

Pumpherstons & Uphall Station Community Primary School SCHOOL IMPROVEMENT PLAN

2026 / 2027

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 and PEF Priorities from equity self-evaluation materials 2026

Local Authority Factors

Moving Forward in Your Learning Guidance – Meeting Learners Needs

Raising Educational Attainment Strategy (23-28) - [WLC Raising Educational Attainment Strategy 2023-28.pdf](#)

West Lothian Council Corporate Plan (23-28) - [WLC Corporate Plan 2023 05 30.pdf](#)

Education Services Management Plan (23-26) - [Service Improvement Plan Education Services 2023-26.pdf](#)

West Lothian Parental Involvement and Engagement Framework

Equity and Pedagogy Teams; Additional allocation

West Lothian Stretch Aims

West Lothian Priorities - Literacy and Numeracy, HWB

National Factors

Achieving Excellence and Equity 2026: National Improvement Framework - [2026 National Improvement Framework](#)

Included, Engaged and Involved Series – Attendance, Behaviour and Curriculum

Presumption to provide education in a mainstream setting 2019

Support for Learning: All our Children and All their Potential (ASL Review) 2020; [Additional support for learning - Schools - gov.scot](#)

GTCS professional standards and professional update 2021

[Pupil Equity Funding](#): National Operational Guidance 2026/7

Education Scotland '[Pupil Equity Funding: Looking inwards, outwards, forwards – sharing effective practice to maximise support for learners and practitioners](#)'

How Good is Our School? 4th Edition - [How Good is Our School \(4th edition\)](#); How Good is OUR School? [How good is OUR school? Part 1](#)

Quality Improvement Framework for ELC and Childcare Sectors - [Quality improvement framework for the early learning and childcare sectors | Inspection frameworks | His Majesty's Inspectorate of Education in Scotland](#)

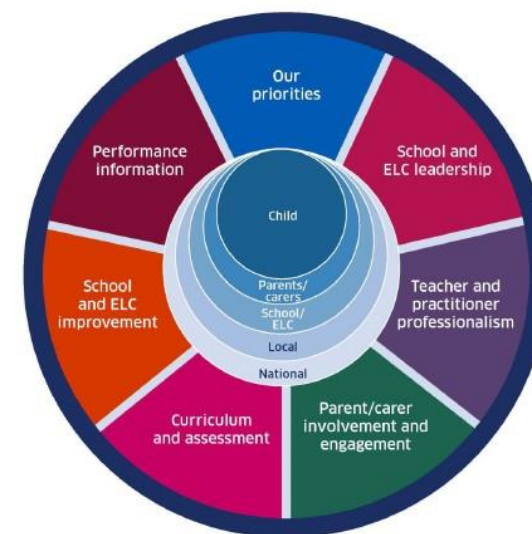
Realising the Ambition - [realisingtheambition.pdf](#)

UNCRC; Getting it Right for Every child (GIRFEC); Child Protection Procedures

Curriculum Improvement Cycle - [The Curriculum Improvement Cycle \(CIC\) | About Curriculum for Excellence | Curriculum for Excellence | Education Scotland](#)

Moderation Cycle and Assessment

Developing Scotland's Young Workforce



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 /or inclusive and impactful pedagogical approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Curriculum Improvement Cycle - [The Curriculum Improvement Cycle \(CIC\)](#) | [About Curriculum for Excellence](#) | [Curriculum for Excellence](#) | [Education Scotland](#)



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Contextual Data Analysis and Rationale for 2026/27 School Improvement Plan (maximum one side A4)

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 from October 2024 until February 2026. The school is proud of its inclusive ethos and collaborative culture based on positive relationships. Although our school only has 1 learner from SIMD Quintile 1, 68.97% 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 'goods' in Leadership and Children play and learn, and 'very good' in Children are supported to achieve, when Care Inspectorate visited in November 2025. The school has a supportive Parent Council. As a school community the vision and values were refreshed in session 2024/2025 and have been embedded into practice this session.

