

# UPHALL PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN

2023 / 2024



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## Factors Influencing the Improvement Plan

### School Factors

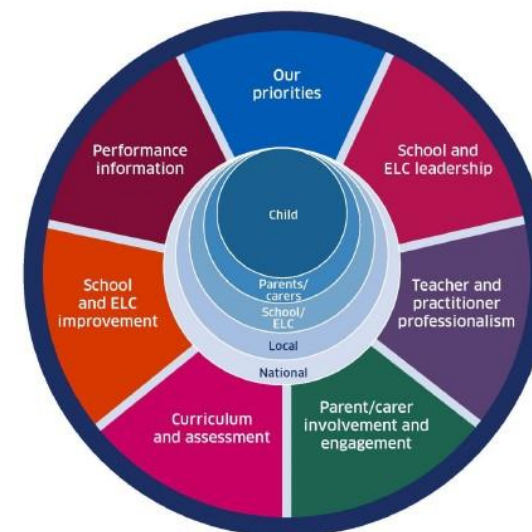
Addressing Action Points identified in school's Self Evaluation procedures  
Cluster Improvement Priorities  
Equity Priorities

### 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? 4<sup>th</sup> 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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## Our School Vision, Values and Aims:

### Our School Vision is:

Uphall Learning Community uses positive relationships to develop resilience and independence in our learners supporting them to achieve their full potential.

### Our Values are:

Safe, Trust, Achieve, Included, Respect

### Our Aims are:

- Create a safe and enjoyable learning environment where children and staff can thrive and succeed, and each individual's uniqueness is celebrated
- Foster an ethos of effective partnership working with school, home, partner agencies and the wider community to empower our children
- Develop a progressive and challenging curriculum, which develops skills for life-long learning, which is meaningful, relevant and enjoyable
- Promote a climate of creativity and innovation, resulting in children having a positive and resilient approach to learning and challenge



### Curriculum

### Rationale:

- We believe our effective curriculum, takes place within a culture of high ambition and where the whole child and their family are supported to learn, achieve and thrive.
- We work collaboratively to develop our curriculum which is underpinned by our vision and values for our school community.
- When designing our curriculum, we considered the needs and uniqueness of our local area, our attainment results, current environmental factors and what our learners and families wanted.
- We want our curriculum to develop independence, where children have a strong voice and where personalisation and choice is built into their everyday experiences. We aim to ensure that learners have the opportunity to apply skills and knowledge across all of their learning, foster creativity, curiosity, enquiry and use technology as an everyday tool to support an agile learning culture within school.
- Our curriculum aims to help every learner in Uphall Primary School and ELC develop knowledge, skills and attributes for learning, life and work and we are making sure that every pupil acquires the four capacities of Curriculum for Excellence to be: **Successful Learners**, **Confident Individuals**, **Effective Contributors**, **Responsible Citizens**




