Summarised inspection findings

Torphichen Primary School and Nursery Class

West Lothian Council

18 June 2019

Key contextual information

Torphichen Primary School and Nursery Class serves the local community of the village of Torphichen and currently has a school roll of 86 children in the primary (organised into four classes) and 15 children in the nursery. The school has undergone a significant and very positive refurbishment over the last two years which was completed overall in August 2018. The headteacher was seconded to the school and has been in post for two years. She now returns to lead her substantive post. The present deputy headteacher has now taken up the role of headteacher. They have worked together very well to ensure continuity in school leadership.

1.3 Leadership of change	good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

■ developing a shared vision, values and aims relevant to the school and its community
■ strategic planning for continuous improvement
■ implementing improvement and change

■ The school vision, values and aims are visible clearly across the school and demonstrated well by children and staff. The aims are underpinned by clear nurture principals. Positive relationships and inclusive approaches are an important part of the staff's work. Senior leaders have high expectation of children demonstrating positive behaviour. The school has already achieved Rights Respecting Schools level 2.

■ Leadership is a developing strength of the school. The present headteacher who is returning to her substantive post after the inspection, has gained the respect of parents, children, staff and partners through the developments she has led to improve the school over the last two years. She is well supported by the deputy headteacher (who is now commencing as the new headteacher) and a principal teacher who both support the school well in a range of leadership roles. The school leadership culture is based on openness and honesty. In the Education Scotland pre-inspection questionnaire, almost all staff comment that the school is led well and most parents comment that they are satisfied with the school. Senior leaders demonstrate a good understanding of the social, economic and cultural context of the local area and use this knowledge well as they develop the curriculum.

■ Senior leaders continue to develop monitoring and tracking systems to support ongoing improvement in attainment and achievement. They understand they need now to develop these systems further to enable the staff to measure children's ongoing improvements individually and within cohorts. A more robust monitoring approach is needed across the school to evaluate the pace of learning acquisition and ensures that children work continuously at the correct level.

■ The school improvement plan has clearly defined priorities which focus appropriately on actions to improve the quality of health and wellbeing, improve attainment and provide consistency in learning and teaching. Staff continue to develop the use of digital technologies across the school. At second level children are using tablet computers well to peer and self-assess their learning for example in Physical Education (PE) and for research. Digital safety is an integral part of the technology curriculum.

- There are very well-planned opportunities in the school calendar to provide collegiate staff meetings, twilight work and cluster work all which support the systems and processes to support school improvement. The supportive ethos and consultative culture in the school led by senior leaders is enabling staff to gain confidence in initiating and leading change. Teachers have now taken on a wide range of leadership roles, including the development of learning and teaching, quality assurance, self-evaluation and outdoor learning. These important developments are helping to build the capacity for continuous improvement.

- Staff are committed to their own professional learning and improving their practice. All teaching staff have gained experience from visiting other education establishments to develop their own learning and teaching approaches. Staff are very willing to take lead roles in both teacher training opportunities and in curriculum development. Impact from this can be seen in the developing science, technology, engineering and mathematics (STEM) work where children are now offered a more investigative and collaborative approach with improved opportunities to lead their own learning. The Parent Council work closely with the school and are active in discussing school progress and priorities on learning and assessment. In addition they complete helpful fundraising activities which raise much needed funds for the school trim–trail and improved library resources.

- The headteacher protects time to support staff in completing a wide range of self-reflection activities including the analysis of attainment results and considering comments and observations from all stakeholders. A number of staff have undertaken their own professional learning including masters level learning. All staff understand the ongoing requirement to develop their professional standards through a clear commitment to GTCS policy and implementation. Staff are very reflective about the quality of their practice.

- The school has used their Pupil Equity Funding of £12,000 this session to take forward a range of universal and targeted interventions. These include acquiring additional teaching and learning resources and the funding of an additional support worker to support learners with additional needs. Impact from 2017-2018 fund received, includes using staff to improve the quality of questioning and feedback in classes resulting in an improvement in children's attainment from the previous session.

