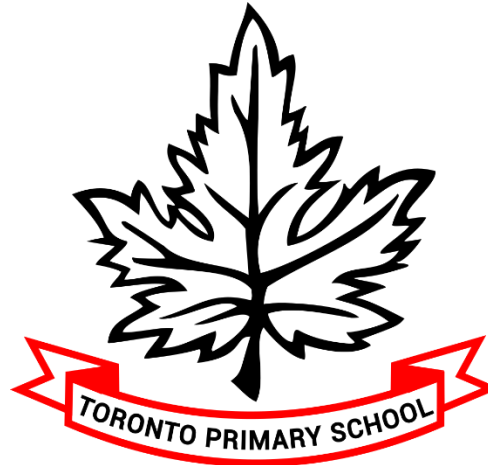


TORONTO PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN RECOVERY PHASE PLAN



2020 / 2021

Factors Influencing the Improvement Plan

School Factors

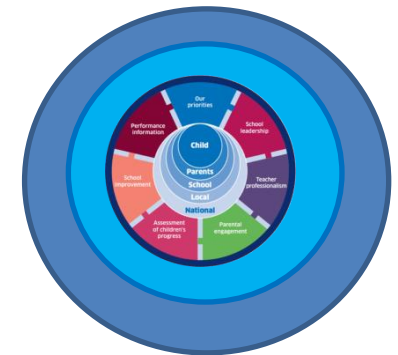
Addressing action points identified in school's self-evaluation procedures
Cluster Improvement Strategy – Professional Enquiry (Literacy, Numeracy PEF development post holders)
Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*
Early Learning and Childcare expansion to 1140 hours (52 weeks)
Covid Recovery Curriculum Rationale

Local Authority Factors

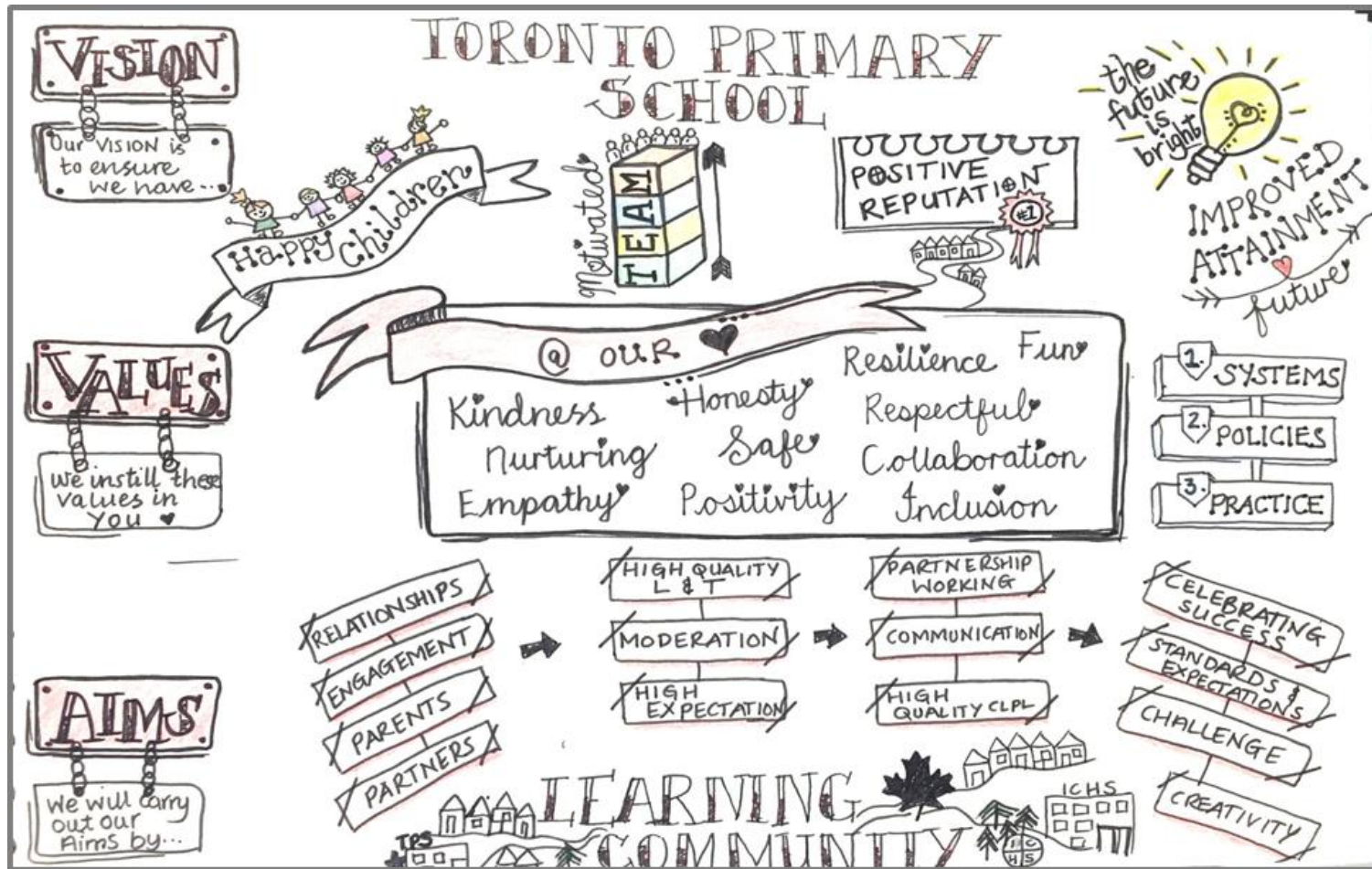
Moving Forward in Learning Guidance – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council
[Corporate Plan](#)
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Continuation of Phased Implementation of 1140 hours ELC

