



TORONTO PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN

2024 / 2025

Factors Influencing the Improvement Plan

Courage Relationships

Relevance Values

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

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 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 caring environment in which each pupil is valued and supported.
- To ensure that all learners are able to 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

[Toronto PS Curriculum Rationale](#)

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

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

The Senior Leadership Team includes a 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. Within our school community, 13.89% of our learners live in Quintile 1 according to the Scottish Index of Multiple Deprivation (SIMD). 26.98% 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. During the past session there has been a continued focus on health and wellbeing and on building and sustaining a positive and 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.

Courage Relationships

Relevance Values

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 P6 and P7 children reporting the highest number of concerns (although this has decreased throughout session 23-24). The Pupil Ethos Survey highlighted that most pupils (76%) 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. Our target groups include identified children who experience barriers in literacy, numeracy and health and wellbeing. 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 7.14% have English as an additional language. Attendance is slightly above the West Lothian average with a 1.36% increase in overall attendance by end of May 24 (compared to May 23 data). 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 writing at all stages and reading, writing and numeracy at both first and second level.

c) What are our improvement priorities?

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.

Toronto 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
<p>Improvement in all children and young people's wellbeing:</p> <p>Almost all learners experience a learning and teaching environment that is inclusive and maximises participation.</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	<p>- Staff CLPL using CIRCLE document to develop inclusive environments to support learner engagement and participation.</p> <p>- Further development of Positive Relationships and Anti-bullying Policy informed by learner voice (youth voice toolkit).</p>	<p>January 2025</p> <p>November 2024</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>An increased number of learners (over 66%) will report positively on how bullying is addressed through ethos survey.</p>
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>All learners will benefit from improved quality and consistency of pedagogy through high quality professional learning opportunities for staff and a culture of enquiry.</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>- Develop non-negotiable learning and teaching guidance including LI/SC, higher order questioning and feedback (with an initial focus on writing) through approaches including equity team CLPL and practitioner enquiry.</p> <p>- Implement assessment strategy with further development of formative assessment guidance.</p> <p>- Engagement in mathematical discourse programme (at identified stages) to promote learner engagement through high quality learning tasks.</p> <p>- Embed approaches to reading for pleasure at all stages to support attainment of 'Reading Schools' accreditation.</p>	<p>March 2025</p> <p>October 2024</p> <p>December 2024</p> <p>December 2024</p>	<p>Almost all teachers (over 90%) will engage in Practitioner Enquiry which demonstrates impact in one of LI/SC, questioning or feedback.</p> <p>Most learners (75-90%) during learning conversations can talk about their areas of strength, next steps and evidence of progress in writing.</p> <p>Most learning observations (75-90%) evidence effective use of LI/SC and meaningful feedback. (baseline majority)</p> <p>Almost all learners (over 90%) at identified stages will be able to demonstrate and communicate their mathematical thinking in learning journals and conversations.</p> <p>Most learners (75-90%) will report positively on impact of reading for pleasure approaches.</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. Please follow this link (INSERT HYPERLINK) to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p>	<p>Timescales in PEF plan</p>	<p>Documented in PEF Plan</p>

<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>All learners will develop knowledge and understanding of skills for life, learning and work through increased opportunities to participate in curriculum planning, decision making groups and connections with wider community.</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"> - Development of systems and structures at all stages to ensure learner voice informs decision making in curriculum development. - Engagement with Skills Development Scotland resources to raise awareness of meta-skills throughout the curriculum with staff, pupils and parents. 	<p>March 2025</p> <p>May 2025</p>	<p>Most learners (75-90%) can name the skills they are developing and can explain what these skills mean and how they are relevant to them.</p> <p>Learning walks, classroom observations, tracking data and pupil focus group evidence indicates increasing engagement levels at all stages.</p>
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