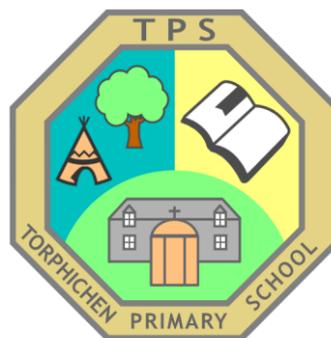


TORPHICHEN SCHOOL SCHOOL IMPROVEMENT PLAN

2025 / 2026



Courage

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Factors Influencing the Improvement Plan

School Factors

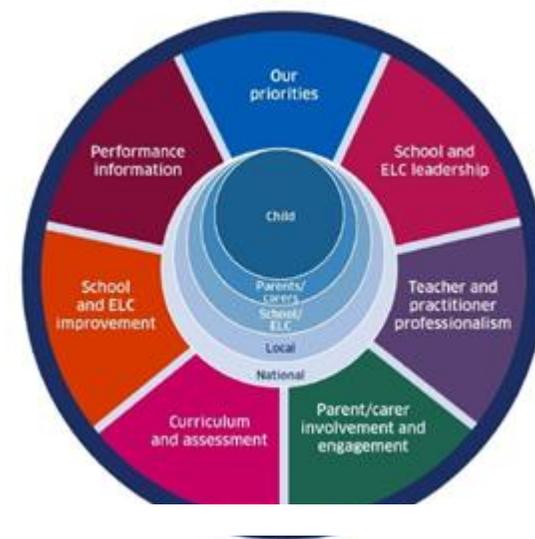
Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities

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



Vision, Values and Aims

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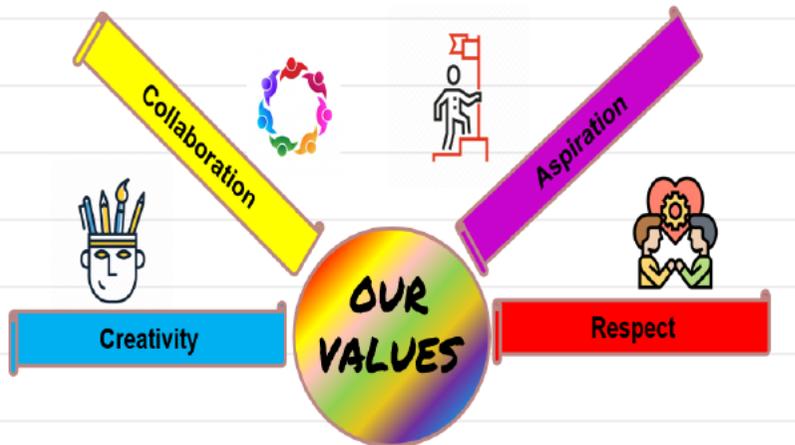


OUR VISION



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

OUR VALUES



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

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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:



Contextual Data Analysis and Rationale for 2024/25 School Improvement Plan

a. Background

Torphichen Primary School is a small rural school with a total of 63 pupils and 21 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; one full-time teacher; three part-time and twofull-time Pupil Support Workers. In the early learning centre, we have an Early Years Officer, an Early Years Practitioner and two pupil support workers. We

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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, 100% of pupils by the end of P1 attained the appropriate CfE levels. In P4, all pupils are on or above the appropriate level in literacy and in numeracy and maths. In P7, 88% of learners are also on or above track to achieve or exceed national expectations in literacy, and 75% are on or above in numeracy and maths. In terms of the Scottish Index of Multiple Deprivation (SIMD), we have one quintile 1 child in Torphichen, with almost all pupils at quintile 4. Overall, from P1 to P7, 11% of pupils (7) are not currently on track in literacy and 5% (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 also 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 84% of learners from P1 to P7 self-report as green across almost all of the Wellbeing Indicators. (Breakdown of each indicator: Safe 98%, Healthy 98%, Achieving 92%, Nurtured 98%, Active 98%, Respected 92%, Responsible 93%, Included 93%). This is notable improvement on those who feel they are achieving this session compared to last session.
- 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 above the West Lothian average (95.18%) as is punctuality, and we have had no exclusions. The percentage of children eligible for free school meals or clothing grants in the ELC and school is 1.24% 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 also continue to ensure health and wellbeing of all is at the heart of improvements going forward, and will focus primarily on ensuring our experiences, interactions and environments are fully inclusive. 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 also continue to embed creative and relevant pedagogical approaches to teaching numeracy and maths, and spelling and reading.

