

# Uphall Primary School and Early Learning and Childcare Setting



# PROGRESS REPORT FOR SESSION 2023/24

(Standards & Quality Report)

Crossgreen Drive

Uphall

EH52 6DS



## ABOUT OUR SCHOOL

Uphall Primary School and ELC are pleased to share the progress made in 2023/2024 with our parents and wider community. Uphall Primary is a non-denominational school set within the village of Uphall and Ecclesmachan. The school sits within the Broxburn Academy Cluster. The school has a roll of 215 children with 9 classes, a mixture of straight classes and composite classes. The school also has a small group setting for pupils with additional support needs within the school and also provides nurture interventions for identified pupils. The ELC capacity is 56/56 with 12 daily full day places and this session we accommodated 14 morning, 5 afternoon and 28 full day children.

The school provides a well-attended Breakfast Club and has good links with local partners who provide afterschool care provision. Community links continue to strengthen through partnership with two local churches, community centre, Middleton Hall Care Home and Broxburn United. There is a supportive and proactive Parent Council, who are enthusiastic and committed to improving the educational outcomes for all.

The school has developed a positive, supportive ethos with a focus on health and wellbeing. Our small group setting, nurture and LIAM anxiety interventions provide tailored support for groups and individuals across the school.

## 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 2019/20, what the impact has been and what our next steps will be to continue to address these priorities in session 2020/21.

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  <b>Our measurable outcome for session 2023/24 was to ....</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>NIF Driver(s):</b>  <input 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.  What did we do?</p> <ul style="list-style-type: none"> <li>• Implementation of the big writing and mighty writer approach for the teaching of writing has encouraged more talk for writing</li> <li>• Read, Write Inc phonics reading programme has been implemented at early and first level. Most learners are working at the expected level for reading.</li> <li>• Cluster focus on listening and talking allowed teachers to share their practice and implement listening and talking strategies.</li> <li>• Cluster moderation leads audited practice and have begun drafting a plan for next session to increase teacher confidence in assessing listening and talking. Most learners across the school are at the expected level for listening and talking.</li> <li>• Numeracy lead has supported teachers with using the beyond number pathways through sessions with all staff on the use of strategies to support learners with developing their number knowledge</li> <li>• A review of the school non-negotiables has ensured that all teachers understand expectations across the school which is improving progression of learning across the school.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Monitoring of writing shows a more consistent approach to teaching writing.</li> <li>• The majority of learners are at the expected level for writing attainment</li> <li>• Learners tricky word scores at P1-3 have improved from previous levels</li> <li>• Learner conversations show majority of learners demonstrate improved listening and talking skills within focus groups</li> <li>• Classroom monitoring demonstrates school non-negotiables are implemented across most classes with differentiation evident in the majority of classroom observations</li> <li>• Monitoring of numeracy planning and attainment levels show that for the majority of classes attainment in numeracy learning opportunities has increased</li> <li>• Pupil ethos survey results show that 75% of P5-7 learners report that they are given regular feedback on their work</li> <li>• Pupil ethos survey results show that 73% of P5-7 learners report that they have a voice in how they learn and 75% feel they are listened to.</li> </ul>

<p>ELC</p> <p>All children will benefit from approaches to build on reading and writing skills</p> <p>Children will experience high quality progressive learning to support the development of listening and talking skills</p> <p>All children will benefit from consistent implementation of new beyond number pathways and numeracy lessons</p>	<ul style="list-style-type: none"> <li>• Monitoring of ELC environment using the leuven scale shows the majority of children are engaged and motivated in literacy activities</li> <li>• Observations demonstrate improved talking and listening skills in children</li> <li>• ELC monitoring demonstrates high quality staff interactions indoors and outdoors</li> <li>• Implementation of consistent planning shows children are making progress from previous levels of attainment in most literacy and numeracy outcomes</li> </ul>
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p><b>Our measurable outcome for session 2022/23 was to ...</b></p> <p>Learners in Quintile 1 will increase reading, writing and numeracy by identified attainment outcomes, aiming to reach their chronological age.</p> <p><b>NIF Driver(s):</b></p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• The school was awarded £61560 of Pupil Equity Funding (PEF)</li> <li>• The new PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning.</li> <li>• 11 priorities were planned and 91% of these priorities were fully achieved with 91% making good or better progress (0% moderate progress and 9% made no progress (1 priority).</li> <li>• A PEF lead was designated to oversee all equity priorities across the school and to target attendance interventions and support across the school</li> <li>• PEF was used effectively to fund two pupil support workers, release two class teachers for a combined two day a week to carry out numeracy/literacy interventions and purchasing digital resources used to assess progress and raise attainment</li> <li>• Interventions this year have focused on increasing attendance, addressing gaps in literacy &amp; numeracy, improving target pupil's attendance, addressing the cost of the school day and supporting life skills.</li> </ul> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> <li>• identified pupils increased in confident and made improvements with their basic number skills in numeracy and mathematics</li> <li>• Identified pupils increased their knowledge of sounds and blends and the number of Fry's words they could read and write.</li> </ul>