- Children take on a variety of leadership roles including acting as buddies, being part of the pupil leadership team and leading school assemblies. This is building their confidence and self-esteem. Pupil leaders support other children when they have any worries or issues, taking their roles very seriously. Children speak positively about their roles, readily sharing their views and demonstrating skills in contributing to change. They comment that their views are listened to and taken into account. Through these roles children demonstrate confidence in their ability to make a difference. Children also gain confidence and leadership skills from leading the pupil council agreeing areas of school improvement. They also lead very strong work to fund raise for a range of charities including Children in Need and Save the Children. Senior leaders are continuing to build further opportunities for children to develop their leadership skills across all stages.

- Seniors leaders are developing community partnerships to broaden learning, including about the world of work. Staff understand that the next steps are to put a more formal plan in place to ensure that all partner activities are linked to experiences and outcomes and the school improvement plan. The school's clear shared vision and values is supporting all staff and learners to develop and embrace their empowerment agenda and take forward meaningful change. They understand the need to take this forward encouraging more stakeholders to support the school going forward. Staff have put additional opportunities in place for parents to communicate with the school including through the use of social media. They should continue their work to improve the consistency of communication with all stakeholders.

2.3 Learning, teaching and assessment	good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

■ learning and engagement
■ quality of teaching
■ effective use of assessment
■ planning, tracking and monitoring

■ Torphichen Primary School has a welcoming and supportive environment. The extension and renovation of the school building is well designed and provides an attractive and stimulating learning environment within classrooms and the outdoor areas. Staff are working effectively together to embed the refreshed school values of being safe, ready and respectful. As a result, almost all children interact positively with each other during activities. Staff demonstrate a collective responsibility for children who need help to experience success in their learning.

■ At all stages, most children are engaged in their learning. Supported by staff, they are developing the skills they need to work well individually, in pairs and in groups. They are able to share resources and support each other willingly. Most children show good skills in self-management, sustaining concentration well throughout their tasks. The focus of school's vision of; Love to Learn, Excel, Achieve, Respect and Nurture (L.E.A.R.N) is developing a positive culture where children benefit from positive relationships with their peers.

■ Most children talk confidently about their learning. They can discuss their strengths in learning well. In all classes, staff are developing a range of strategies to help children to evaluate their own work and to develop their skills in peer assessment. Children have set targets for literacy and numeracy which are reviewed termly. Children working within early, first and second level are able to explain specific aspects of their work that they are proud of. There is scope now for children to use their digital profiles better to capture their evaluations of how their learning is progressing. Staff are identifying a need to increase the frequency of learning conversations and to make these more specific and linked to children's next steps for learning across the curriculum. Across all stages of the school, staff make appropriate use of formative assessment strategies to check children's understanding and help them to evaluate their learning. Children are encouraged to share their ideas and opinions. This approach reinforces key learning effectively. Teachers provide helpful verbal feedback for pupils which reflects their successes and contributions to learning intentions and success criteria.

■ Staff work well together to plan and adapt their teaching to meet children's learning needs. Use of revised school programmes and the local authority progression pathways is enabling teachers to build on children's prior learning and avoid duplication going forward. Children in all classes have the support of well planned, focused group teaching for literacy and numeracy. Overall, activities are appropriately matched to children's learning abilities however, there needs to be higher expectations of the quality of presentation and content.

■ Staff provide clear explanations and instructions. In almost all lessons observed, teachers shared learning intentions and success criteria for the whole class and for literacy and numeracy groups. Children find it most helpful when their teachers revisit these regularly throughout lessons to monitor their understanding. Children would benefit from the same differentiated expectation across the curriculum. In all classes teachers and pupil support

workers listen well to children and respond appropriately to their comments. Teachers are taking steps to develop children's higher order thinking skills and their ability to justify choices and opinions. Class plenary sessions are used well to reinforce key learning points and set up the focus for the next lesson.

- Staff are developing their approaches to skills development and how they can help children to understand how they can apply their skills across learning contexts. In a few lessons, staff helped children to make connections between their learning and skills for life and work. To build on this effective practice, all staff should ensure they are explicit in connecting skills development through learning intentions and success criteria. Most classrooms are well-organised to ensure children can access resources easily and independently.

