

TORONTO 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 refreshed vision for session 2023-2024 is...

To create an inclusive school community which values pupil participation and achievement, and nurtures life-long learners.

'Together we Succeed'

Our refreshed values are:

- Included
- Respected
- Responsible

Our aims are:

1. Learning and Teaching

- To ensure a broad and balanced curriculum that provides young people with the best possible learning opportunities and experiences.
- To provide the highest quality of learning and teaching experiences that enable pupils to enjoy their education, experience success and develop positive attitudes towards learning.

2. Vision and Leadership

- To ensure that all learners are able to realise their potential through the promotion and recognition of achievement and excellence.
- To improve the quality of experiences for learners through a programme of continuing professional development for all staff.
- To promote and develop leadership at all levels.

3. Partnership

- To build and maintain effective partnerships between the school and its parental body, external support agencies and its wider community.
- To continually develop approaches to strengthen partnerships to improve outcomes for all pupils.

4. People

- To develop in our pupils, creativity and ambition through the curricular and extra-curricular experiences offered by the school.



Courage

Relationships

Relevance

Values

- To provide effective support systems for all learners, which holistically promote personal and social development and underpin academic achievement.

5. **Culture and Ethos**

- To provide a welcoming, safe and inclusive environment in which each pupil is valued and supported.
- To ensure that all learners experience a calm, positive and safe environment that promotes good behaviour, self-discipline and respect for others.
- To provide pupils with opportunities to develop knowledge, skills and understanding in relation to their duties and responsibilities of citizenship in a democratic society.
- To encourage and promote healthy lifestyle choices.

Curriculum Rationale

Please follow this link to view our curriculum rationale: [Toronto Curriculum Rationale](#)

All schools should consistently revisit the curriculum rationale that takes account of the most recent national and local guidance.

Refreshed curriculum rationales should reflect the local authority commitment to Agile Learning approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the ‘Resources to support the refreshed CfE Narrative’.

<https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>

Contextual Data Analysis and Rationale for 2023/24 School Improvement Plan (maximum one side A4)



Courage

Relationships

Relevance

Values

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

The Senior Leadership Team includes an Acting Head Teacher, Depute Head Teacher (0.5) and two Acting Principal Teachers (SfL and Inclusion) 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 and on building and sustaining an inclusive ethos within the school. Other core features of the school improvement work have included development of teaching and learning approaches in writing and developing the IDL curriculum to enhance agile approaches to effective learning, teaching and assessment. The school has a clear understanding of its strengths and areas for improvement.

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

The health and wellbeing profile of our school is good with most children 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 are addressed individually. The number of children reporting concerns gradually increases across the school, with our P5 and P6 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 still significant room for improvement in this area. Within our school community, 11.90% of our learners live in Quintile 1 according to the Scottish Index of Multiple Deprivation (SIMD). 28.67% of learners (P4-P7) receive free school meals and 37.3% of families receive a clothing grant. A number of identified children experience gaps for a variety of reasons which impact on their learning and attainment. Our target groups include identified children who experience barriers in literacy, numeracy and health and wellbeing. 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 5. The barriers to learning here are varied and include confidence, mental, social and emotional wellbeing and decreasing attendance resulting in periods of missed education. 5.16% of pupils in our school have a diagnosis of Autism Spectrum Disorder (ASD), 4.37% have been identified as dyslexic and 7.54% have English as an additional language. Attendance is generally in line with West Lothian average. Our data shows that by the end of P1, P4 and P7 the majority of children attain the appropriate CfE levels in literacy and numeracy. Attainment data shows that most children in P1, P4 and P7 are achieving in line with the school's benchmarking group. Our data shows that targeted intervention is required for listening and talking at early level, reading and writing at first level, writing at second level and numeracy in P4, P6 and P7. 99.5% of parents have registered email addresses to communicate between home and school via Groupcall so there is a high level of connectivity through digital devices.

