**

Vision, Values and Aims

OUR VISION

TORPHICHEN PRIMARY SCHOOL

A community that inspires life-long learning and a sense of belonging.

OUR VALUES

OUR VALUES

Collaboration

Aspiration

Creativity

Respect

OUR AIMS

1. We will aim to improve our own areas of learning that we want to work on.

2. We will aim to be imaginative whilst playing, learning and teaching.

3. We will aim to work together with anybody, at any time, in any place.

4. We will aim to care and be kind to anyone, no matter what they look like or who they are.

Curriculum Rationale

*We recognise that **every child** joins our school community full of curiosity, creativity and with a natural determination and excitement to learn. We also recognise that **every child** exists in a rapidly changing world that is diverse and uncertain.*

*Our practices, environment, and culture, strive to enhance **every child's** capability to think independently; to explore their own questions, answers and ideas; to problem-solve and to innovate. By nurturing **every child's** ability to own their own learning and for the context of this learning to be **their** individual passions and interests, we believe each child's emotional interest and motivation to gain new knowledge and skills will be protected.*

*Our practices, environment, and culture strive to connect learners with their surroundings whilst offering meaningful, relevant self-directed and collaborative learning opportunities that develop core skills, and value and celebrate **every child's** individual abilities or talents.*

***Every child** will leave with curiosity, creativity, courage and a true excitement to learn alongside the skills, competences and attitudes necessary to thrive in our complex world and make meaningful **contributions** as global **citizens**.*

***Every child** will leave with the ability to recognise and celebrate their unique talents and strengths and will be able to **confidently** respond to the question "how are you **successful**?"*

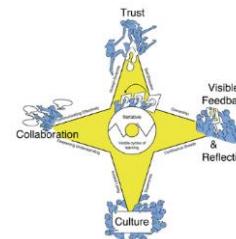Key drivers to support this rationale are:-

UNCRC Right of the Child: *Four capacities:*   *Four contexts for learning:*   *Agile Education Fundamentals:*

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Contextual Data Analysis and Rationale for 2023/24 School Improvement Plan

a. Background

Torphichen Primary School is a small rural school with a total of 58 pupils and 13 in the early learning centre. Our early learning centre offers full-time places to all children, which translates into 4 days, Monday to Thursday, 8.30-4pm. The Head Teacher is shared with one other rural school – Westfield Primary. Other staffing includes a Principal Teacher whose main responsibility is Support for Learning, 3 full time teachers, two part time, one full time Pupil Support Worker and two part-time. In the early learning centre, we have an Early Years Officer, a Nursery Nurse and a pupil support worker. We also have one Administrative Assistant. The Parent Council work closely with the school and are very active in driving forward improvements for the school environment as well as being fully involved in discussing improvements and priorities in teaching and learning. Literacy and numeracy and health and wellbeing have continued to be the core features of the school's improvement journey with the additional focus of developing an agile culture underpinned by the foundations of Courage, Relevance, Values and Relationships.

B. Data to identify the universal (SIP) and targeted (PEF) support

I.   **CfE –** Our data this session shows that, in all aspects of literacy, numeracy and maths, all pupils by the end of P1 attain the appropriate CfE levels. In P4, all pupils achieve the appropriate level in listening and talking and reading, with 92% achieving in reading and 100% in numeracy and maths. In P7, 100% of learners are on or above track to achieve national expectations in reading and listening and talking, with 91% achieving expected levels in writing. 100% are on or above track in numeracy and maths. In terms of the Scottish Index of Multiple Deprivation (SIMD), we have no quintile 1 children in Torphichen, with almost all pupils at quintile 4. Overall, from P1 to P7, 7% of pupils are not currently on track in literacy and 3% in numeracy. There is no evidence to suggest that, among those not on track, there are any gender patterns.

II.   **Early Years Trackers –** almost all children are achieving expected levels at the end of their second year in nursery for literacy, and numeracy. Our data shows us that almost all are also on track for health and wellbeing.

III. **Wellbeing –** daily check-ins are in line with the termly Health and Wellbeing questionnaires and these show that 92% of learners from P1 to P7 self-report as green across almost all of the Wellbeing Indicators. (Breakdown of each indicator: Safe 88%, Healthy 90%, Achieving 93%, Nurtured 93%, Active 95%, Respected 83%, Responsible 95%, Included 97%). This suggests that, although levels of achievement are high at Torphichen, among some pupils, there is evidence that some pupils continue to see themselves as not achieving their full potential. This aligns with prental feedback on Ethos Surveys. Self and respected are other areas where we drop below 90%.

IV.   **Engagement** – Throughout this session, engagement levels have increased as we continue to embed agile approaches to learning and teaching. Almost all children are more self-directed in their learning.

