

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



**PROGRESS
REPORT FOR
SESSION 2023/24**

(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 in to 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 and 1 Acting Principal Teacher. In addition to the 9 class teachers we have a Support for Learning Teacher and teachers who support learning for identified groups and 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 2023/24, what the impact has been and what our next steps will be to continue to address these priorities in session 2024/25.

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

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

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

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy.</p> <p>To raise attainment in literacy in all areas of the 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 Drivers: <input checked="" type="checkbox"/>School and ELC Improvement. <input checked="" type="checkbox"/>School and ELC Leadership <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism <input checked="" type="checkbox"/>Parental Engagement <input checked="" type="checkbox"/>Curriculum and Assessment <input checked="" type="checkbox"/>Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Online Forward Planning has been introduced on One Note and is being used 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. • Through the introduction of new termly class data packs and using the newly created Excellence and Equity meetings guidance, we were 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. • Formative Assessment CLPL has been provided for all teaching staff and strategies being used are evident in jotters and have been observed in learning walks. • Staff benefited from Cluster Listening and Talking CLPL sessions. • Families benefitted from a variety of reading for enjoyment events held in school. • The Giglets online reading resource has been embedded, enabling pupils to access a wider variety of reading for pleasure books at home as well as in school. • In the final term of this session small groups of identified pupils benefitted from maths interventions (Numicon and 1st class @ Number) where all pupils made improvements in numeracy. • The use of maths working walls has been embedded enabling pupils to see their progress and identify next steps in their learning. <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 most stages (other stages show no change to data), however Listening and Talking Teacher Professional Judgement (TPJ) is mixed (increase in attainment in P3 & P4, decrease in attainment in P2 & P5, and no change in P6 & P7). Staff would benefit from a focus on Listening and Talking moderation. • The literacy data is inconsistent across the school. Staff would benefit from the creation of a school Literacy Strategy to improve consistency across the stages. • Forward Planning online has improved consistency across the school however further moderation of the One Note planning format it required.
<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 and their families are actively engaging in Word Boost activities which is increasing pupil vocabulary and developing listening and talking skills. Staff would now benefit from Box Clever training.

	<ul style="list-style-type: none"> • One EYP has benefited from undertaking Signalong training to support learners. This training should now be shared with all ELC staff. • 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 define areas.
<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 Drivers: <input checked="" type="checkbox"/>School and ELC Improvement. <input checked="" type="checkbox"/>School and ELC Leadership <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism <input checked="" type="checkbox"/>Parental Engagement <input checked="" type="checkbox"/>Curriculum and Assessment <input checked="" type="checkbox"/>Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Used nurture groups to support the learning journey of identified pupils. • Weekly family cooking sessions for identified pupils supported by The Larder and funded by Food for Thought grant from the Scottish Government. • Personalised wider achievement groups, including Blue Peter Badge groups and guitar club, to broaden experiences of identified pupils. • Equity Pupil Voice group led work on the Cost of the School Day (CoSD). • Pupil Support Workers trained in maths interventions (Numicon and 1st class @ number) and small groups of identified pupils benefited from interventions with all pupils making improvements in numeracy. • Pupil Support Workers implemented 5 Minute Box Literacy and Numeracy interventions. • Principal Teacher ran self-regulations intervention groups, including Lego Therapy and Social Skills, for identified pupils. • Principal Teacher led reading, writing and numeracy interventions in identified classes. • Use of Zones of Regulation strategies to support pupil self-regulation which improved behaviour. • Whole school Building Resilience Assemblies and differentiated follow up work in classes. <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.
ELC	<ul style="list-style-type: none"> • Tac Pac and Autism bucket training has taken place for all staff and daily sessions are offered to identified 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 Cluster 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 cloakroom would benefit from the introduction of a community cupboard including clothing/food etc.

<p>3.</p> <p>To improve children and young people's health & wellbeing</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • 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.
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<p>For pupils to be aware of their wellbeing, with timely effective interventions available.</p> <p>NIF Drivers: <input checked="" type="checkbox"/>School and ELC Improvement. <input checked="" type="checkbox"/>School and ELC Leadership <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism <input checked="" type="checkbox"/>Parental Engagement <input checked="" type="checkbox"/>Curriculum and Assessment <input checked="" type="checkbox"/>Performance Information</p>	<ul style="list-style-type: none"> • Nurture groups established to support identified learners. • Used the West Lothian Wellbeing Recovery Group to support all children. • Implemented Zones of Regulation strategies for identified learners. • Pupil Passports created and shared for identified learners. • Staff received CIRCLE training from ISS to support learners. <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.
<p>ELC</p>	<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. • Staff are using the GIRFEC indicators in daily practice. Next session we plan to embed knowledge and understanding of the UNCRC Articles. • Sensory area created within the playroom to support dysregulated pupils. Children would now benefit from a sensory area in the outdoor space. • ELC community consulted regarding creation of ELC badge and uniform. This should now be developed with the pupils.
<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 Drivers: <input checked="" type="checkbox"/>School and ELC Improvement. <input checked="" type="checkbox"/>School and ELC Leadership <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism <input checked="" type="checkbox"/>Parental Engagement <input checked="" type="checkbox"/>Curriculum and Assessment <input checked="" type="checkbox"/>Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Teaching staff attended high quality Cluster CLPL and developed their understanding of Project Based Learning (PBL). • PBL planning was implemented in all classes and projects were shared with wider school community during the PBL sharing the learning event. • Pupil Leadership was also promoted through participation in Pupil Voice Groups (Pupil Council, RRSA, JRSA, Digital Leaders, STEM, HWB, Sports Scotland, Reading Ambassadors, Magic Mathematicians, Inclusive Schools, Eco and Pupil Equity), developing skills and influencing school improvements. • Continued to embed Anytime, Anywhere Learning in P6 and P7 to increase pupil confidence in using digital technologies. • Used Seesaw in our P1-3 and Teams in P4-7 to support the development of our agile learning culture. <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 for personalisation and choice in their curriculum.

ELC	<ul style="list-style-type: none"> • Embedded new vision and values through newsletters, SWAYs and during Stay and Play session. Next session staff should provide more opportunities for increased pupil voice, leadership and engagement. • Pupils are accessing digital technology in the setting. They would now benefit from further STEM opportunities.
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Attendance across the school is satisfactory (90.70%). The majority of our pupils have an attendance rate of 90% or above and 2 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 is 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.
- The school achieved Young STEM Leader accreditation.
- Our Rights Respecting Schools Award (RRSA) Pupil Voice group achieved RRSA Bronze: Rights Committed School and have created an action plan to work towards our silver award.
- 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 video calls/over the phone 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, parent workshops, supporting with school trips, Meet the Teacher events and stay and play sessions in the ELC.
- Educational visits across many classes, including P6 attending Sky Up Academy.
- 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:

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	Satisfactory

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

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)