- Digital technologies are developing well across the school. Laptops, tablets and interactive whiteboards are used appropriately to support learning. In all classes children use these with confidence and enthusiasm. They speak positively about having access to technology and that it is helping them to be more independent in their learning. Staff continue to build on children's capacity to use a range of digital technologies to share their learning with families and to capitalise on children's skills and confidence through peer tutoring.

- Teachers are involved in and value the opportunities they have to observe of each other's learning and teaching in Torphichen and its associated schools. This is contributing to a culture of peer support and sharing of effective practice. Information from professional learning, tracking and monitoring conversations and pupil focus groups now needs to be collated to identify collective areas of strength and for development and improvement.

- Teachers plan and prepare their lessons well for literacy and numeracy. For these areas, they give careful consideration to how children are grouped to meet the needs of individual learners.

- Pupil support workers work well with class teachers. They provide valuable help for individuals and groups of children who need additional help to learn and experience success. They have a shared responsibility for Relax and Play (RAP) activities. The staff team is well placed to consider further how they can plan to challenge and stretch children's thinking and in particular higher achieving children at all stages.

- Staff are developing processes to assess children's progress and attainment within Curriculum for Excellence levels. They also gather ongoing assessment information for literacy, numeracy and health and wellbeing. Assessment processes need to be reviewed to demonstrate key milestones in learning better and evidence children's skills, attributes and capabilities across the curriculum.

2.2 Curriculum: Learning pathways

■ The school community continues to develop exciting learning pathways to widen the curriculum for all learners. To date, literacy and numeracy, health and wellbeing, religious and moral education (RME), science, social studies and the expressive arts are developing well. There is a sharp focus on planning for teaching, learning and assessment, incorporating the Benchmarks. All staff recognise further coursework and further moderation development is needed especially for digital literacy and the expressive arts. The curriculum is designed to be inclusive and it embraces Getting it right for every child (GIRFEC) principles very well.

■ Staff and learners enjoy delivering learning using an interesting range of topics. This session these include international education with a focus on Japan, the life of mini beasts and the variety of the world's climate. Further work is needed to ensure all topic approaches are linked well to skills for life and work.

■ Staff choose a variety of outcomes, linking them together well to provide interdisciplinary learning (IDL) opportunities. Staff continue to develop IDL, considering what learning and teaching are best taught discretely and what skills develop well through IDL. Staff have positive relationships with a range of partners. They understand that partnership work needs to be integrated further across the school with the addition of new local partners. Learning from partnership work should be embedded and evaluated within the curriculum, and not seen as additional projects to support the school.

■ Pathways for literacy are developing well. This includes the use of a wide variety of literacy resources including active literacy resources and literacy linked to development of higher order thinking skills and life skills. Listening and talking is also developing very well across the school. Pathways for numeracy, including the development of strong number talk work, are also developing well. Digital literacy is improving though staff recognise the need to develop this further. Health and wellbeing has been a strong focus of the staff's development work. Children have opportunities to engage in a variety of active sport experiences after the school day. Partnership work to enhance health and wellbeing skills is supported very well by parent volunteers.

■ Outdoor learning continues to develop well. The strong focus on this work is appreciated by parents and has led to children's improved understanding of sustainable learning. Enterprise learning is developing through the school's work in Innovation and Creativity through Enterprise. This is now embedded very well throughout the school, commencing as a result of staff action research work. It includes challenge based learning with children working in teams collaboratively and with identified roles. Positive impact is seen in the leadership demonstrated by children as a result of their participation in this work.

■ Across the school, most children have relevant opportunities to develop skills for learning, life and work within their everyday learning in class. Senior leaders recognise they now need to develop their use of the Career Education Standard, developing these skills, for example, in the context of the STEM curriculum.

■ Across the school, staff are supporting learners well at times of transition. This is supported by the use of a very detailed transition calendar. Children, parents and staff work together to make sure all children are very comfortable at each transition including class transitions.

2.7 Partnerships: Impact on learners – parental engagement

■ See choice QI.

