

Pumpherston & Uphall Station Community Primary School SCHOOL IMPROVEMENT PLAN

2025 / 2026

Factors Influencing the Improvement Plan



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Relationships Relevance

Values

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities

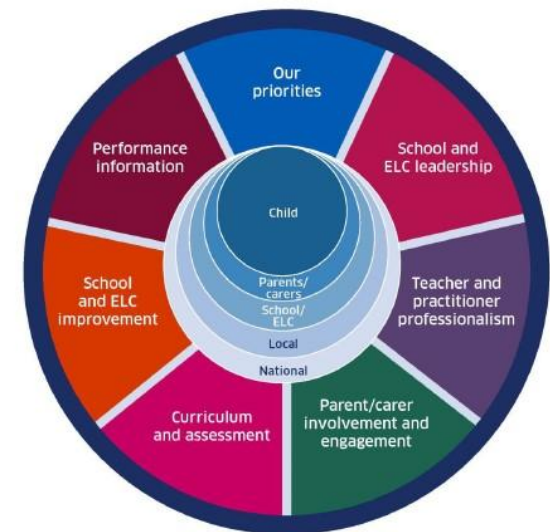
Local Authority Factors

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



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Vision, Values and Aims



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Kindness Friendship Respect

‘Soar High at PUSCPS’

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

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

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

Contextual Data Analysis and Rationale for 2025/26 School Improvement Plan (maximum one side A4)



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Our school is situated in the town of Pumpherston and we serve the two communities of Pumpherston and Uphall Station. The school has had recent changes in senior leadership with a new Head Teacher since February 2022, permanent Principal Teacher being in post since April 2021 and an Acting PT since October 2024. The school is proud of its inclusive ethos and collaborative culture based on positive relationships. Although our school only has 5 learners from SIMD Quintile 1, 72.63% of our catchment reside in Quintile 2. This places our school in a higher area of deprivation than the authority average.

Our school has 8 classes and an Early Learning Centre. The school had a positive HMIE report in 2017 and received 'good' in all areas inspected when Care Inspectorate visited in May 2023. The school has a supportive Parent Council. As a school community the vision and values were refreshed this session and are being embedded into practice.

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

CfE – Most of our pupils are on track for learning in literacy and most of our learners are on track in their learning for numeracy. At all stages attainment in numeracy is higher than in literacy, excluding P6 and P7 where the data is the same for both areas. In all stages of the school female attainment is higher than male attainment in literacy, except for P4 Listening & Talking where males and females have the same attainment. There has been an increase in writing and reading attainment in P4 and P7. Listening and Talking (L&T) attainment has also risen in P2, P4, and P6 following the Cluster L&T moderation work this session. Female attainment in numeracy is higher than male attainment in all classes excluding P3, with data being the same for males and females in P4 for numeracy and mathematics, therefore further work to reduce the gender divide is required. Children with identified support needs are on the Continuum of Support Levels 2 or 3 and are supported by Passports, Assessment of Wellbeing Documentation, and/or Child Planning Meetings.

Early Years Trackers - For the children in their pre-school year, in Literacy and Communication, 68.18% (increase of 8.18% from last session) of children are able to understand and use a range of questions and respond appropriately, however only 13.64% (6.36% decrease from last session) of children can identify rhyme suggesting further opportunities to experience rhyme are still required in the ELC. For the same group of children in Numeracy 77.27% (10.3% increase since last session) of children can touch and count objects accurately and consistently in a range of contexts however only 27.27% (9.73% decrease since last year) can use the language of measurement. Further development of both indoors and outdoors areas is required to ensure breadth and depth of the curriculum in Literacy and Communication, Numeracy and Mathematics and Health and Wellbeing. Practitioners should be supported to use the data within the trackers to plan appropriate next steps in learning for all children and identify provocations to address learning gaps.