<p>☒ Performance Information</p>	<ul style="list-style-type: none"> <li>• All pupils had free access to Sumdog and identified pupils used IDL for literacy and/or numeracy intervention.</li> <li>• Attendance of identified Q1 pupils increased by at least 2.5%, attendance improvements were made on average across Q1</li> <li>• Health and Wellbeing trackers have shown a decrease in some identified pupils reporting Amber against the Health and Wellbeing Indicators (SHANARRI) following Inclusion intervention</li> <li>• 89% of pupils and 94% of parents agreed that the school has worked to reduce the cost of the school day</li> <li>• 93% of parents agreed that the school promotes attendance</li> </ul>
<p>ELC Learners in Quintile 1 will increase reading, writing and numeracy by identified attainment outcomes, aiming to reach their chronological age.</p>	<ul style="list-style-type: none"> <li>• Big bedtime read has been implemented successfully and parents/carers report improved bedtime routines</li> <li>• Through the implementation of word boost 55% of pre-school children are performing at or beyond their chronological age</li> </ul>

<p>3. To improve children and young people's health &amp; wellbeing</p> <p>Our measurable outcome for session 2022/23 was to ....</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</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• The school inclusion ambassador has implemented sessions for teaching staff on understanding neurodiversity and use of the circle document. This is resulting in improved understanding of how to support learners in the classroom</li> <li>• The implementation of training on sensory circuits and approaches to nurture have increased staff confidence. Almost all learners report that they are well supported in class</li> <li>• All staff completed the trauma informed training and demonstrate an understanding of the effects of trauma which has been used to support learners in class.</li> <li>• The new school values have been embedded within the school and through home learning tasks. Recognition boards are being used to reinforce positive behaviours in the school</li> <li>• Parents and carers have been given the opportunity to comment on the refreshed school relationships approach and anti-bullying strategy.</li> <li>• 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>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Pupil ethos survey data shows that 89% of P5-7 learners feel safe in school</li> <li>• The implementation of the Glasgow motivation and wellbeing tool indicates that learners are more motivated in lessons</li> </ul>
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<p>positive achievements through the refreshed positive relationships policy linked to UNCRC</p> <p><b>NIF Driver(s):</b></p> <p><input type="checkbox"/>School and ELC Improvement.</p> <p><input checked="" type="checkbox"/>School and ELC Leadership</p> <p><input checked="" type="checkbox"/>Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/>Parental Engagement</p> <p><input checked="" type="checkbox"/>Curriculum and Assessment</p> <p><input checked="" type="checkbox"/>Performance Information</p>	<ul style="list-style-type: none"> <li>• Learner conversation evidence demonstrates that most 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 strategy</li> <li>• Pupil self reporting evidence shows that most learners are reporting green for the health and wellbeing</li> </ul>
<p>ELC</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>	<ul style="list-style-type: none"> <li>• Children feedback demonstrates that they feel included in the ELC</li> <li>• Most observations on Learning journey/seesaw demonstrate that learners are experiencing activities well matched to their needs</li> <li>• Staff observations demonstrate effective use of the ELC values and the implementation of the refreshed positive relationships policy</li> <li>• Feedback from parents and carers is positive regarding refreshed values</li> <li>• ELC HWB tracker shows increased progress in identified aspects of HWB</li> <li>• All ELC practitioners have participated in trauma informed training to develop their understanding of how to support children who have experienced trauma.</li> </ul>