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

CfE – The majority of our pupils are on track for learning in literacy and most of our learners are on track in their learning for numeracy. Attainment in numeracy and mathematics is the same in all classes excluding P4 and P5 where attainment in numeracy/mathematics is higher. In all stages of the school female attainment is higher than male attainment in mathematics, except P5 maths where male attainment is higher in mathematics and P4 where male attainment is higher than female in Numeracy, 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 Need Documentation, IEPs and Child Planning Meetings.

Early Years Trackers - For the children in their pre-school year, in Literacy and Communication, 73.91% (increase of 5.73% from last session) of children are able to understand and use a range of questions and respond appropriately. There has been a significant improvement in the number of children who can identify rhyme however, 69.57%% (55.93% increase from last session) however further opportunities to experience rhyme are still required in the ELC. For the same group of children in Numeracy 82.61% (5.34% increase since last session) of children can touch and count objects accurately and consistently in a range of contexts. Now 69.57% (42.3% increase since last year) can use the language of measurement. Further development of outdoors area 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 94.3% of pupils know they have a trusted adult to talk to, an increase of 2.63% from last session. Currently 90.3% of pupils feel bullying is dealt with appropriately which is a 2.03% increase from last year.

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
Meeting the needs of all children and young people through inclusive and impactful pedagogy, with a particular focus on HWB Almost all learners' needs to be met through increased knowledge and understanding of the Nurture Principles and personalised target setting using Boxall profiles. All learners' will profile their achievements, skills and learning using Meta-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 ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	Engagement in high-quality CLPL to support understanding of the 6 nurture principles. Identified members of staff to complete online Boxall profile training module including Nurture teachers, SfL, EYO. Boxall profiles to be used to set personalised targets Year 2 of Profiling (3 year plan) (Emily Moffat) Improving or Understanding phase Engagement in high quality CLPL including Skills Development Scotland Meta-Skills resources P1-3 to use SeeSaw and P4-7 to use My World of Work/Teams to: - Pupils upload and showcase their achievements linked to Meta-Skills - Reflect and grow; have conversations with peers during Proud Time and adults to help them understand their learning progress, what they're proud of, and next steps. Create Meta-Skills calendar for whole school approach to teaching these. Link these to Assembly Certificates and Hot Chocolate Award.	October – December 2026	Staff confidence levels on knowledge and understanding of the 6 nurture principles will increase (baseline to be added once initial survey collated). 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 nurtured. All staff involved complete baseline and post self-evaluation of their classroom practice and confidence. Moderation activities to ensure consistency across the school.
Raising attainment for all children and young people through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy - Improve practitioner knowledge and understanding of Building Thinking Classrooms (BTC) principles and practices - Improve pupil confidence and engagement with Maths - Implement core BTC practices across all classes	☒ School and ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	Central Training: - Gemma McGregor identified as lead practitioner to attend BTC training over 4 sessions. Setting the conditions: - Complete SMT readiness questionnaires and consider any actions required. - Complete Practitioner readiness questionnaire, SMT to analysis themes and consider any actions required. - Complete 'Myself as a Learner in Maths' pupil questionnaire with P6 class. Self-evaluation: - Staff to complete BTC Rubric Self-Evaluation.	September 2026 – March 2027 By 28th August 2026 By Friday 30th April 2027	BTC SMT Readiness, measure whole-school position to take on BTC and review progress. BTC Practitioner Readiness questionnaire, measure confidence and progress. Myself as a Learner in Maths, measures learner's confidence and enjoyment of maths. BTC Rubric – Staff Self-Evaluation, measure implementation and plan for next steps.