2.1 Safeguarding

■ The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion	good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The school is a very calm and settled learning environment where almost all children are very well behaved and engage well in their learning. Relationships between children and staff are very positive. Almost all children feel that the school helps them to build their confidence. RAP approaches are used to maintain positive relationships and develop children's social skills. Staff have agreed to re-visit this work to ensure all learning is linked to experiences and outcomes and offers high quality pace and challenge at all times in line with the tenets of Curriculum for Excellence. Staff promote a school culture where equality and diversity has a strong focus. Children demonstrate high levels of respect and empathy towards others.

- Wellbeing indicators are reflected in the school vision and are embedded well in the day to day work of the school. All staff work together effectively, in close partnership with specialist staff to ensure that children achieve the best possible health and wellbeing outcomes. All staff create a welcoming and caring environment with a clear focus on the dignity of every learner. Staff use restorative approaches on the few occasions this is needed, and behaviour in most classes is good with no exclusions in the last three years. Senior leaders are aware that a few children in the school feel under pressure to achieve well. They provide regular check-in sessions to ensure all children continue to develop their confidence as they learn. Children at risk of underachieving, are tracked closely to plan continuous and appropriate support. The school uses its four stage intervention system well to provide more focussed support for those who require it.

- Staff understand that health and wellbeing is the responsibility of all. The health and wellbeing curriculum is developing well with progression pathways around all the Curriculum for Excellence organisers. In addition teachers are using Curriculum for Excellence Benchmarks to support clarity on health and wellbeing assessment standards. As a result of the school's approaches to mental wellbeing, including the use of emotional check-ins and the development of growth mindset skills, children are supported to manage their emotions, communicate well and take responsibility for their actions. Children demonstrate clear empathy for learners who have additional challenges.

- Almost all children feel that the school teaches them to lead a healthy lifestyle. They are able to talk about their knowledge and understanding of health and wellbeing confidently across all stages in the school. Teachers are using a mix of assessment strategies well to assess health and wellbeing including, the wellbeing web, classroom conversations with teachers, the use of prompt questions and through encouraging children to develop an understanding of their rights. As planned, staff should continue to develop ways to ensure that all children are more familiar with the language of the wellbeing indicators to support them further to express their feelings. The school's nurturing approach ensures that all children have someone to speak to, including pupil leaders or teachers, if they have a concern or worry. A few children feel that bullying is not always dealt with effectively. We have discussed with senior managers how they can

embed further their anti-bullying approaches and ensure that children are made aware of the outcomes of any follow up action in relation to bullying. In addition senior leaders will now put in place an overview log to ensure they can react to any repeated patterns of bullying or other concerns.

- A variety of clubs to promote a healthy lifestyle are on offer throughout the week. Cluster based 'active-schools' work enables children to improve their fitness through participation in golf, rugby and handball training. They also enjoy cross-country training. Children are encouraged to cycle or walk to school. They enjoy being active and receive two hours of quality PE learning every week. Children improve their fitness further through completing a "walk a mile" twice a week. Skiing is an important part of the school's focus on developing a healthy lifestyle. Staff agree that the positive success for learners developing skiing skills now means they need to consider ways to ensure that any child who wants to participate in skiing can be supported to take part.

- The multi-skilled Inclusion and Wellbeing team works well with class teachers to ensure that the needs of all learners are met. Staff know their families well. They track children with additional needs and offer them tailored support including leadership opportunities to improve their life chances. They have recently put in place a new system which is improving the speed that learners can experience additional support. Health and wellbeing partners offer useful training for teachers helping them to be better equipped to handle new challenges within the classroom. All staff are striving to ensure that all children are included, engaged and involved in school life. Children are supported to attend and contribute to review meetings to discuss their progress. As a result, children who face challenges and those with additional support needs are very well supported and make good progress. Senior leaders should now work to improve how they collate all information for learners with child plans for ease of usage. Pastoral transitions are well planned which supports children to manage changes.

- Senior managers have a good understanding of statutory duties and there are high expectations in for example ensuring attendance is strong and that equality and diversity is promoted well.

- Children have a variety of opportunities to develop health and wellbeing leadership skills. Buddies support early years children to settle into P1. Children are interviewed formally for these posts and children take their responsibilities seriously, reflecting on the wellbeing skills they are developing, as well as the difference they have made for the younger children. Children are active participants in discussion and decisions which affect them and there are a number of opportunities for learner participation.