V.   **Any other relevant data to your school context** – Attendance levels are well above the West Lothian average (98) as is punctuality, and we have had no exclusions. The percentage of children eligible for free school meals in nursery is and school is zero, with 5% of children in school eligible for the Clothing Grant, which is well below the local authority average.

c. What are our universal priorities? - Identified SIP priorities informed by the above data (detail in SIP plan below)

For the majority of children not achieving expected levels in literacy or numeracy, this is identified as being as a result of a dyslexia diagnosis or other additional support need. We will continue to focus on relevant interventions, with the help of outreach partners, to address any barriers to learning due to such diagnoses. We will continue to develop and strengthen the agile approach to whilst improving moderation and assessment processes, to ensure robust professional judgement and early intervention where gaps in understanding are identified. We will also continue to ensure health and wellbeing of all is at the heart of improvements going forward, to build confidence and self-esteem, and we will continue to seek ways to engage partners from the wider community in order to strengthen opportunities for learning in all contexts for learning. Across literacy and numeracy, staff will also focus on ensuring there is appropriate challenge in place for those achieving on or beyond expected national levels as well as support for those not yet consistently achieving expected levels in literacy and numeracy. We will continue to develop a skills-based approach to learning to ensure our learners are equipped with the necessary skills and attributes to be successful in learning, life and work, focussing on the Skills Development Scotland meta skills and Education Scotland's four capacities (successful learners, confident individuals, effective contributors and responsible citizens).

d. What are our targeted priorities? - Identified PEF priorities informed by the above data (detail in PEF plan below)

Our target groups will continue to be for identified children who experience barriers in literacy and numeracy, and for our identified children who lack confidence. The PT and PSWs will focus on HWB, literacy and numeracy interventions for children identified as having additional support needs. This will involve support for learning work, targeted supports in partnership with class teachers and additional supports involving partnership work with our outreach colleagues where appropriate. All targeted interventions and strategies will continue to be reviewed and developed regularly, with impact of interventions monitored carefully, to ensure they are effective in achieving accelerated progress.

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Torphichen Primary School - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
Improvement in all children and young people's wellbeing: Improve the effective and creative use of **outdoor spaces to promote positive relationships and wellbeing**, taking into account research linking the benefits of outdoor learning and green space with wellbeing. *UNCRC Articles 3, 28, 29, 39*	☐School and ELC Improvement. ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	• Carry out audit of outdoor spaces • Visit establishments where outdoor learning is celebrated • Staff training on outdoor learning • Amend consultative plans to highlight opportunities for outdoor learning • Create a progressive pathway from early to second level • Introduce an annual outdoor excursion for P3-7 to build relationships and set the scene for learners to take informed risks and challenge themselves in their learning	2-4 week SPRINTS will take place each term. Owners of this sprint backlog: SLT HWB leads	**Short term:** Almost all learners will feel safe and respected more of the time **Long term:** Increased feeling of wellbeing will translate into improved motivation for pupils. **KEY MEASURES:** • Outdoor audit will show improvements in the quality of spaces • More pupils will report as green for safe and respected • Plans and observations will show regular, progressive outdoor learning experiences are integral to 2.3 • Pupils will tell us they are being given plenty of opportunities to learn outdoors
Raising attainment for all, particularly in literacy and numeracy(universal): Embed use of systems for tracking attainment over time in all curricular areas for all stages and ensure confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to **improvements in attainment for all learners.** *UNCRC Article 3, 29*	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☐ Parental Engagement ☒Curriculum and Assessment ☒Performance Information	• Staff training on how to improve and embed use of effective, task-based feedback across the school with subsequent observations • Introduce termly Circle of Quality Improvement trios, focussing on moderation and needs of individuals • Staff engaging in CLPL on Tools, Tasks and Talks (focus on numeracy/maths) • Revise and improve use and analysis of summative data (SNSA/PIRA/PUMA) to inform professional judgement. • Whole staff training on data dialogue and effective use of data analysis to inform practice – focus on % if pupils performing above expected levels • Develop Froebelian practices from ELC to P7 • Improve creativity and quality behind each type of learning episode and achieve consistently high quality adult interaction within these. • Develop a calendar of Family Engagement workshops based on needs identified by parents/carers/pupils	2-4 week SPRINTS will take place each term. Owners of this sprint backlog: SLT Lit lead Num lead Mod lead	**Short term:** Learners will be able to reflect upon experiences and identify successes and next steps in literacy and numeracy learning. **Long term:** Improved attainment in literacy and numeracy(with more achieving beyond) and improved competence in application of learning. **KEY MEASURES:** • Observations of practice and learning showing feedback being used effectively to support learning • Creativity graphic equaliser (by staff and pupils) showing an increase in creative approaches to teaching to meet learner interests and needs • LA Tracking and Monitoring and BGE trackers are well-understood and used effectively to secure improved outcomes for all learners,