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| <p><b>Values</b></p> <p><b>Uphall PS and ELC provides a safe and nurturing environment in which all learners are valued and respected. We continue to develop:</b></p> <ul style="list-style-type: none"> <li>An engaging curriculum which is meaningful and demonstrates clear progression, challenge, meets the needs of individuals and cultivates the transfer of skills</li> <li>An ethos which promotes a positive attitude to learning and values the achievements and success of all</li> <li>To provide children with opportunities to develop their abilities within the four capacities, Successful Learner, Responsible Citizen, Effective Contributor, Confident Individual,</li> <li>Our shared understanding of GIRFEC Wellbeing Indicators</li> <li>The implementation of effective strategies to ensure positive wellbeing –Nurture, Emotion Works, Zones of Regulation and our Positive Relationship Policy</li> <li>Developing resilience and confidence in learners through a growth mindset approach</li> </ul>                                       | <p><b>Totality of the Curriculum</b></p> <p><b>The school community is committed to the continuous development of a learning experience which is motivating, engaging and challenging. We continue to develop:</b></p> <ul style="list-style-type: none"> <li>Our planning approaches to meet the needs of all learners</li> <li>Meaningful and skills-based progression pathways for curricular areas</li> <li>A curriculum which engages learners and provides opportunities for independent and collaboration tasks</li> <li>A curriculum which provides relevant and meaningful links with our local and wider community, skills for life and work, and Developing Young Workforce</li> <li>Further opportunities for the recognition of personal and wider achievement and successes</li> <li>Planned opportunities for using the outdoor environment to enhance learning</li> <li>Use of digital technologies to deliver learning experiences to widen accessibility and personalisation and choice</li> </ul> | <p><b>Learning and Teaching</b></p> <p><b>Uphall PS and ELC strives to ensure learning and teaching is of the highest quality for all learners by further developing:</b></p> <ul style="list-style-type: none"> <li>Stimulating, innovative and engaging learning opportunities through a range of high-quality teaching approaches</li> <li>A shared understanding of pedagogy and high-quality learning and teaching approaches</li> <li>Formative Assessment Strategies to ensure effective differentiation, pace, challenge and application</li> <li>Consistent and effective use of LI and SC to ensure learners have full understanding of learning</li> <li>Our understanding of benchmarks within CfE and embed this within our practice</li> <li>Our professional judgement, assessment and moderation procedures to validate achievement of a level</li> <li>Implementation of initiatives – Emotion Works, Word Boost, Mighty Writer, Number Talks, 5 Minute Box, IDL, Zones of Regulation</li> </ul>  |
| <p><b>Experiences and Outcomes</b></p> <p><b>Staff have engaged with the Experiences and Outcomes to inform learning. We continue to develop:</b></p> <ul style="list-style-type: none"> <li>Curriculum progression pathways to ensure all learners receive a curriculum which meets their needs</li> <li>Our knowledge and understanding of the benchmarks to support achievement of a level</li> <li>Creative and innovative experiences across all curricular areas</li> <li>Professional knowledge and understanding of key documentation, current curricular developments to inform practice.</li> <li>Curricular transition at key stages across the school to ensure seamless progression and achievement in learning</li> <li>Experiences outwith school community to broaden learning opportunities</li> </ul>  |  <p><b>Uphall Primary School and ELC</b></p> <p><b>Curriculum Strategic Plan</b></p> <p>Uphall Learning Community uses positive relationships to develop resilience and independence in our learners supporting them to achieve their full potential.</p> <p>Reviewed: June 2022</p>  | <p><b>Entitlements</b></p> <p><b>All Learners have access to a broad general education providing high quality learning experiences. We continue to develop:</b></p> <ul style="list-style-type: none"> <li>Planned opportunities to further develop the four capacities through pupil voice/leadership, and opportunities to collaborate</li> <li>Shared understanding of GIRFEC Wellbeing indicators and recognise them within our daily life, regular opportunities for self-reporting</li> <li>Supporting learners to develop 'Skills for life' and to understand these skills are transferable and aid them to fully embrace their education</li> <li>Pupil engagement in the life of our school through whole school celebrations, shared experiences and opportunities to express views</li> <li>Ensure learners experience the 4 Contexts for Learning – curricular areas and subjects, IDL, ethos and life of school, opportunities for personal achievement</li> <li>Strategies and initiatives to close the poverty related attainment gap and ensure equity for all</li> </ul>  |
| <p><b>Personal Support</b></p> <p><b>Uphall PS and ELC encourages all learners, staff and wider school community to have a Growth Mindset, 'Can do' attitude to all aspects of learning. We continue to develop:</b></p> <ul style="list-style-type: none"> <li>Positive attachments with all learners which promotes resilience, confidence and sense of pride and achievement</li> <li>The approaches staff use to support learners to understand their next steps in learning and how they can reach their full potential</li> <li>Identifying the needs of individual learners through high quality interventions, professional dialogue, moderation and summative and formative assessment strategies</li> <li>Positive relationships with all stakeholders to support learners including our most vulnerable</li> <li>Targeted interventions to support the needs of identified individuals and strive to close the attainment gap</li> <li>Learners who are confident, responsible, independent and resilient learners through Emotion Works and nurture</li> </ul> | <p><b>Principles</b></p> <p><b>Uphall Staff have evaluated current practice against the design principles. We continue to develop:</b></p> <ul style="list-style-type: none"> <li>Pupil Voice/Leadership providing further opportunities for personalisation and choice, skills for life, learning and work</li> <li>Learners as investors in their learning – leading learning, support others and developing a wide variety of skills and knowledge which will prepare them for life of work</li> <li>Learner involvement in planning using Learning Walls and high-quality questioning and dialogue</li> <li>Professional knowledge and understanding of curriculum principles and increased expectations</li> <li>Effective use of professional documentation to support practice</li> <li>Growth Mindsets in all our learners and staff insisting on a can-do attitude</li> </ul>   | <p><b>Assessment and Self-Evaluation</b></p> <p><b>Assessment information informs next steps in learning and teaching. We continue to develop:</b></p> <ul style="list-style-type: none"> <li>A shared understanding of the moderation process through regular quality opportunities within literacy and numeracy</li> <li>A shared understanding of benchmarks/progression pathways and use a range of evidence to inform next steps in pupil learning</li> <li>Robust Tracking and Monitoring Systems which support analysis of data to impact on learning</li> <li>Further support to understand and analyse data to improve outcomes for learners and inform next steps</li> <li>Excellence and Equity meetings to provide opportunities for professional dialogue on learner attainment and achievement and how to support</li> <li>A shared understanding and active involvement in self-evaluation, review current practice and ensure it is fit for purpose to support improvement</li> <li>A shared understanding of the philosophy and pedagogy of profiling - use of Learner's Journeys, Glow Blogs and Seaw to provide pupils with ownership and to reflect on their learning, progress, successes and achievements</li> </ul> |