- Outdoor learning has been a strong focus for the school over the past two years and this is valued by children. In addition, a quiet playground garden is available where staff can support more anxious children and develop their confidence. A variety of pupil groups have important responsibilities within the school. For example, the pupil council is progressing work towards Rights Respecting Schools accreditation, including raising an awareness of the articles of the United Nations Convention on the Rights of the Child (UNCRC). The pupil council lead eco work and have succeeded in achieving a green flag. Children place a strong focus on keeping the local community tidy with support from parents.

- The school's RME curriculum includes progressive opportunities for children to develop their ideas and views on a variety of religions. Children receive valuable opportunities to experience religious observance through partnership with a local minister who supports the school well. The local council also supports headteachers with training to ensure they follow government guidelines on religious observance.

3.2 Raising attainment and achievement	good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- In 2018 by the end of P1 most children achieved early level in listening and talking, reading, writing and numeracy which is mostly above the national figures. By the end of P4 almost all children achieve first level in listening and talking, most achieve in reading and writing and a majority achieved first level in numeracy. Again, this is mostly higher than national results. By the end of P7 most children achieved second level in listening and taking, reading and writing and a majority achieved second level numeracy. The school's predicted data for 2019 using Curriculum for Excellence levels shows a strong improving picture with a few children at each level achieving beyond the expected levels.

- Classroom observation, evidence in jotters and discussions with children during the course of the inspection support teacher judgements and senior leaders are confident that their attainment figures are becoming more accurate than in previous years.

- Teachers use Scottish National Standardised Assessments data as part of their suite of assessment materials to assess children's skills in literacy and numeracy. In addition they use assessment summaries, dyslexia screening tests, phonological awareness tests and developing profiling examples to provide additional assessment information.

Literacy

- Overall, most children are making good progress in English language and literacy. Teachers have clear prompts in place to support children to know the skills they need to develop to achieve a level.

Listening and talking

- At the early stages, children demonstrate they can be a quality audience, listening well to each other. They are enthusiastic learners, who speak clearly and can follow instructions and offer their own opinions. At first level, children use information well with each other and with adults in their learning. In group situations, most children are keen to contribute their ideas. They can be a quality audience listening carefully, recounting their experiences and sharing their ideas confidently. At second level, children are able to offer persuasive arguments and justify their reasoning very well on a range of topics. Most children listen politely to each other and to visiting experts, such as during the fascinating demonstration of a Japanese tea ceremony.

Reading

- At early level, most children recognise common words and talk about characters within simple texts with enthusiasm explaining the reading content. Children are making good progress in developing their awareness and knowledge of phonics. At first level children are able to understand the difference between inferential and literal questions. Most children working at first level can read aloud familiar pieces of texts. They are beginning to demonstrate their use

of expression. As they progress in their learning, children are using a wider range of word recognition strategies to read unfamiliar words. They use context clues to read and understand texts including Scottish texts. At second level children can offer a personal response to a text and find, sort and use information. They can identify and explain the difference between fact, opinion and persuasion. Children use texts for a range of purposes and are able confidently to discuss the main ideas of texts and the writer's use of language to convey meaning. There is scope to challenge all learners more by developing higher order thinking skills further through greater engagement in critical, analytical and evaluative activities.

Writing

■ At the early stages, most children make marks well to tell a story. Most can use common words to create simple sentences. They understand the use of capital letters and full stops to support the meaning of their writing. By the end of first level, most children are able to write well for a variety of different purposes and audiences. This includes writing postcards, imaginative writing about aliens, producing a recipe and following written instructions. They enjoy using their writing skills across the curriculum, for example, in topics on life in China and through their work in RME. Children are learning to use more extended vocabulary, connectives, openers and punctuation. At second level, children write regularly for a variety of purposes including writing poetry, letter writing and persuasive writing. They understand how to up level their writing using adverbs and adjectives to provide more interest for the reader. Across the school, there is further scope to place a higher importance on presentation of written work.

■ Clear prompts are in place to support children to understand the skills they are developing within the level they are working at. Further rigour is needed to ensure that there are clear assessment processes linked to the skills being developed.

