Pumpherston and Uphall Station Community Primary School
SCHOOL IMPROVEMENT PLAN

2024 / 2025

Factors Influencing the Improvement Plan

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

Local Authority Factors
Moving Forward in Your Learning Guidance
Literacy and Numeracy West Lothian Priorities, HWB
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council
[Corporate Plan](#)
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Equity Team and additional allocations, Pedagogy Team

National Factors
Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school
Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding/Equity Audit
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Quality
Framework for day care of children
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Realising the Ambition
Developing Scotland's Young Workforce
Child Protection Procedures
GTCS professional standards and professional update 2021
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.
UNCRC
Presumption to provide education in a mainstream setting 2019

Support for Learning: All our Children and All their Potential (ASL Review) 2020
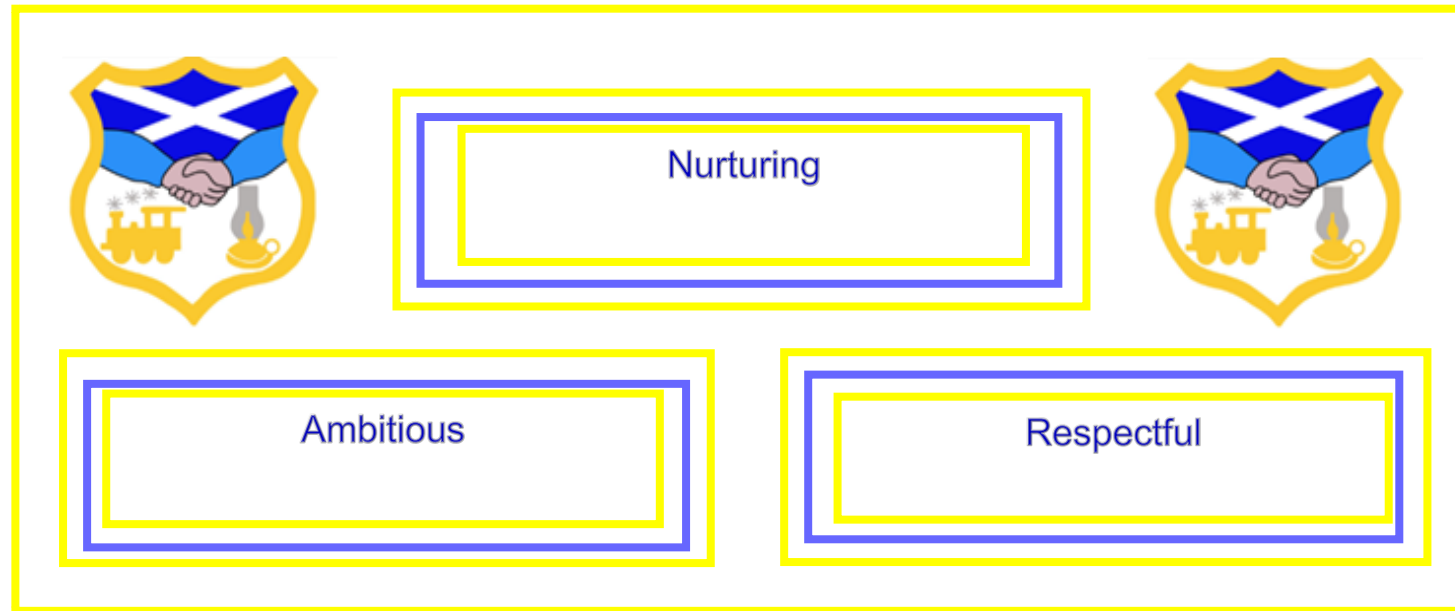
Courage   **Relationships**   **Relevance**   **Values**

Vision, Values and Aims

Our vision in PUSCPS is to be confident and positive so that every individual can achieve their ambitions and be healthy and safe.

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/

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Contextual Data Analysis and Rationale for 2024/25 School Improvement Plan (maximum one side A4)

Background

Our school is situated in the town of Pumpherston and we serve the two communities of Pumpherston and Uphall Station. The school has had a recent change 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 August 2022. The school is proud of its inclusive ethos and collaborative culture based on positive relationships. Although our school only has 7 learners from SIMD Quintile 1, 75% 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 are reflected upon and embedded in 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, excluding P1 and P7, attainment in numeracy is higher than in literacy. In all stages of the school female attainment is higher than male attainment in literacy. There has been an increase in writing attainment in P2 and P7 which can be linked to a new approach to teaching, assessing and moderating writing. There has been an increase in reading attainment in P2, P3, P5 and P7. Listening and Talking (L&T) attainment has also risen in P3 and P4 following the Cluster L&T moderation work. Female attainment in numeracy is higher that male attainment in all classes excluding P3 (less than 1% difference between males/females) and P7. Work to reduce the gender divide is required. Children with identified support needs are on the Continuum of Support Levels 2, 3 or 4 and are supported by Passports, Assessment of Wellbeing Documentation, and/or Child Planning Meetings.

