

**Pumpherstons and Uphall
Station Community Primary
School and Early Learning and
Childcare Setting**



**PROGRESS
REPORT FOR
SESSION 2024/25**

(Standards & Quality Report)

37 Drumshoreland Road

Pumpherstons

EH53 0LF



ABOUT OUR SCHOOL

Pumpherstons and Uphall Station Community Primary School is a non - denominational school serving the two communities of Pumpherstons and Uphall Station. The new school and nursery building was opened in 2012, providing modern accommodation for pupils and staff.

Our building has a flexible design, classrooms have hinged doors which open to allow learning to be extended into shared areas. Each classroom benefits from having a door to a decked area and playground allowing class teachers to use the schools large play area for outdoor learning.

There is a spacious gym hall and separate dining area. Our ELC is part of our school building with its own play area with various surfaces to allow for different types of play. The outdoor play area is linked with the indoor area allowing for free-flow play.

Our current school roll is 241 arranged into 9 classes (including our ELC class). The senior leadership team consists of a recently appointed Head Teacher (February 2022), 1 permanent Principal Teacher appointed August 2023 (who has been in post since April 2021) and 1 Acting Principal Teacher since October 2024. In addition to the 9 class teachers, we have a Support for Learning Teacher, a Nurture Teacher and other teachers who deliver non-contact time for class-based teachers.

Our ELC offers half day and full day sessions over 5 days, operating over 50 weeks of the year. The ELC has a capacity of 32. Staffing includes 1 Early Years Officer, 4 full time Early Years Practitioners and 2 Pupil Support Workers. Our ELC is supported by an Early Learning Centre Area Support Manager (ELCASM).

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? |
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| <p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>To raise attainment in literacy in all areas of school by developing a clear coherent literacy strategy.</p> <p>Learners will experience high quality progressive learning to support the development of listening and talking skills.</p> <p>NIF Driver(s):</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. What did we do?</p> <ul style="list-style-type: none"> • Staff have benefited from the creation of a school Literacy Strategy which has improved consistency across the stages. • Online Forward Planning has been moved to Teams and has been embedded across the school (P1-P7). • Used relevant baseline assessments alongside the pathways for learning to identify gaps and set appropriate interventions for individuals and small groups of pupils. • Termly class data packs have been improved following staff feedback and the Excellence and Equity meetings guidance is used to support staff preparation for E&E meetings. We are able to use all assessment information to make informed judgements on the achievement of a level for each pupil. • Termly School and Cluster moderation activities have strengthened teacher professional judgement improving accuracy of pupil tracking. • Staff benefited from Cluster Listening and Talking CLPL sessions. • Small groups of identified pupils benefitted from Numicon maths and Colourful Consonants literacy interventions where all pupils made significant improvements. • Identified pupils have benefitted from IDL (literacy and numeracy) and Nessie Spelling support for learning programmes. • PM Oracy resources were purchased and will be rolled out next session to ensure a consistent approach to Listening and Talking. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Most of our learners are on track for literacy with improvements in combined literacy at P4, P6 and P7. • An increase in attainment in numeracy has been seen in P3 and P4 with most of our learners on track. • Forward Planning online has improved consistency across the school and aided transition planning. |
| <p>ELC</p> | <ul style="list-style-type: none"> • Pupils benefit from improved consultative planning. They experience breadth and depth in their curriculum developing new skills and knowledge. Further opportunities to gather pupil voice should now be introduced. • Parents and pupils have benefited from Stay and Play sessions to strengthen relationships and understanding of the ELC curriculum. Parents and pupils would now benefit from further opportunities for Family Learning. • Pupils are engaging in Word Boost and Box Clever activities which is increasing pupil vocabulary and developing listening and talking skills. Staff would now benefit from Teaching Children to Listen training. • Staff have benefitted from attending Champions meeting and network sessions • New resources have been added to our indoor and outdoor areas to support literacy and numeracy development, providing more opportunities for children to engage in high quality learning experiences and extend their play and learning. Further work is required in our outdoor space to develop and define areas. |