<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2022/23 was to ....</p> <p>To increase pupil voice, leadership and engagement through a project based learning approach</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><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"> <li>• Training was completed with all teaching staff working with cluster schools on the project based learning approach and increased teacher understanding of engaging pupils</li> <li>• Project based learning entry events were used to launch topics in almost all classes to engage learners</li> <li>• The implementation of pupil leadership groups increased learner voice and independence</li> <li>• The school’s curriculum rationale was reviewed and revised to ensure reflected the current educational drivers</li> <li>• Staff and pupils reviewed the school’s current aims to ensure they reflect the vision and values of the school.</li> <li>• Masterclass opportunities increased this year with a focus on Scottish stem leaders</li> </ul> <p>Evidence indicates the impact is:</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 demonstrating</li> <li>• Learner voice evident in IDL planning demonstrating that learners ideas and thoughts drove the planning of the learning in most classes</li> <li>• Classroom observations demonstrate learners engaged in their tasks and learning opportunities are more creative</li> <li>• Curriculum rationale reflects current offer within school evidenced through IDL planning, pupil and parent/carer feedback</li> <li>• ELC learners experienced forest kindergarten and use of the fire pit to extend their experiences</li> </ul>
<p>ELC</p> <p>ELC learners will benefit from the introduction of a forest kindergarten approach making good use of the outdoor environment</p>	<ul style="list-style-type: none"> <li>• Most observed areas of the ELC on leuven scales show that children are engaged and have increased leadership</li> <li>• Observations show that almost all learners are engaged in their learning</li> <li>• Evaluations and ELC tracker show that play experiences are impacting on improving learner progress</li> <li>• Most ELC learners demonstrate increased confidence when outdoors and increased engagement as evidenced through HWB trackers and observations</li> <li>• ELC learners demonstrate increased confidence when outdoors and increased engagement evidenced through trackers</li> </ul>

Attendance across the school is generally good. Our overall attendance rate for this session is 92.84% which is higher than the West Lothian average and our exclusion rate per 1000 was below the West Lothian average. Consistent application of West Lothian Council Attendance at School Policy and robust monitoring procedures ensures prompt measures are implemented to support attendance at school.

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.

This session we have regularly gathered feedback from parents and carers on our performance and the identification of priorities for our school improvement plan in a number of ways:

- Partnership working with the parent council
- E-forms
- Parent and pupil ethos surveys
- Groupcall messenger
- Phone calls
- Virtual and in person parents' consultations
- Parent/Carer feedback sessions
- Self-evaluation wheels



**Our Wider Achievements this year have been:**

<b>Curricular areas &amp; subjects</b>	<b>The ethos &amp; life of the school as a community</b>
<ul style="list-style-type: none"> <li>• NYCOS workshops</li> <li>• Broxburn Young STEM Leaders visit for Primary 6</li> <li>• Sharing our Learning Events throughout the year</li> <li>• Masterclasses (Scottish Inventors, Countries of the World and Scottish Scientists)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Council Events – Halloween Disco, Christmas Fayre, Bingo, Quiz Night, Beetle Drive.</li> <li>• Participation in Uphall Gala Day</li> <li>• Participated in a variety of events (Book Week Scotland, Red Nose Day, Children in Need, World Maths Week, West Lothian Euro-quiz Heats)</li> </ul>
<b>Interdisciplinary learning</b>	
<ul style="list-style-type: none"> <li>• Variety of after-school clubs offered</li> <li>• P1-P7 Class trips (Transport Museum, Tall Ship, National Museum)</li> <li>• P1-P2 and ELC Christmas Performances</li> <li>• Visit from police and fire brigade for P1-P2</li> <li>• Junior Reports led assemblies</li> <li>• House Captains led pupil voice initiatives at Together Time</li> </ul>	<ul style="list-style-type: none"> <li>• ‘Uniform Store’ continued throughout the year</li> <li>• ELC Coffee and Chat event</li> <li>• Health &amp; Wellbeing Mini Champs attending meetings and events</li> <li>• Credit Union set up and attended weekly by pupils</li> <li>• Pupils attended Remembrance Day parade</li> <li>• Worked closely with River Kids to support families at Christmas</li> </ul>
<b>Opportunities for personal achievement</b>	
<ul style="list-style-type: none"> <li>• Pupils have attended a variety of Active Schools festivals (P7 Basketball, P6 Cross Country, P5 Football, P4 Handball, P3 Sports Festival (led by P6 Sports Leaders) and a P7 pupil attended cross-country final)</li> <li>• Sports Day</li> <li>• Tennis Taster Session</li> <li>• Primary 7 residential to Lendrick Muir</li> <li>• Pupil Leadership Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Christmas parties and singalong</li> <li>• Participation in the Gala day</li> </ul>

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	Good

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? 4<sup>th</sup> Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)