Wellbeing – Across the school learners report positively across all areas of the wellbeing wheel, with very similar results for both boys and girls. Daily check-ins are conducted with all pupils using Zones of Regulation. Data taken from the self-reporting activities is used to inform our daily planning, class and individual interventions as well as whole school improvement activity. The Pupil Ethos survey data shows 91.7% of pupils know they have a trusted adult to talk to, an increase of 13.7% from last session. From both the Pupil and Parent Ethos survey it is evident that further work around bullying is required as only 56.3% of parents felt dealing with bullying was done well, and although this is a 14.61% increase in positive responses since session 2023/24 we want this figure to be higher. Currently 88.3% of pupil feel bullying is dealt with appropriately which is a 21.3% increase from last year.

Engagement – Engagement in learning across the school is reported as high.

PUSCPS - School Improvement Planning for Ensuring Excellence and Equity



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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' will have a shared understanding of positive relationships with a focus on anti-bullying.</p> <p>Almost all learners' needs to be met through increased knowledge and understanding of a trauma informed practice to support inclusion.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</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>Engagement in high quality CLPL to support understanding of inclusive practice</p> <ul style="list-style-type: none"> Trauma Informed Practice The Circle Document Engagement with HWB Team, Parental Engagement/Pupil Voice Education Officer Lead, Barnardos and ASN Team materials <p>Engagement with Professional Reading</p> <ul style="list-style-type: none"> 'Know Me to Teach Me' to support approaches to Positive Relationships strategy Engage with Education Scotland suite of resources Anti-bullying Alliance materials Respect Me Resources <p>Review and refresh Positive Relationships Policy</p> <ul style="list-style-type: none"> Engage with new authority level positive relationships policy Evaluate school level approaches Identify areas of current school level effective practice and areas to adapt/adopt/abandon Consultation period with parents, pupils and partners Launch school approaches to Positive Relationships Strategy <p>Cluster approach:</p> <ul style="list-style-type: none"> Engage with anti-bullying appendix from WLC Positive Relationships Policy Identify current individual school position statements and share within Cluster Identify agreed language and approaches Engage with all stakeholders Shared launch event to share Cluster approaches to anti-bullying. <p>Improve approaches to Trauma Informed Practice to support whole school nurturing approaches and to ensure all learners experience reduced barriers to being ready to learn through Trauma Informed Practice Level 2 training.</p> <p>Targeted</p> <ul style="list-style-type: none"> Engagement with identified learners to support understanding of positive relationships through Nurture Group. Bespoke programmes of support through use of Zones of Regulation. 	<p>August 25 – June 26</p> <p>August 25 – April 26</p> <p>May 26</p> <p>August 25 – June 26</p>	<p>Staff confidence levels on knowledge and understanding of positive relationships and supporting learners understanding of anti-bullying (baseline to be added once initial survey completed).</p> <p>Self-evaluation activities demonstrate almost all stakeholders approaches to positive relationships reflect the school policy (baseline: most).</p> <p>Observations demonstrate a reduction in barriers with almost all learners demonstrating their ability to be ready to learn. Wellbeing self-reporting reflects almost all learners feel safe, achieving, respecting, nurtured and included.</p> <p>Learning conversations demonstrate an understanding of the definition of bullying and the reality of this in practice (baseline to be added once initial survey completed).</p> <p>Evidence supports the school to be recognised for the bronze award for trauma informed schools award.</p> <p>Parent ethos surveys reflect a positive outcome for the statement 'My child's school deals well with bullying.' Increase positive responses (adequate/excellent/good) by 5% (baseline 56.3%).</p> <p>Pupil ethos surveys reflect a positive outcome for the statement 'My school deals with any bullying.' Increase positive responses (adequate/excellent/good) by 3% (baseline 88.3%).</p> <p>Staff knowledge and understanding of approaches to reduce barriers through trauma informed practice is increased by ??? (baseline included once completed).</p>



