

# Toronto Primary School and Early Learning and Childcare Setting



# PROGRESS REPORT FOR SESSION 2023/24

**(Standards & Quality Report)**

Toronto Primary School  
Howden East  
Livingston  
West Lothian  
EH54 6BN



## **ABOUT OUR SCHOOL**

Toronto Primary School is a non-denominational school serving the community of Howden in Livingston and is part of the Inveralmond Community High School cluster. The school roll is 252 with pupils being organised across eleven classes (P1-7) in addition to a 30/30 nursery.

Within the Scottish Index of Multiple Deprivation (SIMD) 69.37% of the school community live within Quintile 1 and 2 with 26.98% in receipt of Free Meal Entitlement (FME). As such the school benefits from a significant Pupil Equity Fund. 30.16% of pupils have additional support needs and are on level 2 and 3 of the Continuum of Support, receiving targeted intervention. 7.14% of our school community speak English as an Additional Language.

The senior leadership team includes a Head Teacher, Depute Head Teacher (0.5) and two acting Principal Teachers. In addition to seventeen class teachers, there is a team of seven pupil support workers and an Early Years Practitioner who works across our P1 classes. The school office is staffed by an Admin Officer and a Clerical Assistant.

All pupils have access to a very successful breakfast club which is well attended. A variety of after school clubs are available out-with the school day throughout the year. The school has achieved 5 Eco Schools green flags, a silver Sports Scotland award, a Digital Schools Award and a bronze Rights Respecting School Award.

Toronto Primary School is well supported by the Parent Council and the wider parent forum. The Parent Council works in close partnership with the school and provides support in identifying areas for improvement. They are consulted regularly on progress. There are supportive partnerships with local community groups and good opportunities to work with partners to improve the work of the school.

School improvement priorities are based on robust self-evaluation and evidence and all members of the school community are encouraged to lead change and improvement. Increasing pupil participation and partnership with parents continues to be a key priority for the year ahead.

## IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2019/20, what the impact has been and what our next steps will be to continue to address these priorities in session 2020/21.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at:

<https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1. To raise attainment, especially in literacy and numeracy</p> <p><b>Our measurable outcome for session 2023/24 was to ...</b></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 5% increase in pupils achieving expected standards in reading and writing.</p> <p><b>NIF Driver(s):</b></p> <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>	<p>We have made satisfactory progress. What did we do?</p> <ul style="list-style-type: none"> <li>✓ Through our commitment to ensuring a shared understanding of high-quality learning, teaching and assessment, the majority of learners made good progress from prior levels in literacy and numeracy.</li> <li>✓ Identified staff have engaged in professional reading on assessment practices which supported them to write an assessment strategy with summative assessment approaches identified for each stage (development of formative assessment approaches in process). All staff have an increased understanding of assessment practices to support teacher professional judgement.</li> <li>✓ All teachers have engaged in data analysis at whole school level using data dialogue tools which has increased knowledge and confidence in using data to inform improvement priorities in literacy and numeracy.</li> <li>✓ A few teachers have engaged in the connected quality improvement cycle to identify gaps in learning in writing for identified pupils, and plan/monitor targeted interventions to address these.</li> <li>✓ Through our approaches to assessment and planning children have been identified who would benefit from targeted nurture, literacy or numeracy support to help individual learners and small groups make accelerated progress in their learning.</li> <li>✓ Identified teachers have enhanced classroom practice and developed their knowledge and understanding of the benefits of mathematical discourse through engaging in professional learning opportunity with West Lothian Numeracy and Maths Education Support Officer.</li> <li>✓ All teachers received training in literacy pedagogical approaches including 'Think Aloud Friday', core target writing interventions and oracy to improve consistency in teaching and learning approaches. This has also informed the literacy framework at all stages to ensure consistency of approach and progression.</li> <li>✓ Assessment evidence gathered through targeted 1-1 and small group numeracy interventions demonstrates accelerated progress for almost all learners involved.</li> <li>✓ Introduction of new phonics programme at early level has impacted positively on learner progress in reading and writing.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>★ In P1, P2, P3 and P7 overall literacy attainment has increased and has been maintained in P4, P5 and P6 compared to session 2022/2023.</li> <li>★ In P2, P3 and P7 attainment in numeracy has improved and in P1, P4, P5 and P6 attainment has been maintained since the start of the academic session, with a 14% increase in numeracy attainment in P7.</li> <li>★ Across the school the majority of learners during learning conversations can talk confidently about their strengths and next steps in writing.</li> <li>★ Targeted interventions are in place for identified children and evidence shows that incremental progress has been made towards individual targets.</li> <li>★ Observations and learning conversations demonstrate increased learner engagement in reflecting on strengths and next steps in writing.</li> <li>★ Almost all pupils in targeted numeracy groups report their confidence in number knowledge has improved.</li> <li>★ Identified teachers report increased confidence in using the connected quality improvement cycle to identify and plan appropriate interventions.</li> </ul>
<p>ELC</p> <p>All learners receive consistent, high quality learning experiences across literacy and numeracy, which are</p>	<p>We have made very good progress. What did we do?</p> <ul style="list-style-type: none"> <li>✓ The physical environment and resources have been re-organised to enable the flow of play within the indoor environment. Positive changes have been made to create an enabling environment, both indoors and out, providing stimulating and interesting learning experiences.</li> </ul>

