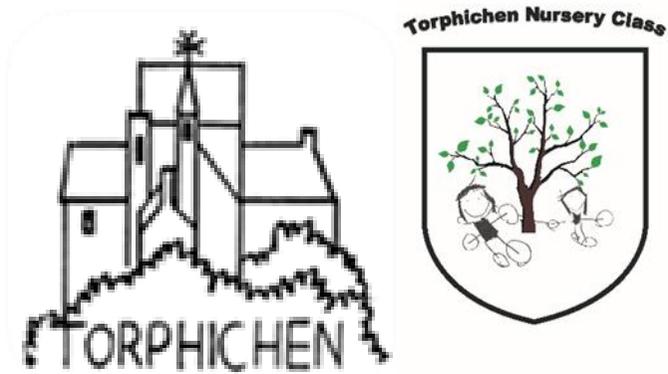# West Lothian Council

TORPHICHEN PRIMARY SCHOOL AND NURSERY CLASS RECOVERY PHASE PLAN

2021 / 2022

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 – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years
Framework, Agile Learning, Primary Groups -Autonomy, Skills, Curriculum, Digital,
Literacy and Numeracy West Lothian Priorities, HWB Recovery Maps
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 Funding/Resources/Nurture Allocation
Pedagogy Team

National Factors
Coronavirus (COVID-19): Guidance on reducing the risks from COVID-
19 in schools
Equity Audit
Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?
National Standard for ELC
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Developing Scotland's Young Workforce
Realising the Ambition

OUR VISION
Together we LEARN: Love to Excel, Achieve, Respect, Nurture

OUR VALUES
BE SAFE
- We care for each other.

BE READY
- We take pride in our learning and celebrate success.
- We take responsibility for ourselves and respect others.

BE RESPECTFUL
- We stand up for what is right and speak out when things are wrong.
- We listen to each other.

OUR AIMS

Our Learning and Teaching
High quality, creative and fun teaching and learning which includes everyone and helps you when you are a grown up.

Our School Community and Relationships
We respect one another and are all included in making Torphichen Primary as good as it can be. Everyone has a say in the choices that make Torphichen Primary great.

Our Health and Wellbeing
The school is a safe, caring, nurturing and healthy place to be. If you feel well, you think well!

Our Successes and Achievements
Our achievements at home or in school are important to teachers. We celebrate all our achievements, in and out of school, whether they be sporting, learning or helping out at home.

Our Recovery Curriculum Rationale

Contextual Data Analysis and Rationale for 2021/22 School Improvement Plan

a) Background

Torphichen Primary School is a small rural school with a total of 75 pupils and 10 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 literacy, all pupils by the end of P1 attain the appropriate CfE levels in writing, listening and talking, numeracy and maths and almost most achieving in reading and (80%). In P4, all pupils achieve the appropriate level in reading, listening and talking, writing, numeracy and maths. In P7, 95% of learners are on track to achieve national expectations in all aspects of literacy, with 79% on or above track in numeracy and 85% in 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, 19% of pupils are not currently on track in literacy and 14% in numeracy. There is some evidence to suggest that, among those not on track, for boys it tends to be in literacy and for girls, numeracy. .

ii. **Early Years Trackers** – almost all children are achieving expected levels at the end of their second year in nursery for literacy, and most are on track for 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 91%, Healthy 92%, Achieving 88%, Nurtured 94%, Active 97%, Respected 93%, Responsible 93%, Included 90%). This suggests that, although levels of achievement are high at Torphichen, among some pupils, a lack of confidence persists.

iv. **Engagement** – Throughout the second period of remote learning, engagement levels were over 90% and devices and routers distributed by school ensured that all pupils had access to devices. All children had access to daily live lessons and regular coaching sessions with staff. Almost all vulnerable children attended school during this period of lockdown. Resilience across the curriculum is improving and almost all pupils reported as green for engagement following the introduction of an agile culture. Most pupils have leadership roles in the school or have opportunities for participation in activities in the wider community.

v. **Any other relevant data to your school context** – Attendance levels are above the West Lothian average (97.84%) as is punctuality, and we have had no exclusions. The percentage of children eligible for free school meals and clothing grants in nursery is zero and in school, 2.6% is 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 through having social and/or emotional needs. We will continue to develop and strengthen the agile approach to learning, whilst improving moderation and assessment processes, to ensure robust professional judgement and early intervention where gaps in understanding are identified. As we remain in a recovery phase, 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 seek ways to engage parents/carers in order to strengthen opportunities for learning in the wider community. 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.

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 or have low self-esteem. 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. For pupils identified as having dyslexia, targeted interventions and strategies will continue to be reviewed and developed to ensure they are having the desired impact. All relevant staff will refresh their understanding of how to support these pupils through training provided by outreach services.