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| <p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>To raise attainment of identified children across all learning.</p> <p>NIF Driver(s):</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. What did we do?</p> <ul style="list-style-type: none"> • The school was awarded £48,265 of Pupil Equity Funding (PEF) • 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. • 30 priorities were planned and 60% of these priorities were fully achieved. • PEF was used effectively to provide interventions around social skills and emotional regulation including Kids Gone Wild sessions and Seasons for Growth. Used nurture groups to support the learning journey of identified pupils. Self-regulation intervention groups, including Lego Therapy and Social Skills, were offered for identified pupils. • Personalised wider achievement groups, including Blue Peter Badge groups and Junior Dukes, to broaden experiences of identified pupils. • Equity Pupil Voice group led work on the Cost of the School Day (CoSD). • Pupil Support Worker trained in maths Numicon intervention worked with small groups of identified pupils, with all pupils making significant improvements in numeracy, one pupil making 15 months progress. • Pupil Support Worker trained in Colourful Consonants worked with small groups of identified pupils, with 40% of pupils making good progress. • Use of Zones of Regulation strategies to support pupil self-regulation which improved behaviour. 89% of children report feeling included in school on their GIRFEC wheels. • Leading Equitable Schools training for 2 members of staff which was shared with teaching staff whose feedback for the sessions was positive. • Family Learning sessions provided through Adult Learning in cookery, mathematics, and crafts. Twenty-one families signed up to attend. <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Most learners receiving PEF interventions have made improvements. Our Quintile 1 pupils would now benefit from further challenge as almost all are on track. • Identified pupils increased their reading age, spelling age, knowledge of sounds and blends and the number of Fry's words they could read and write. • Attendance of identified pupils increased don't have access to the most up-to-date data due cyber attack (3 out of 5 pupils attendance has improved when checked on Power BI). • Participation in Blue Peter Badge wider achievement group increased pupils self-reporting of responsible to 100%. All participants gave a 4 or 5 star rating to this activity. • Parent and carer feedback about Nurture breakfast was positive from all families. • All teachers gave positive feedback about the sensory resources added to each class. Almost all agreed that the resources were leading to an improvement in behaviour. Three classes identified that engagement had improved since the resources were introduced. |
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| | <ul style="list-style-type: none"> In IDL 100% of children have improved either their spelling or reading age. 84.62% of children have improved both their reading and spelling. |
| ELC | <ul style="list-style-type: none"> Tac Pac and Autism bucket training has taken place for identified staff and daily sessions are offered to specific children. Staff are also making use of the school sensory room to support sensory needs. Children would now benefit from the introduction of sensory circuits. Staff have engaged in Moderation around achievement of a level. Next step is to introduce ELC Excellence and Equity meetings to focus on attainment data and appropriate interventions. Cost of living information has been shared with parents/carers via newsletters. The setting would benefit from the introduction of a community cupboard including clothing/food etc. |

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| <p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>For pupils to be aware of their wellbeing, with timely effective interventions available.</p> <p>Almost all learners' needs to be met through increased knowledge and understanding of an inclusive classroom.</p> <p>NIF Driver(s):</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"> Staff benefitted from attending Cluster ISP training in LEANS, Zones of Regulation and the CIRCLE Document. CIRCLE Document checklists completed by Class Teachers to ensure learning environments meet learners' needs. Regularly reflected upon the pupil wellbeing wheels to ensure we were providing the correct support. Continued the trusted adult system in school. All classes having daily check-ins with their teacher/PSW. Nurture groups established to support identified learners. Seasons for Growth (bereavement resource) groups run to support identified pupils with loss and change. Used the West Lothian Wellbeing Recovery Group to support children. Implemented Zones of Regulation strategies for identified learners. Pupil Passports created and shared for identified learners. Whole school Building Resilience Assemblies and differentiated follow up work in classes. Revisited our Vision, Values and Aims with the whole school community. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> Our Pupil Ethos Survey shows that almost all children feel safe in our school and know who their key adults are if they need to talk to someone. Our learners would benefit from ensuring children treat each other respectfully. Our Parent Ethos Survey shows that most parents/carers feel their child is safe in our school and know who their trusted adults are. Our parents would benefit from a clearer understanding of how bullying incidents are responded to in school. CIRCLE assessments were used across the school. As a result, the classrooms have been decluttered, calm areas have been created, sensory resources are available making them more suited to meet the needs of all children. Pupils are now more regulated in school. |
| ELC | <ul style="list-style-type: none"> Staff are using the GIRFEC indicators in daily practice and children know the characters related to these. Staff knowledge and understanding of the UNCRC Articles has increased and this is evident in planning and displays in the setting. |