<p>underpinned by effective approaches to assessment.</p>	<ul style="list-style-type: none"> <li>✓ Practitioners provide experiences reflective of the children’s interests and learning needs.</li> <li>✓ Practitioners used skilled questioning to support and challenge children’s thinking.</li> <li>✓ Practitioners are effectively using the planning cycle to ensure that children’s learning needs are met.</li> <li>✓ The Senior Leadership Team are supporting practitioners to make accurate judgements about children’s progress using tracker data, observations and information from parents.</li> <li>✓ Staff skilfully extend children's learning through well considered interactions and by providing high quality experiences and provocations which develop creativity, curiosity and choice.</li> <li>✓ The rich, enabling environment provides a range of high-quality experiences to support early literacy and numeracy development through provocations and meaningful real-life contexts, e.g., mark making experiences, a range of books and reading materials, and Numicon</li> <li>✓ The Senior Leadership Team are supporting practitioners to engage with the WL trackers to moderate attainment, inform planning and identify next steps for learning in Literacy, Numeracy and HWB. Monitoring and tracking approaches are being used to identify universal and targeted interventions.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>★ Planning and assessment documentation demonstrates increased staff confidence, knowledge and understanding of planning and assessment using WL progression pathways to inform next steps.</li> <li>★ Observations reflect progress in learning and practitioners are beginning to use this information to plan next steps in learning across all curricular areas.</li> <li>★ Intentional planning provocations are based on analysis of assessment data to enhance opportunities for progress in learning.</li> </ul>
<p>2. To close the attainment gap between the most and least disadvantaged children</p> <p><b>Our measurable outcome for session 2022/23 was to ....</b></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><b>NIF Driver(s):</b></p> <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</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>The school was awarded £106 575 of Pupil Equity Funding (PEF).</p> <ul style="list-style-type: none"> <li>★ The new PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning.</li> <li>★ 27 priorities were planned and 84% of these priorities were fully achieved.</li> <li>★ PEF was used effectively to fund a PEF Pedagogy Officer, Inclusion PT, Support for Learning PT, Numeracy Intervention Teacher and Family Link Worker to support equity priorities across the school to help support the needs of identified learners.</li> <li>★ Interventions this year have focused on increasing attendance, supporting inclusion and addressing gaps in literacy and numeracy. Examples include the introduction of a small group setting and nurture groups, creating and implementing inclusion support plans for identified pupils and phonics and common word interventions in Primary 1.</li> <li>★ Participatory Budgeting Project involving a pupil focus group who organised a number of fully funded out of school club opportunities for pupils across all stages.</li> </ul> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> <li>★ Professional dialogue with staff demonstrates increased awareness of features of high quality learning, teaching and assessment to best meet the needs of learners.</li> <li>★ Overall school attendance increased by 1.48% between June 2023 and June 2024.</li> <li>★ Quintile 1 attendance increased by 4.02% between June 2023 and June 2024.</li> </ul>

<input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> <li>★ 87.5% of identified quintile 1 pupils made significant progress with their individual targets in numeracy through targeted numeracy interventions.</li> <li>★ All identified quintile 1 P4 learners achieved at least 75% of genre targets in writing at end of literacy intervention block.</li> <li>★ Parent feedback suggests that having a Family Link Worker allows them to feel that they can approach the school with any questions, and that families can access support at the right time from the right people.</li> <li>★ All pupils (P1-P7) have engaged in outdoor learning opportunities and 51% of pupils have attended at least one fully funded out of school or lunchtime club.</li> </ul>
<p style="text-align: center;">ELC</p> <p>The gap in learning between identified learners in Q1-Q5 will be reduced through targeted interventions in literacy, numeracy and health &amp; wellbeing.</p>	<p>We have made very good progress.</p> <ul style="list-style-type: none"> <li>✓ Practitioners know individual children and families well and have a good understanding of the socio-economic context.</li> <li>✓ Practitioners work effectively with the Senior Leadership Team and other professionals to ensure equity and equality for all.</li> <li>✓ Practitioners know children and families very well and use this knowledge to remove barriers to learning and wellbeing.</li> </ul>