Torphichen Primary - School Improvement Planning (Recovery Phase) for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	Proposed actions to ensure recovery	Timescale	Measures of Success
Improvement in all children and young people's wellbeing: Strengthen **an ethos and culture of inclusion participation** and positive relationships across the whole learning community and ensure our spaces (indoors and outdoors) are used effectively to promote this.	Use this link to access the related LIVE product backlog ordered by CURRENT priority: 'Wellbeing' SPRINT backlog Use this link to access the related LIVE SPRINT log and reflections: 'Wellbeing' SPRINT log **(LINK TO BE ADDED FOLLOWING SPRINT 1)**	A 2-4 week improvement SPRINT will take place each term. The owners of this SPRINT product backlog are SLT (HT and PT) and HWB coordinator.	**Short term:** Learners will be safe, healthy, active, nurtured, respected, responsible and included. All stakeholders will feel supported and listened to. **Long term:** Increased feeling of wellbeing will translate into improved engagement and motivation for pupils, families and staff alike. **KEY MEASURES:** • Indicators of inclusion and participation will be observable throughout the environment and within practices • Pupil, parent, partner and teacher survey will display positive perception of culture and ethos (in relation to inclusion and participation)
Raising attainment for all, particularly in literacy and numeracy: Review and improve systems for moderation and assessment to ensure gaps and strengths are accurately identified and supported, thus securing **appropriate pace and challenge** for all learners, and to ensure a high quality of all aspects of learning and teaching.	Use this link to access the related LIVE product backlog ordered by CURRENT priority: 'Attainment' SPRINT backlog Use this link to access the related LIVE SPRINT log and reflections: 'Attainment' SPRINT log **(LINK TO BE ADDED FOLLOWING SPRINT 1)**	A 2-4 week improvement SPRINT will take place each term. The owners of this SPRINT product backlog are HT and numeracy and literacy champions	**Short term:** Learners will be increasingly active and responsible participants in their learning journey. 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 and improved competence in application of learning. **KEY MEASURES:** • OKR analysis of moderation and assessment process (0-1 rating) • Pupil, parent, partner and teacher survey will display positive perception of learning (in relation to pace and challenge) • LA Tracking and Monitoring
Closing the attainment gap between the most and least advantaged children: Effective employment of improved **moderation and assessment practices will lead to evidence-based targeted supports** being in place for all identified learners.		A 2-4 week improvement SPRINT will take place each term. The owner of this SPRINT product backlog is HT and PT (SfL teacher).	
Improvement in employability skills and sustained, positive school leaver destinations for all young people: Practitioners will continue to develop their understanding of agile approaches and	Use this link to access the related LIVE product backlog ordered by CURRENT priority: 'Skills' SPRINT backlog Use this link to access the related LIVE SPRINT log and reflections:	A 2-4 week improvement SPRINT will take place each term. The owner of this SPRINT product	**Short term:** Learners will be increasingly active and responsible participants in their learning journey. Learners will be able to reflect upon experiences and connect them to the development of skills and the four capacities across all contexts for learning.

environments in order to further promote **learner agency, autonomy and the development of the four capacities across all contexts for learning.**	'Skills' SPRINT log **(LINK TO BE ADDED FOLLOWING SPRINT 1)**	backlog is Head Teacher.	**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. **SHORT TERM MEASURES:** • Indicators of agency, autonomy and trust will be observable throughout the environment and within practices • Indicators of AGILE 4 capacities (over fragile) will be observable throughout the environment and within practices

PEF Priority	Proposed Actions & Resources *(These should be based around the organisers of Learning & Teaching, Leadership, and Families & Communities. Also consider activities within and beyond the classroom)*	What is the expected impact on reducing the gap in your context of your proposed actions? *(What story will your data tell by end of next session? By June 2022? You should include any targets linked to data)*	How will you measure the impact? *(You must be specific here in terms of:* • *new and existing performance data and other quantitative and qualitative information that will be required* • *plans for how data will be collected and reported)*
• Literacy	• PSW trained in Pegs to Paper and on a range of phonological awareness strategies; dyslexia strategies; working memory strategies • Continued protected time with SfL teacher and PSWs	• Summative and formative assessment data will show increased attainment • Observations, coaching sessions and pupil focus interviews will demonstrate increased engagement and application of literacy skills across learning.	• Lit attainment trackers will be updated termly with CT, SfL teacher and SLT analysing a range of summative and formative data. • SNSA/PIRA/GAP data will be carefully analysed by CT with SfL teacher to ensure gaps are identified and addressed timeously. • IEP/CPM review data will be analysed by CT and SfL teacher • Gender aspect of data will be analysed to track boys' literacy progression.
• Numeracy	• PSW trained in Numeracy Recovery; SEAL; manipulatives • More protected time with SfL teacher and PSWs	• Summative and formative assessment data will show increased attainment • Observations, coaching sessions and pupil focus interviews will demonstrate increased engagement and application of numeracy skills across learning	• Num attainment trackers will be updated termly with CT, SfL teacher and SLT analysing a range of summative and formative data. • SNSA/PUMA data will be carefully analysed by CT with SfL teacher to ensure gaps are identified and addressed timeously. • IEP/CPM review data will be analysed by CT and SfL teacher
• Health and Wellbeing	• Develop an agile approach which focusses on pupil agency and autonomy • Nurture activities in place for pupils who struggle with feeling included	• Identified pupils will be more willing to take risks in learning and to challenge more, embracing mistakes. • Identified pupils will report as feeling more included in play activities.	• Tracking of daily check-ins and termly questionnaires will show an increase in the number of pupils reporting positively. • Reviews of IEP/CPM data will show targets being achieved.