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

We propose to have a continued focus on ensuring equitable learning opportunities through improving the quality of learning, teaching and assessment for all pupils. This will be supported by the West Lothian Equity Team to collectively drive forward change throughout the school.



| School priorities linked to knowledge and data as identified on previous page | NIF Driver | Proposed actions | Timescale | Measures of Success |
|---|--|--|-----------|--|
| <p>Improvement in all children and young people's wellbeing:</p> <p>All staff have access to resources and CLPL to support the wellbeing of all learners through development of health and wellbeing curriculum underpinned by whole school inclusion approaches.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p> | <input 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 | <ul style="list-style-type: none"> - Develop inclusive classroom approaches to enhance learner participation and engagement through empowering staff to use staged intervention approach (Circle framework) - Develop HWB Curriculum Framework in line with revised school vision/values and agile approaches - HWB Working Party/Pupil Leadership Group to consult with stakeholders to agree shared vision/expectations of inclusion (Circle Resource) - Embed revised Positive Relationships & Anti-Bullying Policy; engage with pupil/parent focus groups to address perceptions of bullying - Establish small group setting/nurture groups to support personalised learning pathways for identified learners with ASN | | <p>Most (between 75-90%) pupils will report positively for the respected indicator and greater than ??% will report positively for the included indicator.</p> <p>An increased number of pupils (greater than 56%) will report positively in pupil ethos responses that they feel bullying is dealt with well at school.</p> <p>Almost all staff (over 90%) will report increased confidence in inclusive classroom approaches through baseline/follow up questionnaire</p> <p>Learning walks, pupil focus groups and classroom observation evidence indicates increases in overall engagement levels across the school.</p> |
| <p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>All learners receive consistent, high quality learning experiences across literacy and numeracy which are underpinned by effective approaches to assessment and moderation.</p> <p>Overall literacy attainment will improve beyond 70% across P4-P7, with 8% increase in pupils achieving expected standards in reading and writing.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</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 checked="" type="checkbox"/> Performance Information | <ul style="list-style-type: none"> - Review and refresh learning, teaching and assessment policy - Create opportunities for staff to engage in collaborative professional reading/professional enquiry with focus on high quality teaching and learning approaches - Create 'learning & teaching toolkit' with agreed non-negotiables for high quality lessons across the school - Develop Literacy Strategy to ensure progression and consistency in approach from ELC to P7, including introduction of new phonics programme at Early Level and balanced reader approach. - Develop approaches to pupil participation including learning conversations and pupil profiling in reading and writing using WL literacy targets (establish profiling working group) | | <p>Almost all staff (over 90%) will engage in practitioner enquiry linked to high quality teaching and learning approaches.</p> <p>Increased attainment in literacy and numeracy, tracking data shows 8% increase in reading and writing in P4-P7.</p> <p>The majority (50-74%) of children will be able to talk about next steps in learning during focused learning conversations.</p> <p>Teacher professional judgement data will indicate that an increased number of learners in P4, P6 and P7 are engaged in reading experiences.</p> <p>Planning, classroom observations and professional dialogue indicate that engagement in moderation process informs next steps in learning.</p> |
| <p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>The gap in learning between identified learners in Q1-Q5 will be reduced through targeted interventions in literacy, numeracy and health and wellbeing.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</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 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 to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p> | | <p>Documented in PEF Plan</p> |



Courage

Relationships

Relevance

Values

| | | | |
|--|--|---|--|
| <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>All learners will have opportunities to lead their own learning and develop skills for life, learning and work through development of an agile curriculum.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</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 | <ul style="list-style-type: none"> - Establish Pupil Leadership opportunities for all learners including RRS group to work towards Bronze RRS Award (engage with UNCRC toolkit to capture evidence of progress) - Complete skills audit to identify where identified skills can be made explicit within curriculum (UNCRC Audit Tool – Section 4) - Working Party to engage with stakeholders to prioritise focus skills from WL Skills Framework relevant to our school context - Develop learning environments (middle areas) to promote opportunities for skills development - Further develop responsive planning approaches in P1 (and P2) to document progress and plan for skill progression through IDL - Engage with service design tools to develop parental engagement/family learning strategy - Develop skills in digital profiling of learning using Seesaw (P1-P3) and OneNote (P4-P7) - Review and update curriculum rationale in consultation with pupils, staff and parents to reflect refreshed vision | <p>Most (75-90%) learners can name the skills they are developing and can explain what these skills mean and how they are relevant in everyday life.</p> <p>Most (75-90%) learners will share learning successes and achievements and next steps through profiling.</p> <p>The majority (50-74%) of pupils, parents and staff engage in consultation to review curriculum rationale and develop parental engagement/family learning strategy.</p> <p>Almost all (over 90%) of pupils will have opportunities to participate in pupil leadership groups across the school.</p> <p>UNCRC RAG evidence demonstrates improvement in staff knowledge in where/how children's rights link to the curriculum.</p> |
|--|--|---|--|



Courage

Relationships

Relevance

Values