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| | <ul style="list-style-type: none"> • Personal Plans enable us to best meet the pupil needs with a focus on wellbeing, learning and development and by setting out their health, welfare and safety needs. Staff to continue to update the Personal Plans regularly with families. • Sensory area created within the cloakroom/playroom to support dysregulated pupils. Children would now benefit from a sensory area in the outdoor space. |
| <p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>To increase pupil voice, leadership and engagement through a Project Based Learning approach.</p> <p>NIF Driver(s):</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. What did we do?</p> <ul style="list-style-type: none"> • Termly Project Based Learning planning in all classes and projects were shared with wider school community during the sharing the learning events. • All staff report increased confidence in implementing a Project Based Learning pedagogy. • Pupil Leadership was promoted through participation in Pupil Voice Groups (Pupil Council, RRSA, JRSA, Digital Leaders, STEM, HWB, Sports Scotland, Literacy Champs, Magic Mathematicians, Inclusive Schools, Eco and Cost of the School Day champs), developing skills and influencing school improvements. • P6 pupils completed applications and were interviewed for Buddy positions in the ELC. • Staff benefitted from CLPL and team teaching in digital tools provided by the Digital Pedagogy Officers including the use of accessibility tools. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Self-evaluation, classroom observations, peer learning walks and learner conversations reflect almost all learners are engaged in their learning. • Learner voice is evident in planning. Pupils would benefit from further opportunities to profile their learning, skills, hobbies etc. |
| ELC | <ul style="list-style-type: none"> • Embedded vision and values through newsletters, SWAYs and during Stay and Play sessions. Next session staff should provide more opportunities for increased pupil voice, leadership and engagement. • French has been promoted in the ELC however pupils would benefit from further exposure to French vocabulary. • Pupils are accessing digital technology in the setting and benefitted from further STEM opportunities including robotic workshops this session. |

Attendance across the school is satisfactory (**87.67% taken from Power BI however unsure how accurate this is**). The majority of our pupils have an attendance rate of 90% or above and no children have been excluded this session. Consistent application of West Lothian Council attendance at School Policy and robust monitoring procedures ensures prompt measures are implemented.

Our consistent implementation of the GIRFEC framework ensures learners needs are regularly supported and reviewed. Working closely with our families and following the West Lothian Positive Relationships Policy ensures timely interventions and supports are implemented for our learners.

Our school has a successful partnership with our Parent Council who are committed to being part of the journey of the school, raising funds and supporting with after school clubs and activities. They form a positive bridge between community activities and school activities. They are committed to engaging with the whole parent body and are exploring new ways of doing this. Our current supports to parents and carers includes GroupCall, SeeSaw, Glow Blogs and Twitter.

Our Wider Achievements this year have been:

- Our Sports Scotland Pupil Voice group successfully applied for and achieved the Silver Sport Scotland Award.
- Our Rights Respecting Schools Award (RRSA) Pupil Voice group achieved RRSA Silver: Rights Aware School and have created an action plan to work towards our gold award.
- Our choir was formed and performed at Edinburgh Airport at Christmas, our school fayre and during whole school assemblies.
- All families are supported through our Community Cupboard with access to food and school uniforms.
- The Pumpherston Community Council provided Christmas Hampers for 7 families.
- Parents Evenings carried out in person or via phone calls to share progress and success with parents.
- Play has continued to be embedded with a strong focus on literacy and numeracy.
- In our ELC and P1-3 classes parents continue to engage with Seesaw, allowing parents to see examples of pupil learning and sharing home learning
- Our pre-school pupils benefited from a programme to support their transition to Primary 1, including class visits, engagement with their buddies, frequent visits to the school area, potted sports, a treasure hunt and a school lunch with parents/carers in the dining hall.
- Our P7 pupils took part in transition activities and visited their new high schools.
- Our Cosy Corner Nurture room provides a safe environment for children to relax, play, chat and build relationships with one another.
- Our whole school nurturing approach and committed staff has allowed us to support our pupils and their families, as well as each other, throughout the year.
- Increasing parental engagement, including attending class assemblies, Adult Learning groups (cooking, craft, numeracy), supporting with school trips, Meet the Teacher events and stay and play sessions in the ELC.
- Educational visits across all classes using PEF Participatory Budgeting.
- A variety of afterschool, lunchtime and breakfast sports clubs were offered to pupils across the school and were well attended.

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

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

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

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

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