

Pumpherston & Uphall Station CPS Standards and Quality Report for Session 2025-2026



School Self Evaluation	
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	Very good
3.2 Raising attainment and achievement	Good

School Context:

Pumpherston and Uphall Station Community Primary School is a non - denominational school serving the two communities of Pumpherston 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 role is 212 arranged into 9 classes (including our ELC). The leadership team consists of a Head Teacher appointed February 2022, 1 permanent Principal Teacher appointed August 2023 (who has been in post since April 2021) and 1 Acting Principal Teacher October 2024 to February 2026. 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).

[Pumpherston and Uphall Station CPS - Pumpherston and Uphall Station](#)

What has your Child's School being doing to improve this year?**Improvement in children and young people's health and wellbeing:**

All staff engaged in Trauma Informed Practice 2 training, increasing their confidence levels, knowledge and understanding in reducing barriers to ensure learners are ready to learn.

All stakeholders engaged in consultation to refresh our Anti-Bullying and Positive Relationships Policy, and this was launched in term 4.

Raising attainment for all, particularly in literacy and numeracy:

Our Numeracy and mathematics strategy was embedded in school practice, providing a consistent approach to teaching all aspects of numeracy and mathematics.

P4-7 engaged with STEM SPACE lessons to improve spatial reasoning skills within mathematics.

PM Oracy resources were used across the school to deliver progressive and skills focused lessons.

Tackling the attainment gap between the most and least advantaged children:

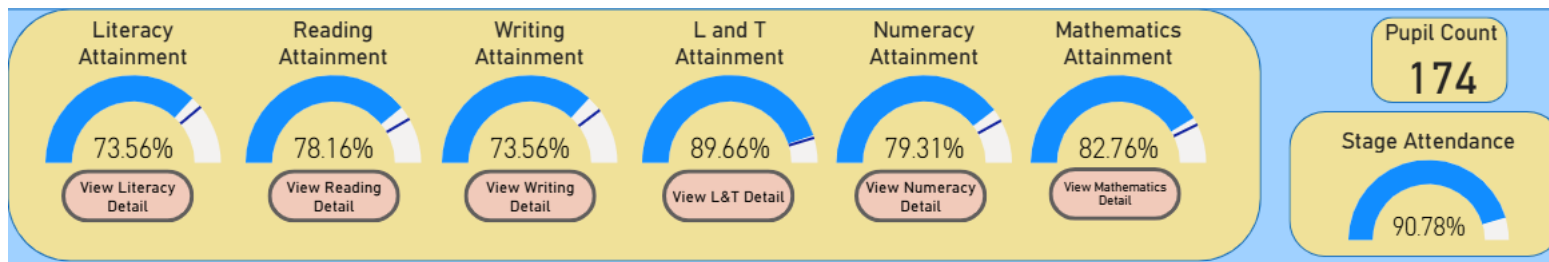
Pupil Support Workers delivered targeted support and interventions in Literacy, Numeracy and Health and Wellbeing.

The Participatory Budget was used for all children to enjoy a pantomime and to set up a Credit Union account for every pupil.

Improvement in employability skills and sustained, positive school leaver destinations for all young people:

The staff working party created a 3-year plan to implement profiling across the school using Seesaw and My World of Work. They introduced Meta-Skills and Proud Time to enable children to talk about their achievements and identify next steps in learning.

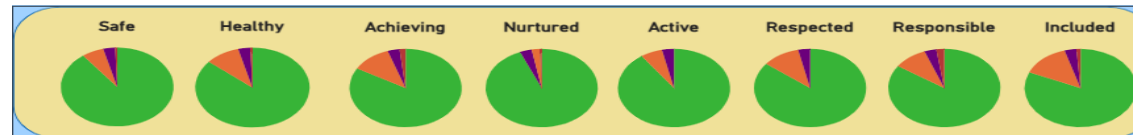
How do we know what has made a difference for your child?



The information above shows an overview of our current levels of attainment. We are driving increased levels of attainment through targeted, evidence-based interventions that promote equity, and are evaluated frequently. We are investing in staff professional development to ensure sustainable impact and continuous improvement.

School attendance has remained the same this session at 90.40%. The 'Know Your Number' campaign has been successful in positively promoting good attendance at school for most of our learners. We worked with partners to offer bespoke packages to those children struggling to attend school.

Our school has maintained an exclusion rate of zero for session 2025/26, reflecting our strong commitment to supporting the wellbeing of all children through a comprehensive range of targeted interventions and inclusive practices. Recent self-reporting information below shows that pupils are responding positively across the wellbeing indicators.



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 almost 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.

Most learners receiving PEF interventions have made improvements. Our Quintile 1 pupils would now benefit from further challenge as almost all are on track.

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.

Achievements we're proud of this year:

Wider Achievements: Our choir performed at Edinburgh Airport at Christmas, our school fayre and during whole school assemblies. Our CoSD Pupil Voice Group ensure all families are supported through our Community Cupboard with access to food and school uniforms. A variety of afterschool, lunchtime and breakfast clubs were offered to pupils across the school and were well attended. Increasing parental engagement, including attending class assemblies, supporting with school trips, Meet the Teacher events, Sharing the Learning classroom visits, Christmas Singalong and Stay and Play sessions in the ELC. 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. Every class participated in two Sharing Our Learning Assemblies, confidently sharing their learning with families.	What our pupils say: I like having friends at school and my five Trusted Adults. I like the afterschool clubs and football with Liam on Mondays and Tuesdays. <i>P3 pupil.</i> What I like about school is how kind the Pupil Support Workers are. I like Pupil Voice Groups and the visitors who come into school. <i>P4 pupil.</i> Our school gives the children who have disabilities what they need. They help us learn at our own level (teachers and PSWs) and we learn about our rights. <i>P7 pupil.</i>	What our families say: I am very happy with the support and progress that my child has made this year. I want to thank the staff for all their support to all my children. <i>P2/P5/P6 parent.</i> I am happy with all the supports that have been put in place for my son and the opportunities for him to take part in enhanced transition events. <i>P6 parent.</i>
What can your child look forward to next school session? * Staff will engage in high-quality CLPL to support understanding of the 6 nurture principles and identified members of staff will complete online Boxall profile training. Boxall profiles to be used to set personalised targets for identified children. * We will continue to develop Profiling across the school. P1-3 will use Seesaw and P4-7 will use My World of Work. Pupils will continue to learn about Meta-Skills and upload their achievements linked to these. Children will be encouraged to talk about their achievements during Proud Time and will identify next steps in their learning. * A lead practitioner will attend Building Thinking Classrooms sessions and share this learning across the school to improve pupil confidence and engagement with Maths. * The Principal Teacher will engage in the Leaders of Learning programme to improve consistency and quality of inclusive and impactful pedagogy to meet learner needs.	How do we know we have made a difference? What does this mean for your child? * We consulted with all stakeholders and refreshed our Positive Behaviour Toolkit and Antibullying Strategy. Parents and carers attended the launch event in school and pupils are responding well to our Recognition Records. * Wellbeing self-reporting reflects almost all learners feel safe, achieving, respected, nurtured and included. * Staff knowledge and understanding of approaches to reduce barriers through trauma informed practice have increased through engagement in high quality CLPL. * PM Oracy resources are being used across the school to deliver progressive and skills focused Listening and Talking lessons. * Our new Numeracy and mathematics strategy has been embedded in school practice, providing a consistent approach to teaching all aspects of numeracy and mathematics. * Pupils have started to learn about Meta-Skills and are able to use to talk about their achievements.	