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## Contextual Data Analysis and Rationale for 2023/24 School Improvement Plan

### a) Background - The context for the learners in your school

This session we have continued to build on the progress in the previous session with high expectations for all learners. We worked with our learners, families and community to refresh our values to ensure that they reflect our vision and our school ethos. We will be embedding these values with our learners and developing them into all our approaches. This session we achieved our Bronze UNCRC award and our Digital Schools Award in recognition of the schools work to embed children's rights and digital learning across all learning experiences. As planned we were able to invite parents and carers into the school to celebrate and take part in learning opportunities. Next session we plan on giving learners a wider experience by making the most of the local community for visits. We will continue to examine our curriculum offer to ensure that our learners are getting the best possible experiences that are relevant and provide them with the skills they need for the world of life and work.

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

Our school data shows that overall, attainment in literacy and numeracy is satisfactory. The majority of learners, including those requiring additional support with their learning, are continuing to achieve appropriate Curriculum for Excellence levels. Through regular excellence in equity meetings attainment data is analysed to ensure the correct supports are in place for individuals to make progress at the appropriate level. Our data shows that this coming session we need to focus on the teaching of writing to ensure our teaching approaches are consistent and helping learners build on their skills as they move through the school. Numeracy at specific stages will also be a focus to make sure that learners have the strategies to build on their previous knowledge. Our self-reporting analysis is positive with both learners and parents and carers reporting positively close to or above the west Lothian average. Our nurturing approach, positive ethos and trusted adult approach has been working effectively to support learners across the school. Next session we need to gather more information about learner's wider achievement. The Glasgow Motivational and Wellbeing profile will be used throughout the session to monitor learner's wellbeing. The school sits in SIMD decile 3 with 14.10% of learners in Quintile 1 and 4.27% in Quintile 5, both are lower than the Authority average. 40.17% of our learning population is female and 59.83% are male. 18% of our learners are in receipt of free school meals (Authority 18%) and 26.92% receive clothing grant funding (Authority 26.89%). Within our school 5.98% of learners have an additional language and are well supported through targeted and inclusive approaches. 71.79% of our learners are at continuum of support level 1, 26.92% at level 2, 0.85% level 3 and 0.43% of learners at level 4. 31.62% of our learners have an additional support need, slightly higher than the authority average. 3.42% of our learners have an Autism Spectrum Disorder (ASD) diagnoses which is higher than the authority average. Attainment for these pupils is varied, however the barriers to learning are more complex and they benefit from a highly differentiated and personalised curriculum.

