



SCHOOL IMPROVEMENT PRIORITY



Uphall Primary School and ELC

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WHAT IS THE KEY PRIORITY FOR SCHOOL IMPROVEMENT THIS ACADEMIC YEAR?

PRIORITY:

For all learners to experience a curriculum that supports them to meet their full potential

(THIS PRIORITY WILL BE BROKEN DOWN INTO SEPARATE ACTIONS. ATTEMPT TO ARTICULATE AN OVERARCHING PRIORITY)

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*ALL SCHOOLS HAVE A SEPARATE PUPIL EQUITY FUNDING PLAN TO ENSURE THAT CHILDREN AND YOUNG PEOPLE AFFECTED BY POVERTY ACHIEVE THEIR FULL POTENTIAL. FOCUSSED ON TARGETED IMPROVEMENT ACTIVITY IN LITERACY, NUMERACY, AND HEALTH AND WELL-BEING

YEAR: **24-25**

COURAGE RELATIONSHIPS VALUES RELEVANCE



SCHOOL IMPROVEMENT PRIORITY



Uphall Primary School and ELC

CONTEXT & FACTORS

PRIORITY:

For all learners to experience a curriculum that supports them to meet their full potential



WHAT FEATURES OF SCHOOL CONTEXT, LOCAL AUTHORITY FACTORS, AND NATIONAL FACTORS **CONNECT TO THE SPECIFIC IMPROVEMENT PRIORITY?**

SCHOOL (LEARNERS)

- Addressing Action Points identified in school's Self Evaluation procedures
- Cluster Improvement Priorities
- Equity Priorities
- Attainment self evaluation
- Differentiation evidence



STANDARDS AND QUALITY REPORT

https://uphallprimary.westlothian.gov.uk/media/63063/Uphall-Primary-School-and-ELC-Standards-and-Quality-Report-23-24/pdf/2023-24_SQR.pdf?m=172708570293

LOCAL AUTHORITY & CLUSTER

- 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

- Health Protection Guidance
- Moderation Cycle and Assessment
- National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
- Pupil Equity Funding/Equity Audit
- Getting it Right for Every child (GIRFEC)
- Scotland's Curriculum Framework
- Realising the Ambition
- Developing Scotland's Young Workforce
- 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

YEAR: **24-25**



Uphall Primary School and ELC

VISION & VALUES

PRIORITY:
For all learners to experience a curriculum that supports them to meet their full potential



HOW DOES THE SPECIFIC IMPROVEMENT PRIORITY FURTHER THE VISION AND VALUES OF THE SCHOOL?

SCHOOL VISION

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

SCHOOL VALUES

Safe, Trust, Achieve, Included, Respect

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 developing the attributes of the 4 capacities which underpins our Scottish curriculum.

Fostering relationships built on safety, trust, achievement, inclusion, and respect is crucial for meeting learners' needs. Inclusion ensures that every learner feels part of the learning community. When learners feel secure and valued, they are more likely to engage actively and take risks in their learning, developing a culture of achievement for learners to reach their full potential.

PROVIDE A BRIEF BLURB CONNECTING THE SCHOOL VISION, VALUES, AND CURRICULUM RATIONALE TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.



SUPPORTING DATA

PRIORITY:

For all learners to experience a curriculum that supports them to meet their full potential



WHAT DATA HAVE YOU COLLECTED AND ANALYSED THAT SUPPORTS THE FOCUS ON THE SPECIFIC IMPROVEMENT PRIORITY?

DATA ANALYSIS STATEMENT:

Within our school the majority of learners have at least one identified additional support need and the majority in the ELC have an identified additional support need

Classroom observations note that differentiation was not always effectively meeting individual learners needs in some areas

Attainment data shows that writing and numeracy are still areas for improvement across the school

The majority of learner in P5-7 report that they would like learning experiences to be more enjoyable with more of a voice in their learning

In the ELC a few children are confident at identifying rhyming words, syllables, pattern and shapes

TRIANGULATING SOURCES:

PEOPLE'S VIEWS

DIRECT OBSERVATION

QUANTITATIVE DATA

Focus groups, staff eform

Classroom observations

Seemis data

Focus groups, staff eform

Classroom observations

Evaluation eform

Focus groups, excellence in equity minutes

Jotter monitoring

Attainment data

Pupil focus groups

Classroom observations

Ethos survey

Consultative planning

Observations of group time

Attainment data

HIGHLIGHT IMPORTANT HEADLINE DATA ANALYSIS STATEMENTS RELEVANT TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.