National Factors

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
Developing Scotland's Young Workforce
Realising the Ambition
Child Protection Procedures
GTCS standards and professional update



At Toronto Primary School we want all of our children to be safe, respected, responsible and learning.



For how we have adapted our curriculum in response to the Covid pandemic please follow this link: [Recovery Curriculum Rationale](#)

Contextual Data Analysis and Rationale for 2020/21 School Improvement Plan

a) Background

The Senior Leadership Team includes a Head Teacher, Acting Head Teacher and Acting Principal Teacher (SfL) who are all committed to demonstrating the school values and achieving the school's vision and aims. During the past session there has been a continued focus on health and wellbeing; building and sustaining a positive and supportive ethos within the school environment. Other core features of the school improvement work have included; development of the literacy curriculum to improve approaches to effective learning, teaching and assessment in writing. The school has a clear understanding of its strengths and areas for improvement. There is an increasing focus from all staff on improving outcomes for children through professional enquiry and effective use of data.

b) Data

The health and wellbeing profile of our school is good with most pupils reporting positively across each of the wellbeing indicators. In each of the wellbeing indicators there are a few children who have identified areas in which they require support and these will be addressed individually. The number of children reporting concerns gradually increases across the school, with our P7 children reporting the highest number of concerns. The Pupil Ethos Survey highlighted that the majority of pupils feel confident that staff help pupils to behave well and the school is able to deal with bullying, however, there is room for improvement in this area and the aim is for all children to feel safe in school. Our data shows that overall, attainment in literacy is satisfactory. By the end of P1, P4 and P7, the majority of children attain the appropriate CfE levels in literacy. Attainment in numeracy and mathematics is satisfactory. Attainment data shows that most children in P1, P4 and P7 are achieving in line with national expectations. Our data shows that targeted intervention is required for listening and talking at the early level, writing at first level and numeracy at second level. 99.5% of parents have registered email addresses to communicate between home and school via Group call so there is a high level of connectivity through mobile devices. However, only 56% of children living in Quintile 1 are able to access online learning compared to 76% of children living in Quintiles 2-5. Further support is required to ensure all families have access to adequate devices and have technical support to access learning online, both in school and at home.

c) What are our universal priorities and what is our 'gap'? Who are our target groups and their barriers to learning?

Within our school community, 13.36% of our learners are in Quintile 1 according to the Scottish Index of Multiple Deprivation (SIMD) and 34.67% of learners (P4-7) receive free school meals. A number of our identified children experience gaps for a variety of reasons which include, but are not limited to, Looked After Children status, Autism Spectrum Disorder (ASD), early life experiences and ongoing family issues which have an impact on their aspirations for learning. Our target groups will be for identified children who experience barriers in literacy and numeracy. Further analysis of our teacher judgement data shows that there is a significant gap between the attainment in literacy and numeracy of pupils who are in Quintile 1 compared to Quintile 2. The barriers to learning here are varied with no single cause, however confidence, mental wellbeing, significant periods of missed education, focus and concentration and vocabulary are all contributing factors. Approximately 4% of pupils in our school have a diagnosis of Autism Spectrum Disorder (ASD). 70% of these pupils are off track in literacy and they experience more complex barriers to learning, however there is scope for improving their learning experiences within a highly differentiated curriculum.

