

# **TORPHICHEN PRIMAY SCHOOL SCHOOL IMPROVEMENT PLAN**

**2026 / 2027**



**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 and PEF Priorities from equity self-evaluation materials 2026

## Local Authority Factors

- Moving Forward in Your Learning Guidance – Meeting Learners Needs
- Raising Educational Attainment Strategy (23-28) - [WLC Raising Educational Attainment Strategy 2023-28.pdf](#)
- West Lothian Council Corporate Plan (23-28) - [WLC Corporate Plan 2023\\_05\\_30.pdf](#)
- Education Services Management Plan (23-26) - [Service Improvement Plan Education Services 2023-26.pdf](#)
- West Lothian Parental Involvement and Engagement Framework
- Equity and Pedagogy Teams; Additional allocation
- West Lothian Stretch Aims
- West Lothian Priorities - Literacy and Numeracy, HWB

## National Factors

- Achieving Excellence and Equity 2026: National Improvement Framework - [2026 National Improvement Framework](#)
- Included, Engaged and Involved Series – Attendance, Behaviour and Curriculum
- Presumption to provide education in a mainstream setting 2019
- Support for Learning: All our Learners and All their Potential (ASL Review) 2020; [Additional support for learning - Schools - gov.scot](#)
- GTCS professional standards and professional update 2021
- [Pupil Equity Funding](#); National Operational Guidance 2026/7
- Education Scotland 'Pupil Equity Funding: Looking inwards, outwards, forwards – sharing effective practice to maximise support for learners and practitioners'
- How Good is Our School? 4<sup>th</sup> Edition - [How Good is Our School \(4th edition\)](#); How Good is OUR School? [How good is OUR school? Part 1](#)
- Quality Improvement Framework for ELC and Childcare Sectors - [Quality improvement framework for the early learning and childcare sectors | Inspection frameworks | His Majesty's Inspectorate of Education in Scotland](#)
- Realising the Ambition - [realisingtheambition.pdf](#)
- UNCRC; Getting it Right for Every child (GIRFEC); Child Protection Procedures
- Curriculum Improvement Cycle - [The Curriculum Improvement Cycle \(CIC\) | About Curriculum for Excellence | Curriculum for Excellence | Education Scotland](#)
- Moderation Cycle and Assessment
- Developing Scotland's Young Workforce



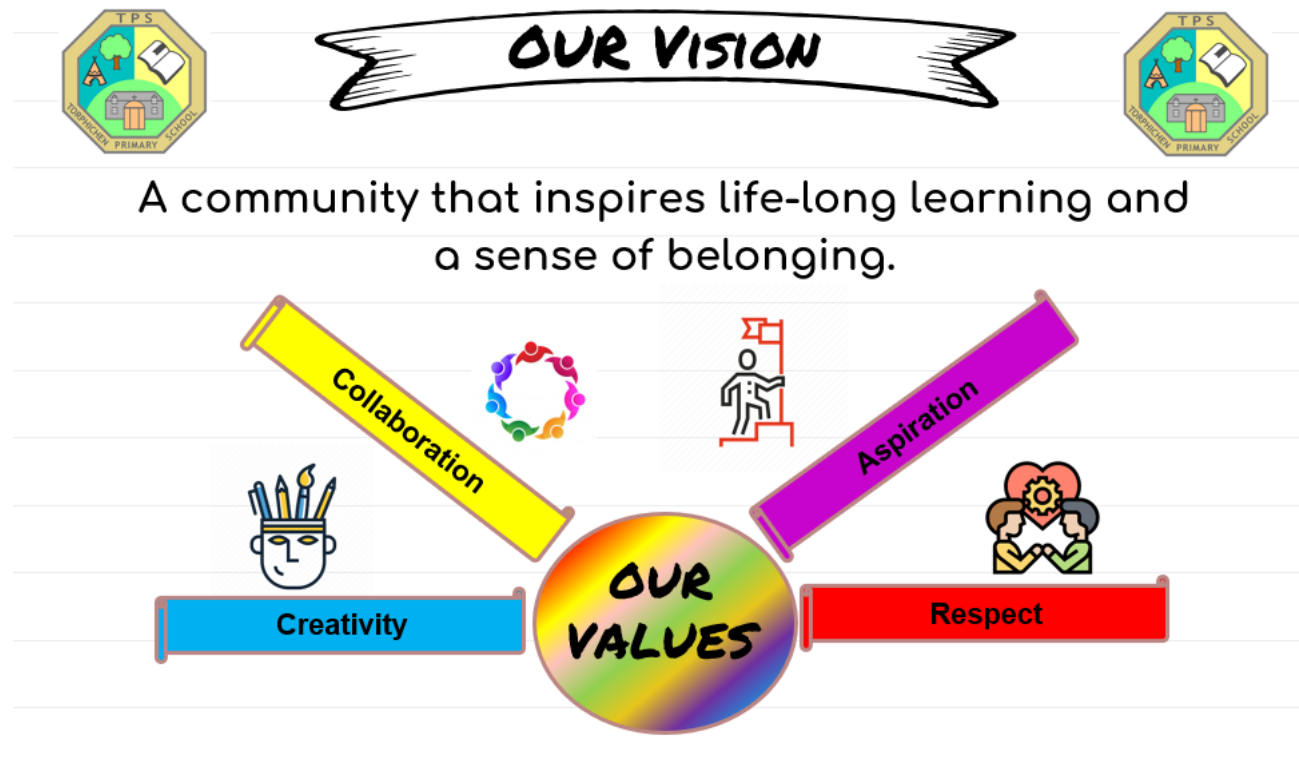
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Our vision, values and aims:



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## Our 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 2025/26 School Improvement Plan:

### a) Background - The context for the learners in your school

Torphichen Primary School is a small rural school with a total of 67 learners in school, and 15 in the Early Learning Centre (ELC). Our ELC offers full-time places to all learners, which translates into 4 days, Monday to Thursday, 8.30-4pm. Staffing in the ELC comprises of an Early Years Officer, one full-time Early Years Practitioner, one part-time practitioner, and three part-time Pupil Support Workers. The Head Teacher is shared with one other rural school : Westfield Primary. Other school staffing includes a Principal Teacher, one full time teacher; three part-time teachers, three full-time Pupil Support Workers (PSW) and one part-time PSW. Office Support for the school and nursery is provided by one Administrative Assistant. The school benefits from a music specialist. The school runs a successful Breakfast Club, which is very well attended by the learners.

### b) Data to identify the universal and targeted school Improvement Plan Priorities (SIP)

**CfE** – Our data this session shows that, in literacy, all learners by the end of P1 attained the appropriate CfE levels in literacy and numeracy (100%). In P4, almost all learners achieved the appropriate level in literacy (91.67%) and 100% in numeracy and maths. In P7, most learners (85.71%) are on or above track to achieve national expectations in literacy and 100% are on or above in numeracy. In terms of the Scottish Index of Multiple Deprivation (SIMD), we have 4 quintile 1 learners in Torphichen, with most learners (85%) at quintile 3.

**Wellbeing** – Daily check-ins are in line with the termly Health and Wellbeing questionnaires and 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 93%, Healthy 100%, Achieving 100%, Nurtured 93%, Active 100%, Respected 64%, Responsible 93%, Included 93%).

**Engagement** – Throughout most of this session, engagement levels of almost all learners has remained high, with some learners requiring a range of targeted interventions to increase their engagement throughout the school day.

**Any other relevant data to your school context** – Attendance levels align are above the West Lothian average (96.55%) as is punctuality, and we have had no exclusions. In school, 3% of learners are eligible for free school meals or clothing grants (which is well below the West Lothian average). 7.5% are identified as having an additional support need, which is also significantly lower than the West Lothian average.

### c) What are our improvement priorities? - (Identified SIP priorities informed by the above data are detailed in the plan below)

We will, together with our West Lothian colleagues, develop a shared understanding of the emerging National Curriculum frameworks. For the majority of learners not achieving expected levels in literacy and numeracy, this is identified as being as a result of an ASD or ADHD diagnosis or through having a dyslexia identification. We will continue to embed relevant interventions, with the help of outreach partners, to address any barriers to learning. Across literacy, we will introduce revised, research based approaches to reading and spelling learning, teaching and assessment. In health and wellbeing, we will review focus on developing empathy across our school community.