<p>3. To improve children and young people's health &amp; wellbeing</p> <p><b>Our measurable outcome for session 2022/23 was to ...</b></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><b>NIF Driver(s):</b></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>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>✓ Staff, pupil and parent focus groups demonstrated shared understanding of refreshed school vision and values which promotes partnership working to achieve the best possible outcomes for all learners.</li> <li>✓ All staff have engaged in training using the CIRCLE Resource and most staff report increased understanding of inclusive classroom approaches, with Inclusion Support Plans in place to support identified pupils and remove identified barriers to learning.</li> <li>✓ HWB Staff Improvement Group developed draft Health and Wellbeing curriculum framework in line with refreshed vision.</li> <li>✓ RSHP programme is now embedded across all stages of the school following consultation with parents and staff; this has resulted in a more structured, progressive and coherent approach across the school.</li> <li>✓ Small group setting established with bespoke planning, teaching assessment provided for identified learners.</li> <li>✓ Through our approaches to assessment and planning, learners have been identified who would benefit from targeted nurture and wellbeing interventions, helping to address needs with appropriate support.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>★ Most pupils (81%) report positively for the respected indicator and 86% report positively for the included indicator.</li> <li>★ An increased number of pupils (66%) report positively in pupil ethos responses that they feel bullying is dealt with well at school (10% increase from 22/23).</li> <li>★ Most parents (76%) report positively in parent ethos responses that they feel consulted about changes made.</li> <li>★ Almost all staff report increased knowledge of inclusive classroom approaches through baseline/follow up questionnaire.</li> <li>★ Learning walks, pupil focus groups and classroom observation evidence indicates increases in overall engagement levels across the school.</li> </ul>
<p style="text-align: center;">ELC</p> <p>All staff have access to resources and CLPL to support the social,</p>	<p>We have made very good progress.</p> <ul style="list-style-type: none"> <li>✓ There is a very welcoming, calm and inclusive ethos in the setting and relationships are positive throughout.</li> </ul>

<p>emotional and physical wellbeing of all learners through development of health and wellbeing curriculum.</p>	<ul style="list-style-type: none"> <li>✓ All practitioners demonstrate a strong commitment to children's rights, and these are being introduced to children in meaningful ways.</li> <li>✓ Most children have the opportunity to participate in leadership roles developing their confidence and independence.</li> <li>✓ Health and wellbeing permeate children's experiences in all contexts of learning. Practitioners support children's understanding of UNCRC and the health and wellbeing indicators, providing meaningful opportunities for children and families to learn about children's rights</li> <li>✓ Almost all children experience a calm, relaxed mealtime. There are opportunities for children to develop independence, responsibility and communication skills, effectively supported by skilled interactions with practitioners.</li> <li>✓ All children and families benefit from bespoke transition arrangements which support them into nursery and throughout the transition to school.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>★ Most learners have opportunities to develop leadership skills through a range of planned, purposeful experiences, including supporting mealtimes, resetting the playroom and planning for community outings.</li> <li>★ Almost all children are familiar with the wellbeing indicators and demonstrate this through wellbeing check ins and daily interactions with children and staff.</li> <li>★ Most families (83%) agree that children's rights are promoted.</li> <li>★ Most learners can talk about how to keep themselves safe and have an increased awareness of their rights.</li> </ul>
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p><b>Our measurable outcome for session 2022/23 was to ...</b></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><b>NIF Driver(s):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> School and ELC Improvement.</li> <li><input checked="" type="checkbox"/> School and ELC Leadership</li> <li><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</li> <li><input checked="" type="checkbox"/> Parental Engagement</li> <li><input checked="" type="checkbox"/> Curriculum and Assessment</li> <li><input checked="" type="checkbox"/> Performance Information</li> </ul>	<p>We have made satisfactory progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>✓ Rights Respecting Schools pupil leadership group has been established and through increasing awareness of children's rights within our school community we have achieved a Bronze Rights Respecting School Award.</li> <li>✓ Progress has continued on the review of our curriculum rationale to ensure our curriculum offer across the contexts for learning is relevant to our school context and has a focus on raising attainment and on the development of skills for life, learning and work.</li> <li>✓ Staff improvement group have started development of progressive skills framework to raise awareness of skills throughout the school.</li> <li>✓ The majority of pupils participated in lunch time or after school clubs providing opportunities for skill development in wider contexts.</li> <li>✓ Primary 1 staff have engaged in professional learning in using a floorbook approach to evidence learning across wider curriculum areas and are developing approaches to tracking progress across all areas.</li> <li>✓ Increased opportunities have been created to encourage pupils to take on leadership roles within the school to develop skills across different contexts.</li> <li>✓ Identified staff have engaged in West Lothian pilot to explore 'Youth Voice Toolkit' to gather authentic and purposeful learner voice to inform decision making in the school.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>★ The majority of pupils have had opportunities to participate in pupil leadership groups across the school.</li> <li>★ The majority of pupils can talk about their knowledge of children's rights during learning conversations.</li> <li>★ The majority of pupils participated in out of school clubs and/or shared their achievements from outside school e.g. at assembly.</li> </ul>