Numeracy
Overall progress in numeracy

■ Overall, most children are making good progress in numeracy and mathematics. A few children are making very good progress. Across all stages teachers are developing positive approaches to help children connect the importance of mathematics and numbers in their current learning to future use in life and work. Children at first and second level can give examples of mathematics being an essential skill for employment, business and budgeting. There is scope to build on this further by developing the focus of the impact of mathematics on the world, past, present and future, through social studies and across the curriculum. Staff should review the assessment information gathered for maths and numeracy and re-focus on what they want to assess and how they can use this to show progress over time for individuals and for cohorts and from there to identify the specific strategies that lead to improvement.

Number, money and measure

■ Across the school most children show appropriate understanding of number processes. They are developing a deeper understanding of the number system as they progress through the school and are acquiring a range of strategies for quick recall of number bonds and facts.

■ Children are encouraged to use appropriate mathematical vocabulary when learning maths and numeracy. Across all stages children are developing their knowledge of patterns and relationships in number. Most children working at early level are confident in number recognition and recalling number sequences. They are developing skills using a range of strategies and can explain why they have chosen them. Most children working within first level are confident in their number bonds to 20 and can apply them in different contexts. They can work confidently with hundreds, tens and units, recognising the value of individual digits within numbers.

- Children at all levels are learning to apply strategies to determine multiplication facts. For example, repeated addition, grouping, partitioning and multiplication facts. They are developing a range of strategies to process addition, subtraction, division and multiplication calculations. Most children can demonstrate competence and confidence in a range of number concepts. They are able to explain the strategies they use to answers problems. By second level, children are learning to convert calculations into word problems and visual representations. Most children are able to read, write and order numbers to 1,000,000 and explain the link between digits, their place and value.

- Children are able to discuss alternative strategies including through number talks, with their peers, teachers and pupil support workers. They report that these conversations help them to understand new concepts better and to be more confident in trying out different strategies. At early level children can use their knowledge of addition to calculate money totals and use combinations of coins to make purchases. By first level they are learning to skip, count and add on using money. Children working within second level are able to compare costs and determine affordability within a given budget. They can calculate profit and loss accurately. As children move through the school, they are using appropriate vocabulary to compare sizes, measures and amounts. They are able to make connections between learning about measuring and where they will use this skill in real life. First and second level pupils are learning using a 12 and 24 clock to interpret timetables and schedules and to plan events and measure the duration of journeys and activities.

Shape position and movement
- Children working within early level link their knowledge of the properties of 3D shapes to build model houses. They use concrete materials and their own shadows to explore symmetry. As they move to second level they are able to identify horizontal and vertical lines of symmetry and create patterns to demonstrate understanding.

Information handling
- Children working towards early level are able to apply their counting skills to contribute to concrete or pictorial displays. They can match and sort items in a variety of different ways. As they move through first level, children are able to choose the most appropriate way to gather, sequence and sort information for specific purposes including Venn diagrams. Second level pupils are able to select the most appropriate method of collecting, organising and displaying data by using tables, graphs, spreadsheets and charts.

- Overall, children across the school are learning in a developing maths and numeracy culture which encourages their contribution and participation. Teachers are planning together to build on children's prior learning and knowledge to help them tackle new concepts. Maths and numeracy activities are structured to develop children's skills and confidence to share their thinking, processes and solutions. Teachers are beginning to link mathematical concepts to skills for learning, life and work. There is scope to make this more explicit in learning intentions and success criteria. Children are positive about having opportunities for choice in their learning and to self-challenge and to be challenged. The school needs to build on developing practice to make sure this is consistent and to support children to set themselves targets and evaluate their progress in terms of success and improvement in maths and numeracy. Children respond positively to the differentiated learning experiences in maths and numeracy. There is still scope to ensure that differentiated activities are appropriately matched to all learners needs. Teachers are committed to further developing a learning culture that ensures there is time for children to experience personalisation and choice in their learning and that there is appropriate time for them to experiment, investigate and enjoy learning in maths.