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(Placing the human rights and needs of every child and young person at the centre of education)		- School to complete SMT readiness questionnaires and consider any actions required. - Each school to complete Practitioner readiness questionnaire, SMT to analysis themes and consider any actions required. - Complete 'Myself as a Learner in Maths' pupil questionnaire with P6 class. Whole school training: - Gemma McGregor to lead 2xCAT sessions to share training with all teachers.	January – March 20207	BTC Observation Rubric, measure impact on learning and teaching.
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	<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> <i>Please follow this link link to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i>	August 2026 – March 2027	Documented in PEF Plan
Meeting the needs of all children and young people through inclusive & impactful pedagogy, with a particular focus on curriculum making By June 2027, all staff will have engaged in technical frameworks published by the Curriculum Improvement Cycle and show increased confidence in their understanding of curriculum making By September 2026 the HT and LOL will have developed a clear strategy and plan for implementation and spread of the LOL programme to improve consistency and quality of inclusive & impactful pedagogy to meet learner needs. I Do phase: By October 2026 the Leader/s of Learning will have developed their understanding and implementation of inclusive, impactful pedagogy with a focus on:	☒ School and ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	HT (Keira Crighton) - Strategically oversee the LOL programme and plan - Meet LOL(s) after each session (e.g. add to SLT agendas) to reflect on progress and plan next steps - Join LOL(s) online coaching meetings - Identify Pedagogy Pioneer(s) and ensure LOLs can meet with PP(s) (We do) - Plan to 'spread' i.e. how could LOL and PP support other staff (e.g. input at staff meetings, joint planning/modelling/team teaching) (You do) - Decide on implementation model - Ensure all staff are aware of LOL programme and plans - Support LOL in preparation for sharing event in April '27 Leader Of Learning (LOL) (Nicola Barclay) - Attend 6 LOL sessions, 3 online coaching meets (30mins) and a sharing event - Enhance own skills in leading and evaluating improvement e.g. working with the HT and staff to analyse baseline QA evidence of learning, teaching and assessment and meeting needs, tracking and comparing	By September 2026 August 2026 – April 2027	* Core measure Pre- baseline evidence will be gathered using existing QA evidence of learning, teaching and assessment, learner engagement data, attendance data, and staff self-evaluation against inclusive pedagogy themes. <i>*Post-QA evidence demonstrates that learning, teaching and assessment and classroom practice is more consistently inclusive and impactful with improved quality of inclusive practice as evidenced through observation findings, planning documentation and positive impact on learner engagement and progress.</i> All LOLs complete baseline and ongoing evaluation of personal skills in leadership of LTA and leadership of improvement evidenced through self-evaluation tools and coaching conversations.