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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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p><b>Improvement in all learners and young people's wellbeing:</b></p> <p>By June 2027, all learners will access regular, progressive outdoor learning experiences, resulting in improved engagement, wellbeing and inclusion, and increased staff confidence in delivering high-quality outdoor learning that supports equity and reduces the cost of the school day.</p> <p>By June 2027, all staff will enhance racial literacy, with full engagement in professional learning, a 40% increase in confidence, and consistent delivery of inclusive, anti-racist learning across the curriculum, leading to improved learner wellbeing and equity</p> <p><i>UNCRC Articles 3, 28, 29, 39</i></p> | <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>           | <ul style="list-style-type: none"> <li>Revisit the outdoor learning policy and Outdoor Learning Passport to audit current practice and identify strengths and areas for development. (U)</li> <li>Plan and deliver targeted CLPL opportunities to support identified staff and build confidence and capacity in outdoor learning. (U)</li> <li>Audit existing resources and learning spaces to evaluate suitability, accessibility, and gaps. (U)</li> <li>Identify and map local outdoor spaces that can be used to support regular, high-quality outdoor learning experiences. (I)</li> <li>Ensure appropriate and accessible resources are in place for each class to support effective outdoor learning. (I)</li> <li>Share and celebrate effective practice across the school to support consistency and inspire staff. (I)</li> <li>Plan and embed regular, purposeful, and progressive outdoor learning opportunities for all classes throughout the session. (I)</li> <li>Ensure the above actions continue to focus on reducing the cost of the school day</li> </ul> <ul style="list-style-type: none"> <li>Gather <b>baseline data</b> (staff confidence survey), pupil voice (belonging, understanding of diversity) and audit of current curriculum/resources (QI 2.3) (U)</li> <li>Agree shared vision and language (U)</li> <li>Deliver <b>whole-staff CLPL programme</b> on: racial literacy and unconscious bias, anti-racist pedagogy</li> <li>Audit and refresh core resources to ensure diversity and representation</li> <li>Map opportunities across CfE for: identity, diversity, equality, justice</li> </ul> <ul style="list-style-type: none"> <li>Maintain a focus on reducing the cost of the school day.</li> </ul> <p><i>Leadership: Sprint teams (outdoor and racism)</i></p> <p><i>Allocated CWT time plus additional sprint time</i></p> | <p>Nov 26</p> <p>Nov 26</p> <p>Nov 26</p> <p>Jan 27</p> <p>Jan 27</p> <p>Ongoing</p> <p>Ongoing</p> <p>Sept 26</p> <p>Feb 27</p> <p>Feb 27</p> <p>Feb 27</p> <p>June 27</p> <p>Ongoing</p> | <p><b>Short term goals</b></p> <p>Outdoor learning practice is audited and planned.</p> <p>Staff confidence in outdoor learning increases.</p> <p>Learners access outdoor learning regularly.</p> <p>All staff engaged in initial professional learning on racial literacy and anti-racism, with at least 90% demonstrating increased awareness and confidence in discussing race, identity and bias. There is early evidence of inclusive practice visible in planning and classroom environment</p> <p><b>Long term goals</b></p> <p>Outdoor learning is embedded across all stages.</p> <p>Learners show sustained engagement and wellbeing.</p> <p>Practice supports inclusion and equity.</p> <p>Progressive anti-racist learning is fully embedded across all curricular areas, resulting in improved learner wellbeing, inclusion and equity</p> <p><b>Key measures:</b></p> <ul style="list-style-type: none"> <li>All classes access outdoor learning weekly or fortnightly.</li> <li>Staff report increased confidence.</li> <li>Planning shows progressive outdoor learning.</li> <li>Observations show improved engagement.</li> <li>100% of staff completing racial literacy/anti-racism CLPL</li> <li>Staff evaluation of CLPL quality and relevance (feedback forms)</li> <li>80% of observed lessons/plans showing <b>some inclusion of diverse perspectives</b></li> <li>Learning walk evidence: representation in classroom environments/resources</li> <li>Sampling of planning shows <b>initial attempts to embed diversity</b></li> </ul> |
| <p><b>Raising attainment for all, particularly in literacy and numeracy(universal):</b></p> <p>By June 2027, at least 80% of learners will be achieving or exceeding expected CfE levels in reading and writing, through the consistent</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><input checked="" type="checkbox"/> School and ELC Improvement</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p> | <ul style="list-style-type: none"> <li>Agree a clear whole-school progression for phonics, spelling and reading to ensure consistency. (I)</li> <li>Ensure all staff understand agreed pedagogy and expectations. (I)</li> <li>Audit current practice and resources to identify strengths and gaps. (U)</li> <li>Align resources to the agreed whole-school approach. (I)</li> <li>Deliver targeted CPD on phonics, spelling and reading strategies. (U)</li> <li>Strengthen systems for early identification of learners needing support. (I)</li> <li>Provide clear guidance on structured phonics and early reading interventions. (I)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>March 27</p> <p>March 27</p> <p>Nov 26</p> <p>March 27</p> <p>March 27</p>                                                                                                              | <p><b>Short-term goals</b></p> <p>Staff use agreed literacy approaches.</p> <p>Learners needing support are identified early.</p> <p>Interventions run consistently.</p> <p><b>Long-term goals</b></p> <p>Literacy practice is consistent across the school.</p> <p>Most learners meet or exceed expected levels.</p> <p>Gaps in literacy attainment reduce.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |



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| <p>implementation of an agreed whole-school approach to phonics, spelling and reading.</p> <p><i>UNCRC Article 3, 29</i></p>                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Improve assessment to ensure it is consistent and informs next steps. (U)</li> <li>Review and update spelling and reading policy to reflect changes. (I)</li> <li>Maintain a focus on reducing the cost of the school day.</li> </ul> <p><i>Leadership: Led by SLT and literacy lead</i><br/><i>Allocated CWT time</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>June 27<br/>June 27</p> <p>Ongoing</p>                   | <p><b>Key measures:</b></p> <ul style="list-style-type: none"> <li>90%+ attainment in reading and writing.</li> <li>100% of lessons reflect agreed approaches.</li> <li>Tracking and HAST data show improvement.</li> <li>Moderation confirms shared standards.</li> </ul>                                                                                                                                                                                                                                                                                                                       |
| <p><b>Tackling the attainment gap between the most and least advantaged learners (targeted):</b></p> <p>To improve timetabling of resources and supports to ensure all identified learners have regular access <u>to robust, relevant, effective interventions.</u></p> <p><i>UNCRC Article 3, 29, 39</i></p>                                                                                         | <p><input checked="" type="checkbox"/> School and ELC Improvement</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p> | <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 <b>PEF Summary</b> 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 <a href="#">this link</a> to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                             | <p>Documented in PEF Plan</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Meeting the needs of all learners and young people through inclusive &amp; impactful pedagogy, with a particular focus on curriculum making</b></p> <p>By June 2029, 100% of staff will demonstrate secure understanding and confident application of the Curriculum Improvement Cycle frameworks, resulting in coherent, progressive curriculum planning and improved learner experiences.</p> | <p><input checked="" type="checkbox"/> School and ELC Improvement</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p> | <p><b>Phase 1: UNDERSTANDING AND CONFIDENCE (U)</b></p> <ul style="list-style-type: none"> <li>All staff to attend central collegiate CLPL focusing on the Curriculum Improvement Cycle and curriculum making.</li> <li>All staff will engage in ongoing professional dialogue and collaborative reflection on interpreting frameworks and understanding progression pathways.</li> <li>Identified staff to lead in inclusive pedagogies through engagement with Leaders of Learning programme</li> </ul> <p><b>Phase 2: APPLICATION AND IMPACT (I)</b></p> <ul style="list-style-type: none"> <li>Apply agreed curricular frameworks consistently to ensure coherent, progressive planning across all stages and contexts.</li> <li>Embed collaborative approaches to curriculum making, enabling staff to co-design learning experiences that reflect shared values, local context and learner needs.</li> <li>Strengthen leadership of curriculum making by building capacity at all levels to lead, support and evaluate high-quality curriculum development.</li> <li>Sustain high-quality professional learning to ensure all practitioners have a secure, shared understanding of curriculum rationale, design principles and effective implementation.</li> </ul> <p><i>Leadership: Central Team, Leaders of Learning, Pedagogy Pioneers. See separate action plan for LOL.</i><br/><i>Allocated CWT time plus additional sprint time</i></p> | <p>June 27</p> <p>June 27</p> <p>June 27</p> <p>June 28</p> | <p><b>Short-term goals</b><br/>Staff confidence in CIC frameworks increases. Shared curriculum language develops.</p> <p><b>Long-term goals</b><br/>Curriculum planning is coherent and progressive. Staff confidently justify curriculum decisions. Curriculum leadership is distributed and sustained.</p> <p><b>Key measures of success:</b></p> <ul style="list-style-type: none"> <li>100% of staff engage in CIC CLPL.</li> <li>Staff confidence increases from baseline.</li> <li>Planning aligns with CIC frameworks.</li> <li>Staff articulate curriculum rationale clearly.</li> </ul> |



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