d) Summary/overview of proposal & non-negotiable outcomes

We propose to have a continued focus on improving the quality of learning, teaching and assessment for all pupils. The Principal Teacher (Pedagogy- PEF) will be supported by the Literacy and Numeracy Pedagogy Development Officers to lead improvements in this area. They will also work in partnership with the Principal Teacher (SfL) and Pupil Support Workers (PSW) to provide focussed literacy and numeracy interventions for identified children. The focus will be on small target groups of identified children who are in Quintile 1, are LAAC or have ASD. This will involve support for learning work, targeted supports in partnership with class teachers and also additional supports such as life skills and outdoor learning to help them to overcome barriers to learning and raise their aspirations for what they are able to achieve. We expect to see an increase in pupil attainment and decrease in off-task behaviours which disrupt learning. The Speech and Language Therapist will work with class teachers and the pupil support team to develop a total communication approach which will be used consistently throughout the school. This will support all children but in particular those with ASD who require a calm, structured and predictable learning environment and a consistent approach to identifying, addressing and supporting their varied needs.

Toronto Primary School - 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
<p>Improvement in all children and young people's wellbeing:</p> <p>All children will feel safe in school and will be able to identify a trusted adult they can seek help from</p> <p>All children will feel confident that staff are helping others to behave in a safe, respectful and responsible way</p> <p>All children will feel confident that bullying incidents reported are thoroughly investigated, resolved and monitored</p>	<ul style="list-style-type: none"> Continued focus on the nurture principles in every learning environment to meet the children's emotional and developmental needs Implementation of pupil self-reporting using online forms to further support effective tracking and early identification of support required using the 'trusted adult' approach Implementation of a whole school, targeted wellbeing programme to support learners' on their return to the school building following a sustained period of school closure Review the positive relationship/ anti bullying policy with pupils, parents and staff and ensure it is implemented consistently across the school 	<p>By June 2021</p> <p>August 2020 January 2021 March 2021</p> <p>By June 2021</p> <p>By February 2021</p>	<ul style="list-style-type: none"> The nurture principles will be evident through the school ethos and will be visible in how staff respond to pupils in need Increased numbers of pupils recording green responses across the wellbeing indicators and fewer children reporting in the red category by June 2021 Improved pupil wellbeing will be reflected in the pupil ethos survey results and the HWB trackers
<p>Raising attainment for all, particularly in literacy and numeracy:</p> <p>Identified pupils will receive targeted interventions to address additional gaps, which have emerged in reading, writing and numeracy</p> <p>Pupils, particularly at second level will be more engaged in writing activities</p> <p>Pupils at all stages will be able to talk confidently about their progress and identify next steps in learning</p>	<ul style="list-style-type: none"> All staff will engage in Practitioner Enquiry based on an identified need within their own classroom Implement Literacy Action Plan focussing on specific interventions (Word Boost, Teaching Children to Listen, 5 min literacy boxes) for identified pupils and writing targets and the Reading Accreditation Programme for all pupils Implement Numeracy Action Plan focussing on use of specific interventions 5 (5min numeracy & SEAL catch up boxes) with identified pupils 	<p>By Dec 2020</p> <p>By June 2021</p> <p>By January 2021</p> <p>By June 2021</p>	<ul style="list-style-type: none"> With targeted intervention, the identified children will be back on track and achieving expected levels of attainment. (Termly tracking and monitoring) An increased number of pupils (particularly boys at second level) will be engaged in writing experiences Benchmarking Improvement Group Targets: Literacy: P1 (78%) P4 (69%) P7 (78%) Numeracy: P1 (96%) P4 (76%) P7 (78%)
<p>Closing the attainment gap between the most and least advantaged children:</p> <p>Learners in Quintile 1 will increase literacy and numeracy skills by 10% or more from their current levels, aiming to reach their chronological age</p> <p>Increase and sustain attendance for learners in Quintile 1 to above 90%</p>	<ul style="list-style-type: none"> Targeted recovery programme for each stage supported by the literacy, numeracy and pedagogy development post holders Speech and language therapist to support full implementation of the Word Boost programme, further develop listening and attention skills and develop a whole school approach to visual communication supports Continued engagement with AIMS to support early identification and supports for children with attendance below 90% 	<p>By January 2021</p> <p>By June 2021</p> <p>Monthly</p>	<ul style="list-style-type: none"> Target achieved in CfE levels supported by ongoing tracking and monitoring More than 80% of children will have attendance of 90% or more
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>To embed the Career Standard in all aspects of the curriculum</p> <p>All children will be able to access digital learning experiences in school and at home</p>	<ul style="list-style-type: none"> Implement the refreshed IDL curriculum at all stages, which includes opportunities for life skills development and links to the world of work Continue to develop awareness of skills for work through pupil profiling in the school and ELC Development of an agile learning culture where the children experience a relevant curriculum across a range of settings (in school, at home, in the community, online) which prepares them for lifelong learning Implement consistent use of Teams (P4-7), Seesaw (P1-3) and Online Learning Journals (ELC), Anywhere, Anytime Learning (AAL) and use of the digital inclusion fund to support devices 	<p>Aug 2020 – June 2021</p> <p>By February 2021</p> <p>By June 2021</p> <p>By Oct 2021</p>	<ul style="list-style-type: none"> Evidence of skills based learning opportunities in teacher planning The majority of observed lessons evaluated as good Pupil feedback and dialogue Tracking and Monitoring Participation tracker Data will be gathered (User stats within SeeSaw, Insight in Teams, reports from Online LJ) and used to support engagement