Early Years Trackers - analysis of our Early Years Trackers indicates that less than half of learners are on track. For the children in their pre-school year, in Literacy and Communication, 60% of children are able understand and use a range of questions and respond appropriately however only 20% of children can identify rhyme suggesting further opportunities to experience rhyme are required in the ELC. For the same group of children in Numeracy 67% of children are able to touch and count objects accurately and consistently in a range of contexts however only 37% can use the language of measurement. The Health and Wellbeing trackers show 80% of children display a range of fine and gross motor skills, compared to 47% who can share and cooperate with others and persevere and complete tasks. Further development of consultative planning 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.

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 78% of pupils know they have a trusted adult to talk to. From both the Pupil and Parent Ethos survey it is evident that further work around bullying is required as only 67% of pupils and 41.69% of parents felt dealing was dealt with appropriately.

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

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PUSCPS - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success

Improvement in all children and young people's wellbeing:
 	
For pupils to be aware of their wellbeing, with timely effective interventions available.
 	
Almost all learners' needs to be met through increased knowledge and understanding of an inclusive classroom.
 	
(**Placing the human rights and needs of every child and young person at the centre of education)**
	☒School and ELC Improvement
	☒School and ELC Leadership
	☒Teacher and Practitioner Professionalism
	☒Parental Engagement
	☒Curriculum and Assessment
	☒Performance Information
		• Cluster Inclusion Support Plan (ISP) with WLC ASN Service, Educational Psychology and ISS
		• Embed the use of the Circle Resource to support learners with ASN
		• Revisit Vision, Values and Aims with whole school community
		• Use Lundy model to refresh Anti-bullying Strategy with whole school community
		• Continue use of the trusted adult approach and Zones of Regulation for dynamic check ins.
		• Engagement in high quality CLPL to support understanding of inclusive practice
		   - LEANS Awareness training
		   - Zones of Regulation training
		   - The Circle Document
		   - Engagement with ASN Team, Educational Psychologist and ISS
		• Further streamline ASN paperwork with support from ASN Service
		• Continue to implement the Resilience Programme through assemblies and differentiated classroom follow up activities
		• Continue to offer health and wellbeing check-ins for staff at scheduled and drop-in sessions to ensure their wellbeing
		
		Targeted:
		• Learners will be supported individually and in small groups to learn self-regulation approaches, including Zones of Regulation
		• Nurture for identified children
		• Seasons for Growth groups to support children experiencing loss and change
			August 2024 - June 2025	Data analysis of wellbeing wheels and through learner conversations, pupils will report they are supported in their wellbeing.
				
				Feedback from pupil, staff and parental questionnaires including ISP Staff Self-efficacy survey, pre and post interventions data and Circle Resource check lists.
				
				Teachers to complete Resilience Programme 'Evidence of Impact Tool' through observations and use of pupil reflections.
				
				Evidence supports the school to be recognised for the bronze award for trauma informed schools award.
				
				Vision, values and aim are embedded in school life and used by the wider school community.

Raising attainment for all, particularly in literacy and numeracy(universal): To raise attainment in literacy in all areas of school by developing a clear coherent literacy strategy. Learners will experience high quality progressive learning to support the development of listening and talking skills. (**Placing the human rights and needs of every child and young person at the centre of education)**	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Curriculum and Assessment ☒Performance Information	• Create literacy strategy document to ensure a consistent approach to teaching literacy across the school. • Cluster moderation leads (NB for PUSCPS) focus development on skill progression within discussion element of Listening and Talking supported through the use of discussion stems. • Support staff use of and interpretation of data to identify attainment gaps in their class e.g. poverty related gap and gender divide • Embed online Forward Planning to ensure consistency across the school.	August 2024 – March 2025 August 2024 - May 2025 August 2024 – June 2025	Literacy strategy embedded in school practice, providing a consistent approach to teaching all aspects of literacy. Classroom observations and peer learning walks indicate that almost all Listening and Talking lessons are progressive and skill focused (Baseline: Most). Accurate Teacher Judgements for each pupil's attainment. All staff access and completing forward plans online.

Courage **Relationships** **Relevance** **Values**

Tackling the attainment gap between the most and least advantaged children (targeted): To raise attainment of identified children across all learning. (**Placing the human rights and needs of every child and young person at the centre of education**)	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	*'All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's* **PEF Summary** *provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions.* *Please follow this* link *to view our PEF Summary and find out more about our use of Pupil Equity Funding.'*	August 2024 - June 2025	Documented in PEF Plan
Improvement in employability skills and sustained, positive school leaver destinations for all young people: To increase pupil voice, leadership and engagement through a Project Based Learning approach. (**Placing the human rights and needs of every child and young person at the centre of education**)	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Curriculum and Assessment ☒Performance Information	• Embed Project Based Learning (PBL), with support from Nicola Conner, ensuring termly opportunities for PBL in every class. • Develop learner leadership by supporting children to apply the relevant skills linked the world of work, including independence. Targeted • Develop approaches to ensure the accessibility of the curriculum for all i.e. use of digital tools, scaffolded approaches.	August 2024 - June 2025	Staff confidence levels in implementing project based learning pedagogy are increased to xxx (baseline XXX). Data still to be gathered Self-evaluation, classroom observations, peer learning walks and learner conversations reflect almost all learners are engaged in their learning (baseline: most). Learner voice evident in planning. Classroom observations demonstrate learners are leading their learning experiences. Learner conservations demonstrate an increase of learners understanding of their involvement in curriculum.