### c) What are our improvement priorities?

We continue to be committed to raising attainment and achievement of all and building on our progress from previous years. This coming session we intend on strengthening our approaches to the teaching of reading, writing and numeracy to ensure that our teaching and learning approaches are robust and fit the needs of our learners. Currently 26% of our learners continue to be "off track" for one or more aspect of literacy and 22% for numeracy. Next session we will ensure the current robust measures are in place to ensure the interventions we are providing are making a difference to the learners. We will use a team around the child approach to ensure that we are getting it right for the learners with tailored SfL and intervention supports not only to support their attainment but also learners HWB. Our small group setting will continue to provide support for learners with an identified need and as a whole school we will focus on embedding our values with ensuring that our environments are inclusive.



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## Uphall Primary School- 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   |
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| <p><b>Improvement in all children and young people's wellbeing:</b></p> <p>All learners will benefit from an inclusive classroom environment with approaches that effectively meet the needs of individuals</p> <p>Learners who have experienced trauma will benefit from more tailored approaches through trauma informed practice</p> <p>Learners will be supported through the introduction of new school values and be recognised for their positive achievements through the refreshed positive relationships policy linked to UNCRC</p> <p style="color: #008000;">(Placing the human rights and needs of every child and young person at the centre of education)</p> | <input type="checkbox"/> School and ELC Improvement.<br><input checked="" type="checkbox"/> School and ELC Leadership<br><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism<br><input checked="" type="checkbox"/> Parental Engagement<br><input checked="" type="checkbox"/> Curriculum and Assessment<br><input checked="" type="checkbox"/> Performance Information | <ul style="list-style-type: none"> <li>• Sessions for staff on inclusive classroom practice supported by the inclusion ambassador to ensure that the correct supports are in place for learners</li> <li>• Sessions for staff on differentiation and equity will ensure all learners have their needs met effectively in class</li> <li>• Trauma informed training for staff to increase understanding of the effects of trauma on learning will ensure that learners who have experienced trauma are effectively supported</li> <li>• School values agreed last term will be introduce recognition boards in all classrooms to reinforce positive behaviours and expectations across the school</li> <li>• Session for parents and carers on the refreshed positive relationships policy and school values</li> <li>• Further support learners and school community to understand the relevance of the vision, values and aims through the four contexts for learning, IDL planning, homework challenges, assemblies, blog/website updates</li> </ul> | <p>Aug – Dec 23</p> <p>Aug 23 – April 24</p> <p>Aug – Dec 23</p> <p>Aug 23 – May 24</p> <p>Sept – Dec 23</p> | <ul style="list-style-type: none"> <li>• Learners self-reporting demonstrates that learners feel included in school</li> <li>• The implementation of the Glasgow motivation and wellbeing tool indicates that learners are more motivated in lessons</li> <li>• Learner conversation evidence demonstrates that learners understand the school values and are being recognised for their positive contribution to the life and work of the school</li> <li>• Classroom observations demonstrate effective use of the school values and the implementation of the refreshed positive relationships policy</li> </ul> |