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• Inclusive and enabling environments, structures and routines • Responsive and intentional approaches (differentiation and adaptive pedagogy) • Inclusion equity and support • Learning through exploration and play • Learner voice and agency • Reflective practice Using reflection, self-evaluation and planning for improvement approaches to further develop their leadership of LTA. <u>We Do Phase</u> By December 2026 LOL will have supported pedagogy pioneer/s to further extend the PP's understanding of inclusive, impactful pedagogy to meet needs within their class. By December 2026, the Leader of Learning will use coaching, joint planning, and team teaching to further build the capacity of Pedagogy Pioneers, resulting in PPs consistently demonstrating more inclusive pedagogy with measurable improvements for learners.		improvements, supporting colleagues to review and further strengthen their practice (All phases) • Enhance own skills in inclusive pedagogy and in evaluating the impact of trialled approaches e.g. analysing needs within a class, planning and trialling inclusive and impactful approaches and tracking their impact, enquiring into practice (I do) • Establish a baseline of inclusive pedagogical practice within their own class and PP classes against inclusive pedagogy themes, trial agreed approaches, and evaluate impact using learner engagement data, observation evidence and learner voice. (I/We do) • Support Pedagogy Pioneer(s) to trial approaches through joint planning, team teaching and coaching (We do) • Work with HT and PPs to plan, implement and evaluate spread e.g. modelling, team teaching, tracking impact of approaches, gathering and sharing evidence of improvement (You do) <u>Pedagogy Pioneer (PP)</u> (Emily Hall, Emma McLaughlin, Abby Clinkscales) • Work alongside LOL(s) to further enhance own understanding of inclusive, impactful pedagogy • Work alongside LOL(s) to further strengthen and embed own skills in inclusive, impactful practice in the classroom and in evaluating the impact of trialled approaches e.g. analysing needs within class, planning together, team teaching, planning and trialling inclusive and impactful approaches in own class and tracking impact, enquiring into practice (We do) • PP works with HT and LOL(s) to spread effective practice e.g. modelling, team teaching, planning with colleagues, supporting enquiry (You do)	All LOLs complete baseline and post self-evaluation of their classroom practice against the inclusive pedagogy themes All LOLs support PPs and identified staff to complete baseline and post self-evaluation of their classroom practice against the inclusive pedagogy themes LOL reports increased confidence in coaching others (PP and other staff) through self-evaluation tools can evidence actions taken from their own coaching sessions (with facilitator and HT). *plus responsibility within core measure above All PPs complete baseline and post self-evaluation of their classroom practice against the inclusive pedagogy themes. Adapt for PP / class PP works with LOL to set specific target/measure tailored to the agreed area of focus in their class E.g. 'Observation evidence shows increased use of scaffolding and more effective adaptive grouping resulting in improved engagement of identified learners.' (Personalise to needs/focus) *plus responsibility within core measure above Specific plan for implementation and associated measures as agreed by the 'You Do Team' which supports spread and is aligned to QA processes, with impact evaluated through observation, learner voice and data.
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<u>You Do Phase</u> By March 2027 Leader/s of Learning and Pedagogy Pioneer/s will have supported 9 number of staff to strengthen their understanding of inclusive, impactful pedagogy to meet needs within their class. By March 2027, the Leader of Learning and PPs will use coaching, joint planning, and team teaching to further build the capacity of 9 number of staff, resulting in staff demonstrating more inclusive pedagogy with measurable improvements for learners. By March 2027, at least one inclusive pedagogy strategy is adopted consistently across 9 stages By June 2027, all staff will have engaged in technical frameworks published by the Curriculum Improvement Cycle and show increased confidence in their understanding of curriculum making (Placing the human rights and needs of every child and young person at the centre of education)		<u>HT, LOL, PP and 9 number identified staff</u> (teaching staff team) - HT, LOL(s) and PP(s) create a clear plan for implementation and spread as discussed with the wider staff team (You Do Team) - Agree measures of success for implementation and spread - baseline from previous QA evidence of LTA and analysis of needs within classes involved in (You do) - LOL and PP work with identified staff to further strengthen and embed their skills in inclusive, impactful practice in the classroom and in evaluating the impact of trialled approaches e.g. analysing needs within class, planning together, team teaching, planning and trialling inclusive and impactful approaches in own class and tracking impact, enquiring into practice (You do) - LOL, PP and identified staff gather evidence of improvement to share with wider staff team and at sharing event in April '27 <u>Curriculum Improvement Cycle</u> Phase 1 Planning for sustainable professional learning to build confidence in curriculum making (teachers) Planning for sustainable professional learning to confidently lead the process of curriculum making (leaders) Phase 2 Planning for sustainable professional learning on curriculum making at school level (teachers) Planning for sustainable professional learning on how to lead curriculum making at school level (leaders)		All staff involved complete baseline and post self-evaluation of their classroom practice and confidence against the inclusive pedagogy themes. Evidence of the impact of LOL/PP modelling at staff meetings, planning sessions or collegiate time <i>*Core measure</i> <i>Across the identified stages/classes post-QA evidence demonstrates that learning, teaching and assessment and classroom practice is more consistently inclusive and impactful with improved quality of inclusive practice as evidenced through observation findings, planning documentation and positive impact on learner engagement and progress.</i>
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