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. 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.

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 <i>(U = understand; I = Improve, C = Consolidate)</i>	Timescale	Measures of Success

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<p>Improvement in all children and young people's wellbeing:</p> <p>Ensure that our <u>interactions, experiences and environments</u> across all stages <u>meet the needs of all our diverse learners</u> and that our <u>strategies are effective at improving the attainment and achievements</u> of all learners, <u>including those with additional support needs.</u></p> <p><i>UNCRC Articles 3, 28, 29, 39</i></p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Curriculum and Assessment <input type="checkbox"/> Performance Information 	<p>All staff to engage in a range of professional reading and learning on <u>inclusive pedagogies (some facilitated by ISS and ASN team) (U)</u></p> <p>All staff to reflect on own practice to build capacity to meet the needs of all (U)</p> <p>All staff to engage in audits and moderation activities focussing on environment, interactions and experiences, to identify areas for and of improvement (I)</p> <p>Create a shared vision for inclusion (I)</p> <p>Review and revise Positive Relationships Policy to align with inclusive pedagogies and WL 2025 draft policy (I)</p> <p>Above to be led by HT with all staff.</p> <p>Consider the cost of the school day in all improvements relating to wellbeing.</p>	<p>Oct 25</p> <p>Dec 25</p> <p>Feb 26</p> <p>May 26</p> <p>May 26</p>	<p>Short term:</p> <p>By June 26, all experiences, interactions and environments across the school will reflect an inclusive culture.</p> <p>By Feb 26, high quality targeted supports will be in place (including for very able learners) across all stages</p> <p>Long term:</p> <p>By June 26, all learners will be fully included, engaged and involved in the life of the school.</p> <p>By Dec 26, effective strategies will be in place, which will improve attainment and achievement of all learners, including those with additional support needs.</p> <p>Key measures:</p> <p>QA of plans, environment, evidence and observations of practice will show inclusive practices across all stages.</p> <p>Participation trackers will show that all learners are included in the life of the school and community.</p> <p>Plans, observations, and evidence will show the milestone curriculum being used effectively, in conjunction with Curriculum for Excellence, to secure progression for identified learners.</p>
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Improve understanding of and approaches to <u>differentiation</u> across all aspects of the curriculum to ensure there is <u>appropriate pace and challenge for all learners</u> all of the time, thus helping to secure their ability to achieve and attain, especially within literacy and numeracy.</p> <p>Embed <u>creative approaches</u> to teaching numeracy and literacy to <u>increase engagement and attainment</u> for all.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<p>Embed revised numeracy/maths planners across all stages (C)</p> <p>Revise the numeracy policy to reflect an agreed approach to including Building Thinking Classroom pedagogy across all stages: an approach that aligns with practices at secondary school, to strengthen impact (C)</p> <p>Above to run as sprints, with a core group led by num lead.</p> <p>Design an approach to teaching spelling and reading and introduced as a small test of change with the literacy sprint group (I)</p> <p>Above to run as sprints, with a core group led by lit lead.</p> <p>Engage in professional reading; CLPL (including West Lothian Equity Team bitesize) and collegiate dialogue to reach an agreed, collective understanding of what effective differentiation should look like/sound like across all stages (U)</p> <p>Create revised policy and strategy for effective differentiation across the curriculum (I)</p> <p>Above to run as whole team, led by TPS PT</p>	<p>Oct 25</p> <p>Dec 25</p> <p>March 26</p> <p>Feb 26</p> <p>Feb 26</p>	<p>Short term:</p> <p>By June 2026, differentiation (through task, activity and questioning), will be carefully planned for and implemented, thus improving pace, support and challenge for almost all learners across literacy and numeracy.</p> <p>Long term:</p> <p>By Jan 2027, effective approaches to differentiation will secure improved, progressive attainment for almost all learners across literacy and numeracy.</p> <p>Key measures:</p> <p>HAST results for most learners will improve by at least 15%</p> <p>SNSA data will show improved lit and num attainment, with 85% achieving average band or above.</p> <p>All pupils tell us they feel supported/challenged in lit and num</p>