Toronto ELC Setting - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	NIF driver mapping <i>(check as appropriate)</i>	HGIOEL C QIs H&SCS	Proposed Actions <i>(note any external supports e.g. Cluster, authority, RIC etc.)</i>	By	Measures of Success <i>(include performance data, quality indicators and stakeholders' views)</i>
<p>Raising attainment for all, particularly in literacy and numeracy:</p> <p>All children will have regular opportunities to engage in quality outdoor learning experiences.</p> <p>All children will experience well planned quality learning experiences with a clear focus on the development of skills in early literacy and numeracy.</p>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input checked="" type="checkbox"/> Performance Information	<p>QI 2.2. 2.3</p> <p>H&SCS 1.30, 1.31</p>	<ul style="list-style-type: none"> Audit current outdoor provision using WL outdoor/literacy/numeracy audit toolkits. Plan CLPL based on staff needs e.g. Froebelian approaches, risky play. Review curriculum rationale to develop a shared understanding of pedagogical approaches to ensure high quality outdoor learning. Implement updated curriculum and evaluate progress. CLPL on literacy and numeracy skills development, including using WL progression pathways to support planning. Attend EY Cluster networks on using Cuisenaire rods in ELC and Supporting parents to develop early literacy skills. Develop consultative planning to demonstrate clear progression in skills linked to next steps in learning in maths and literacy. Staff coaching/CLPL on quality observations and assessment 	<p>May 2021</p> <p>March 2021</p>	<p>Outdoor opportunities are offered daily to all children.</p> <p>Almost all children (over 90%) feedback positively about their learning outdoors through floorbooks, discussion, planning wall.</p> <p>Planning documents will demonstrate an increase in the quality outdoor opportunities offered to learners.</p> <p>Majority of observations (70%) in learning journals will reflect an increase in quality outdoor learning opportunities.</p> <p>Almost all (over 90%) of staff CLPL evaluations demonstrate an increase in staff confidence in planning for progression.</p> <p>Planning documents and learning journals will evidence appropriate next steps in learning.</p>
<p>Improvement in all children and young people's wellbeing:</p> <p>All children show a developing understanding of the wellbeing indicators.</p>	<input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information	<p>QI 3.1</p> <p>H&SCS 1.28, 1.29</p>	<ul style="list-style-type: none"> CLPL to support practitioners to embed wellbeing indicators in life and work of nursery. Develop learning experiences, which support learners to use language associated with wellbeing indicators. 	<p>Feb 2021</p>	<p>Almost all children demonstrate understanding of at least 4 of the wellbeing indicators through learning journals and consultative planning process.</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>All children (and parents/carers) will have increased involvement in personal learning planning.</p>	<input type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input checked="" type="checkbox"/> Performance Information	<p>QI</p> <p>H&SCS</p>	<ul style="list-style-type: none"> All staff to attend WL Personal Plan CLPL training session. Tailored training and support for practitioners in writing appropriate learning targets for individual pupils. Facilitate learning conversations with learners and parents/carers to evaluate learning and identify next steps. 	<p>Jan 2021</p>	<p>All Personal Plans will show relevant learning targets.</p> <p>Almost all parent/carers will engage in learning conversations with practitioners and learners to identify next steps in learning.</p>