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| <p><b>Raising attainment for all, particularly in literacy and numeracy(universal):</b></p> <p>All learners will benefit from a more consistent approach to teaching of writing across the school</p> <p>All learners will benefit from a phonics based reading approach to build on reading skills through the school</p> <p>Learners will experience high quality progressive learning to support the development of listening and talking skills</p> <p>All learners will benefit from consistent implementation of new beyond number pathways and numeracy lessons</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p> | <ul style="list-style-type: none"> <li>☒School and ELC Improvement</li> <li>☒School and ELC Leadership</li> <li>☒Teacher and Practitioner Professionalism</li> <li>☒Parental Engagement</li> <li>☒Curriculum and Assessment</li> <li>☒Performance Information</li> </ul> | <ul style="list-style-type: none"> <li>• Implementation of the big writing and mighty writer approach for the teaching of writing to encourage a more talk for writing and increase attainment.</li> <li>• Implementation of read, write inc phonics reading programme to raise reading ability</li> <li>• Cluster focus on listening and talking (teaching children to listen – ELC/P1/P2)</li> <li>• Cluster moderation leads audit practice and support CLPL to develop greater shared understanding of professional judgements in listening and talking</li> <li>• Cluster moderation leads will plan moderation sessions to audit current practice and pedagogy to support consistent professional judgement</li> <li>• Numeracy lead will support teachers to implement the new pathways to improve teaching and learning of mathematics</li> <li>• Clear expectations for literacy and numeracy teaching will ensure consistent approach used across the school to close gaps in learning</li> <li>• Collegiate use of effective improvement methodology to focus and move forward priorities to including creativity and inclusion within classroom practice</li> </ul> | <p>Aug – Jan 24</p> <p>Aug – Jan 24</p> <p>Jan – May 24</p> <p>Jan – May 24</p> <p>Jan – May</p> <p>Aug – Dec 23</p> <p>Aug 23 – Jun 24</p> | <ul style="list-style-type: none"> <li>• Monitoring of writing shows a more consistent approach to teaching and staff confidence levels</li> <li>• Writing attainment tracking illustrates increase in writing attainment for identified pupils from previous levels</li> <li>• Learners tricky word scores at P1-3 will improve from previous levels</li> <li>• Learner conversations show majority of learners demonstrate improved understanding of talking and listening skills</li> <li>• Confidence levels are increased for almost all staff in teaching and assessing progressive listening and talking skills from previous levels</li> <li>• Classroom monitoring demonstrates school non-negotiables are implemented across almost all classes and implementation of effective differentiation to ensure inclusion</li> <li>• Implementation of pathways demonstrates that most learners have improved on their previous attainment levels</li> </ul> |
| <p><b>Tackling the attainment gap between the most and least advantaged children (targeted):</b></p> <p>Learners in Quintile 1 will increase reading, writing and numeracy by</p>  | <ul style="list-style-type: none"> <li>☒School and ELC Improvement</li> <li>☒School and ELC Leadership</li> <li>☒Teacher and Practitioner Professionalism</li> <li>☒Parental Engagement</li> </ul>   | <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 <b>PEF Summary</b> provides an overview of their approach and an outline of how Pupil Equity</i></p>  |   | <p>Documented in PEF Plan</p>  |



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| <p>identified attainment outcomes, aiming to reach their chronological age.</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p>  | <p><input checked="" type="checkbox"/>Curriculum and Assessment<br/><input checked="" type="checkbox"/>Performance Information</p>   | <p><i>Funding is being used to provide a range of universal and targeted approaches and interventions.</i></p> <p><i>Please follow this link (<b>INSERT HYPERLINK</b>) to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p>  |   |   |
| <p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p>To increase pupil voice, leadership and engagement through a project based learning approach</p> <p>ELC learners will benefit from the introduction of a forest kindergarden approach making good use of the outdoor environment</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p> | <p><input checked="" type="checkbox"/>School and ELC Improvement<br/><input checked="" type="checkbox"/>School and ELC Leadership<br/><input checked="" type="checkbox"/>Teacher and Practitioner Professionalism<br/><input checked="" type="checkbox"/>Parental Engagement<br/><input checked="" type="checkbox"/>Curriculum and Assessment<br/><input checked="" type="checkbox"/>Performance Information</p> | <ul style="list-style-type: none"> <li>• Develop an understanding of project based learning and the pedagogical protocols</li> <li>• Develop learner leadership by supporting children/young people to apply the relevant skills linked the world of work, including independence</li> <li>• Use prepare, sprint, review model to support staff to develop confidence in implementing and evaluating curriculum development within the BGE</li> <li>• ELC learners will have regular opportunities to experience forest kindergarden activities as part of their planned activities</li> <li>• In collaboration with all stakeholders, refresh our aims to articulate clearly our school’s Curriculum Rationale and inform the strategic development of our school</li> </ul> | <p>Jan – May 24</p> <p>Aug 23 – May 24</p> <p>Aug 23 – May 24</p> <p>Jan – May 24</p> | <ul style="list-style-type: none"> <li>• Most observed lessons show that learners are engaged and most feedback from pupil leadership groups is positive</li> <li>• Learner conversations reflect almost all learners are engaged in their learning (baseline: most)</li> <li>• Learner voice evident in IDL planning</li> <li>• Classroom observations demonstrate learners are leading their learning experiences in Most classrooms</li> <li>• ELC learners demonstrate increased confidence when outdoors and increased engagement evidenced through trackers</li> <li>• Curriculum rationale reflects current offer within school evidenced through IDL planning, pupil and parent/carer feedback</li> </ul> |



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