Courage   **Relationships**   **Relevance**   **Values**

		• Improve opportunities for PSWs to engage in professional learning and dialogue to upskill them in strategies to meet specific needs of individual learners		including the most deprived children and young people and those who are looked after. • Assessment data triangulating with planning data, evidence (jotters/Seesaw evidence) and learner experience (pupil voice) will show a quality body of evidence • Focus groups - all teachers have well-developed skills of data analysis which are focused on improvement.
Tackling the attainment gap between the most and least advantaged children (targeted): Improve effectiveness of moderation and assessment practices to lead to **evidence-based targeted supports** being in place for all identified learners, and improve timetabling of resources and supports to ensure all identified learners have **regular access to robust interventions**. *UNCRC Article 3, 29, 39*	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	*'All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's* **PEF Summary** *provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions.* *Please follow this link (*TPS PEF Summary*) to view our PEF Summary and find out more about our use of Pupil Equity Funding.'*	2-4 week SPRINTS will take place each term. Owners of this sprint backlog: PT SFL teacher	Documented in PEF Plan
Improvement in employability skills and sustained, positive school leaver destinations for all young people: Practitioners will continue to develop agile approaches and learning spaces in order to further promote and embed **learner agency, autonomy, skills and competencies, and the development of the four capacities across all contexts for learning.** Review contexts for project learning to ensure that all learners are **applying and increasing their achievements through active participation in their local community.**	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	• Embed the development of partnerships with businesses to create real-life, purposeful, community based/sustainability focussed projects (including with Social Enterprise Team) • Introduce key phrase progression from ELC to P7 1+2 to ensure progression and regular opportunities to apply language learning across the school • Achieve rigour in the individual learning pathway for each learner, ensuring appropriate progression is planned for and achieved across BGE and skills • All staff to engage with Social Enterprise training and plan to use the key messages through project learning • All pupils involved in community (local/national or international) social enterprise projects which have a central focus on sustainability.	2-4 week SPRINTS will take place each term. Owners of this sprint backlog: SLT Projects lead 1+2 lead	**Short term:** Learners will be able to confidently reflect upon experiences and connect them to the development of skills and the four capacities across all contexts for learning – identifying successes and next steps. **Long term:** Increased engagement in learning ultimately translating into improved attainment (particularly in core learning areas). Learners leading their own learning, developing and applying a range of relevant skills in an environment that promotes creativity and innovation. **KEY MEASURES:** • Agile fundamentals with progressive complexity will be evident in P3-7 project learning • Pupil, parent, partner and teacher survey will display positive perception of learning in

UNCRC Article 3, 12, 13, 29, 31				• relation to relevance, pace, challenge and quality • Leven scale of engagement will show increased engagement in adult led projects, aligning with engagement in pupil led projects • Skills Tracking and Monitoring will show progression in application of across meta-skills • Community survey on impact of the projects on improving outcomes for others
Improvement in employability skills and sustained, positive school leaver destinations for all young people: <mark>**CLUSTER FOCUS**</mark> Cluster schools will continue to develop shared practices and systems which develop **learner agency, autonomy, skills and competencies, and the development of the four capacities across all contexts for learning.** *UNCRC Article 3, 12, 13, 29, 31*	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	• Embed partnerships with Skills Development Scotland to support professional learning and understanding of meta skills • Agree upon and adopt the use of a shared language and progression of identified meta-skills • Develop cluster assessment and moderation approaches, focussing primarily on skills of communication, critical thinking, collaboration and creative thinking • Create a visual which shows correlation between the four capacities and the meta-skills • Develop a cluster transition approach which focusses on meta-skills	4-hours allocated for collaborative working across session. Completion by April 2024	**Short term:** Learners will be able to confidently reflect upon experiences and connect them to the development of skills and the four capacities across all contexts for learning – identifying successes and next steps. Staff understanding and confidence in planning for and assessing skills will increase. **Long term:** Learners leading their own learning, developing and applying a range of relevant skills in an environment that promotes creativity and innovation. **KEY MEASURES:** • Pupil, parent, partner and teacher survey will display positive perception of learning in relation to the development and application of skills across all contexts for learning • QA activities will show increase in staff proficiency around focussing on skills through LT&A • Leven scale of engagement will show increased engagement in adult led projects, aligning with engagement in pupil led projects • Skills Tracking and Monitoring will show progression in application of across meta-skills