	<ul style="list-style-type: none"> <li>★ Pupil focus groups and staff self-evaluation suggest that the introduction of meta skills focus weeks has increased knowledge and understanding of different skills and how these are relevant in everyday life.</li> </ul>
<p>ELC</p> <p>All learners will have opportunities to lead their own learning and develop skills for life, learning and work through effective partnership working.</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>✓ All staff participated in professional learning opportunities to develop knowledge and understanding of the UNCRC and reflected on how this underpins our practice.</li> <li>✓ All staff engaged in professional learning opportunities and professional dialogue to enhance the quality of learning observations recorded in learning journals.</li> <li>✓ Staff developed opportunities for parents/carers to contribute towards planning for learning using approaches including floor books, learning journals, consultative planning wall, Nursery Natters and Stay &amp; Play sessions.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>★ All staff engaged in self-evaluation to reflect on how children learn through rights, learning for rights and learning about rights</li> <li>★ The majority of parents/carers participated in regular 'Stay and Play' sessions and a few parents/carers attended 'Nursery Natters' sessions to promote partnership.</li> </ul>

Attendance levels up to 80% are slightly above the West Lothian average.

Engagement with parents/carers continues to be more effective at Early Level. The majority of parents at early level have contributed thoughts and ideas towards improvement planning throughout the year through a variety of approaches including questionnaires, surveys, parent focus groups and requesting feedback at parent consultations.

### **Our Wider Achievements this year have been:**

- ★ Sports Day
- ★ Class Assemblies (Sharing our Learning)
- ★ Pupil wider achievements shared at weekly assemblies
- ★ Open Classroom Events – parents/carers invited to share in learning
- ★ Variety of out of school clubs offered (including football, volleyball, comic club, multi sports, gardening, rugby)
- ★ Increased outdoor learning opportunities in partnership with 'Kids Gone Wild'
- ★ Development of Toronto Boutique (pre-loved school uniform and clothing)
- ★ Harvest and Advent collections for West Lothian Foodbank
- ★ Successful partnerships with various agencies/organisations including Inclusion & Support Service, West Lothian College, Murrayfield Language Centre supporting Language Development, West Lothian Foodbank, West Lothian School Clothing Bank, Counselling services provided by Wellbeing Scotland
- ★ Sharing best practice at West Lothian PEF Conference (Family Link Worker)
- ★ Development of pupil leadership roles to increase pupil decision making in school (including Boutique, Literacy Champions, HWB Champions, Numeracy Champions, Participatory Budgeting)
- ★ Identified pupils represented the school at West Lothian 'Dragon's Den' event
- ★ P7 Cluster winners of Sphero challenge (in partnership with Herriot Watt University)
- ★ P1 & P2 pupils participated in Sports Hall Games sessions at West Lothian College
- ★ P1 & P2 pupils participated in NYCOS workshops to develop skills in rhythm and rhyme .



How good is our school? The quality indicators\* evidence that:

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Satisfactory
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Satisfactory

How good is our Early Learning and Childcare? The quality indicators\* evidence that:

1.3 Leadership of change	Very Good
2.3 Learning, teaching and assessment	Very Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Securing children's progress	Very Good

+Delete if not relevant

\*(Indicators used in How good is our School? 4<sup>th</sup> Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)