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<p>UNCRC Article 3, 29</p>		<p>Consider the Cost of the School Day in all improvements relating to raising attainment and achievement.</p>		<p>All plans will show evidence of differentiation being planned for appropriately.</p> <p>Observations of practice will show all staff facilitating differentiation that leads to appropriate pace, support and challenge for all learners.</p> <p>Evidence of lit and num learning will show clear differentiation across all stages and abilities.</p>
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>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.</p> <p>UNCRC Article 3, 29, 39</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<p><i>'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.</i></p> <p><i>Please follow this link (TPS PEF Summary) to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p>	<p>2-4 week SPRINTS will take place each term.</p>	<p>Documented in PEF Plan</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Facilitate meaningful opportunities for all pupils to be successful, confident and exercise responsibility through contributing to the life of the community: school, local, national and international.</p> <p>UNCRC Article 3, 12, 13, 29, 31</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input type="checkbox"/> Performance Information 	<p>Achieve rigour in the individual learning pathway for each child, ensuring appropriate progression is planned for and achieved across BGE and skills (with a particular focus on relevant approaches to share assessment data and plan and track next steps) (I)</p> <p>Above to run as sprints, with a core group led by data lead.</p> <p>Research, collate and thread through learning, knowledge of local history and geography (U,I)</p> <p>Introduce and embed two key social enterprise projects (incl. community Coffee and Chat (I))</p> <p>Establish a partnership with a global community and explore possible, meaningful, ways to collaborate (U)</p> <p>Above to be led by SLT across TPS and WPS.</p> <p>Ensure that the Cost of the School Day is considered when planning projects</p>	<p>March 26</p> <p>April 26</p> <p>Dec 25</p> <p>Jan 26</p>	<p>Short term:</p> <p>All learners will be able to discuss the skills they are developing, and will be able to articulate how these are relevant to them in learning, life and community work.</p> <p>Long term:</p> <p>All pupils will go on to positive destinations at the end of their school years, and will see themselves as lifelong learners who know their strengths and identify as successfully achieving and attaining.</p> <p>KEY MEASURES:</p> <p>In focus groups, almost all pupils will be able to talk about key meta-skills and can describe how they apply these in learning, life and work.</p>

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				<p>Pupil participation trackers will show that almost all children have opportunities to participate in community activities.</p> <p>All P3-7 pupils will have engaged in social enterprise projects.</p> <p>Data shared by the academy will show almost all learners going on to positive destinations from leaving school.</p>
<p>CLUSTER FOCUS</p> <p>Cluster schools will work towards the goal that all young people in Linlithgow Cluster schools, are curious, passionate, engaged, knowledgeable and skilful learners from the day they start ELC to the day they leave the academy.</p> <p><i>UNCRC Article 3, 12, 13, 29, 31</i></p> <p>Year 2 focus 25/26: All young people will gain the knowledge, skills and understanding required to be mathematical thinkers.</p>	<p><input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input type="checkbox"/> Performance Information</p>	<p>Cluster sessions and a cluster working party (numeracy leads/maths department) to focus on developing a collective understanding (U)</p> <p>Rubrics to be created for each strand of behaving mathematically, to support coherent pedagogical understanding (I)</p> <p>Shared assessment tools to be created to ensure consistent practice between colleagues and schools (I)</p> <p>Second level practitioners to visit to academy during transition week, to observe practice at the academy (I)</p> <p>Joint cluster sessions as follows:</p> <p>26th Sept: cluster launch led by academy staff to introduce the cluster improvement priority, paint the national picture, and share their work so far on mathematical thinking. Collegiate planning around the actions required.</p> <p>30th Jan: cluster session focussing on identifying golden thread learners, planning of learning round groups.</p> <p>22nd May: data dialogue session for academy maths staff and for primary staff who choose to attend: focussing on impact and creation of rubrics for each strand and shared assessment tools.</p> <p>.</p>	<p>Short term: By June 2026, there will be a coherent cluster pedagogical understanding around behaving mathematically and pupils leading learning.</p> <p>Long term: By June 2027, almost all young people will demonstrate mathematical behaviours and will be able to apply mathematical thinking across the curriculum.</p> <p>Key measures: <u>Pupil Voice:</u> Young people tell us that they feel increasingly confident in maths. <u>Attainment Data:</u> shows that the attainment of all learners has increased over time in maths and almost all are making good or very good progress. <u>Data analysis</u> around golden thread young people shows that they maintain or increase levels of curiosity, engagement, skill and knowledge from 3-18. <u>Learning conversations:</u> almost all young people are more engaged in maths and display a more positive attitude towards mathematical activities. <u>Observations:</u> show all children are experiencing regular rich opportunities to develop mathematical thinking skills and behaviours. These experiences support and challenge all pupils appropriately.</p>	

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