Attainment over time

■ Over the last two years, there are improvements in Curriculum for Excellence attainment. This is not reflected in the data provided from 2017/2018 where staff were at the early stages of recognising the level with accuracy. As a result, at all levels the school's attainment results show a decline in 2017/2018. In the latest year, there has been an improvement in attainment projections in literacy and numeracy at all levels with staff confident that moderation standards are now much more robust. In discussion with the senior leaders and with staff there is confidence that staff are beginning to pull together their current range of assessment information to provide a more systematic overview of progress of individuals and of cohorts over time. Senior leaders recognise the need now to use data about progress and attainment more strategically to set expectations about the progress of cohorts or groups of children. This includes having a more coherent monitoring and tracking system that allows senior leaders to measure added value as children move through the stages.

Achievement

■ Children are developing a broad range of skills that support them to achieve in sport, culture and in the acquisition of citizenship skills. There are a range of sports clubs on offer through the cluster active schools coordinator. These clubs are helping children to develop important skills such as team-working as well as contributing to building improved fitness levels. Children help to raise funds for a number of charities including Save the Children and Children in Need. As a result, children are gaining skills in citizenship and enterprise. Children develop their performance skills and gain confidence from opportunities to sing and perform such as the P1/P2 nativity and from their preparation for the P5/P7 school show. Whilst staff work well to ensure vulnerable children are offered relevant opportunities, staff now need to put in place a better analytical and evaluative overview of achievement, including the level of skill development. This will enable staff to identify and consider more fully the needs of those at risk of missing out. In addition, there is a need for children to engage in learning conversations that enable them to discuss skills gained from these opportunities for achievement.

Equity for all learners

■ The school knows the children who are facing barriers in learning and staff put well considered interventions in place to help bring about greater equity. Staff address the challenge of improving equity with great care as they work with parents to ensure that all children get the chance to achieve. Senior leaders and staff are using Pupil Equity Funding well to put in place extra staffing to support improved attainment in literacy and numeracy through improvements in learning and teaching. The headteacher has monitored and evaluated the impact of Pupil Equity Funding on individual learners and their attainment shows improvement.

Choice of QI: 2.7 Partnerships

■ Theme 1: The development and promotion of partnerships
■ Theme 2: Collaborative learning and improvement
■ Theme 3 Impact on learner

■ Staff across the school are committed to developing positive partnerships with parents, colleagues from other schools and from across the service. This includes the Inclusion and Wellbeing Service, Active Schools and Country Rangers. Support staff are considering how to build on the solid foundation of the 'before breakfast club' where children engage in energetic activities before they enjoy breakfast and the range of after school clubs run by staff. They are keen to increase the variety of activities on offer to cater for children's interests. We have discussed with senior leaders about how to develop further their approaches to monitoring participation and wider achievement to ensure equity of opportunity for all children.

■ Relationships between parents and the school are positive and the Parent Council is supportive of the school's work. Parents have shared their interests, opinions and ideas with staff. This has been collated providing the school team with knowledge about how they can access parents' expertise and skills to take forward school improvement priorities. Parents and partners support the school well in the provision of a variety of after school clubs, which widen the learning opportunities for children. For example, parents take responsibility for organising skiing lessons for children and for supporting those individuals who achieve entry to skiing competitions. Parents are also making helpful connections with Torphichen's eco school's work in partnership with a local church.

■ Almost all parents agree that they receive good information about how their child is learning and developing. They are confident that they can approach the school team with questions, suggestions and concerns. They appreciate the efforts that are made to accommodate different working and family commitments for events and activities where they can learn alongside their children. A few parents would like communication to be even better and senior leaders are working well to continue to improve this area of their work. Other partners working with the school report positively on the team's willingness to use their advice and expertise to enhance learning and teaching and to further develop their practice. They note staff's commitment to embed new strategies so that improvements are sustained.

■ The school has developed effective links with the department of Creative Industries from a local college. Students and college staff have worked with staff and pupils to set up and work sound and lighting systems. Early discussions are in place to evolve this partnership further to incorporate elements of assessment for students and to facilitate more opportunities for Torphichen's senior learners to learn in the college setting.

■ The school has acknowledged that there is scope to develop its approaches to making partnerships mutually beneficial and more focused on school improvement priority areas. They are already considering how they can make roles and responsibilities more specific and to help share responsibilities more to make the most of collective talents and expertise.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.