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		<ul style="list-style-type: none"> • ELC to P1 and P7 to S1 bespoke support to ensure effective transition for identified learners. • Within and across levels enhanced transition carefully planned to support successful transition. 		
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>To raise attainment in numeracy in all areas of school by developing a clear coherent literacy strategy.</p> <p>Improve spatial reasoning skills within mathematics (P4-7).</p> <p>To raise attainment in listening and talking.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p>☑School and ELC Improvement</p> <p>☑School and ELC Leadership</p> <p>☑Teacher and Practitioner Professionalism</p> <p>☑Parental Engagement</p> <p>☑Curriculum and Assessment</p> <p>☑Performance Information</p>	<p>Create numeracy and mathematics strategy document to ensure a consistent approach to teaching numeracy and mathematics across the school.</p> <p>Engagement in STEM SPACE (University of Glasgow) CLPL (P4-7); deliver 2 lessons per week for approximately 14 weeks.</p> <p>Number Talks refresher training and create plan for delivery of initial lessons across the school.</p> <p>Attend Building Thinking Classrooms in Numeracy and Mathematics Cluster taster session with a view to developing in session 2026/27.</p> <p>Familiarisation with PM Oracy resources, training provided by Marion Cochran, and roll out use across the school.</p> <p>Implement the new WLC Literacy progression pathways.</p>	<p>August 25 – March 26</p> <p>August 25 – January 26</p> <p>January 26</p> <p>August 25 – June 26</p> <p>August 2025</p>	<p>Numeracy and mathematics strategy embedded in school practice, providing a consistent approach to teaching all aspects of numeracy and mathematics.</p> <p>P4-7: Pre and post-tests to be carried out (provided by University of Glasgow).</p> <p>Accurate Teacher Judgements for each pupil's attainment.</p> <p>Classroom observations indicate that almost all Listing and Talking lessons are progressive and skills focused (Baseline: Most).</p>
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>To raise attainment of identified children across all learning.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p>☑School and ELC Improvement</p> <p>☑School and ELC Leadership</p> <p>☑Teacher and Practitioner Professionalism</p> <p>☑Parental Engagement</p> <p>☑Curriculum and Assessment</p> <p>☑Performance Information</p>	<p><i>'All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's PEF Summary provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions.</i></p> <p><i>Please follow this link (CLICK HERE) to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p>	<p>August 25 – June 26</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 profile their achievements, skills and learning using digital technology, developing their understanding of the World of Work.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p>☑School and ELC Improvement</p> <p>☑School and ELC Leadership</p> <p>☑Teacher and Practitioner Professionalism</p> <p>☑Parental Engagement</p> <p>☑Curriculum and Assessment</p> <p>☑Performance Information</p>	<p>Engagement in high quality CLPL:</p> <ul style="list-style-type: none"> • SeeSaw and My World of Work from Digital Pedagogy Officers/Digital Learning Team • Digital technologies including iPads and laptops • Skills Development Scotland Meta-Skills resources <p>P1-3 to use SeeSaw and P4-7 to use My World of Work to:</p> <ul style="list-style-type: none"> • Upload and showcase their achievements, skills, qualifications and awards, hobbies and learning. • Set personalised goals and track progress towards achieving them. • Reflect and grow; have conversations with peers and adults to help them understand their learning progress, what they're proud of, and next steps. <p>Curriculum event to share profiling with parents/carers.</p>	<p>August 25 – June 26</p>	<p>All pupils will use SeeSaw/My World of Work to profile a minimum of:</p> <p>P1-3: 2x Literacy, 2x Numeracy, 2x Health and Wellbeing achievements each term</p> <p>P4-7: by term 4 weekly profiling with a minimum of 2x Literacy, 2x Numeracy, 2x Health and Wellbeing achievements in each term (terms 1-3).</p> <p>Learning conversations demonstrate an understanding of individual learning progress, skills developed and what next steps are.</p>



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