- IDENTIFY TRIANGULATING DATA SOURCES USED TO VALIDATE ANALYSIS STATEMENT
- CONSIDER DATA SOURCES THAT REPRESENT YOUNG PEOPLE AS CITIZENS, AS INDIVIDUALS, AS CONTRIBUTORS, AND AS LEARNERS
- ENSURE LEARNER VOICE IS REPRESENTED



SCHOOL IMPROVEMENT PRIORITY



Uphall Primary School and ELC

ACTIONS & INDICATORS

PRIORITY:

For all learners to experience a curriculum that supports them to meet their full potential



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 1. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 1. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 2

FUTURE ACTIONS ACTIONS:

Inclusion

Cluster working






Literacy

Curriculum

ELC

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

- 1 All staff in school and ELC to complete an inclusive classroom environment audit and identify 2 areas of improvement
Undertake zones of regulation training  staff
Aug - Oct
- 2 All staff to participate in a refresher and follow up session on effective planning for a discussion  staff
Aug - Oct
- 3 All staff to plan and deliver a block of literacy learning with a focus on core skills and talk for writing  staff
Aug - Oct
- 4 Implementation of new IDL planners with a focus on pupil voice and creativity  Staff
Aug - Oct
- 5 ELC staff to audit previous observations and together time plans to identify opportunities where rhyme, syllables, pattern and shape have been provided  Staff
Aug - Oct

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR:

- Most staff demonstrate a good understanding of the zones of regulation. Learners are able to identify areas of support in their classroom
- Most staff are able to effectively plan a listening and talking discussion lesson using WL resources
- Evidence shows that most learners have engaged in activities related to a specific text and have identified areas of strength and improvement.
- Quality improvement monitoring of plans demonstrates that learners voice has been taken account of when planning experiences in all classes.
- Action plan with identified steps to improve attainment in these areas is created

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

RAG:



REVIEW SUCCESS

YEAR: 24-25



ACTIONS & INDICATORS

PRIORITY:

For all learners to experience a curriculum that supports them to meet their full potential



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS** - ACHIEVABLE WITHIN **TERM 2**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 2. **TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 3**

FUTURE ACTIONS ACTIONS:

Inclusion

Cluster working






Numeracy

Differentiation

ELC

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

- 1 All staff will complete a coaching and mentoring session with the central ASN team and introduction to LEANS programme  staff
Dec
- 2 All staff will participate in a moderation activity related to teaching discussion  Staff
Dec
- 3 All staff will participate in sessions about building exploration spaces within their classroom/area  Staff
Dec
- 4 All staff will participate in a session on effective differentiation by process  SLT
Dec
- 5 All staff will implement toolkit packs for group time with a focus on rhyme and pattern  Staff
Dec

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR: RAG:

- Most staff are able to implement one action from the coaching session which improves support for an identified learner
- Evidence shows that staff are developing confidence to teach and assess discussion within their class.
- Most pupils have access to exploration areas for numeracy and mathematics within their classroom/areas
- Almost all staff are able to plan an effectively differentiated lesson by process within writing and numeracy
- Target group of learners show an improvement in rhyme and pattern from previous levels

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

REVIEW SUCCESS



SCHOOL IMPROVEMENT PRIORITY



Uphall Primary School and ELC

A CURRICULUM
for EXCELLENCE

PRIORITY:

For all learners to experience a curriculum that supports them to meet their full potential



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY SUPPORT THE CURRICULUM FOR EXCELLENCE PURPOSE OF FULFILLING THE 4 CAPACITIES?

LEARNERS:

- Enthusiasm and motivation for learning
- T2-3 & 4 Determination to reach high standards of achievement
- Openness to new thinking and ideas
- T2-3 & 4 Use literacy, communication and numeracy skills
- Use technology for learning
- Think creatively and independently
- T2-2 Learn independently and as part of a group
- T2-2 Make reasoned evaluations
- T2-2 Link and apply different kinds of learning in new situations

INDIVIDUALS:

- T2-4 Self-respect
- T2-4 A sense of physical, mental and emotional well-being
- T2-4 Secure values and beliefs
- Ambition
- T2-1 Relate to others and manage themselves
- Pursue a healthy and active lifestyle
- T2-1 Be self-aware
- T2-4 Develop and communicate their own beliefs and view of the world
- T2-1 Assess risk and make informed decisions
- Achieve success in different areas of activity

CITIZENS:

- T2-1 Respect for others
- T2-4 Commitment to participate responsibly in political, economic, social and cultural life
- Develop knowledge and understanding of the world and Scotland's place in it
- Understand different beliefs and cultures
- T2-1 Make informed choices and decisions
- Evaluate environmental, scientific and technological issues
- Develop informed, ethical views of complex issues
- T2-2 Make reasoned evaluations

CONTRIBUTORS:

- An enterprising attitude
- T2-1 Resilience
- T2-1 Self-reliance
- T2-2 Communication in different ways and in different settings
- T2-3 and 4 Work in partnership and in teams
- Take the initiative and lead
- Apply critical thinking in new contexts
- T2-3 Create and develop
- Solve problems

(IDENTIFY 1,3,4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE ABILITY OF YOUR CURRICULUM TO DEVELOP AND DELIVER THE 4 CAPACITIES AND ATTRIBUTES)

YEAR: 24-25

COURAGE RELATIONSHIPS VALUES RELEVANCE



QUALITY INDICATORS

PRIORITY:

For all learners to experience a curriculum that supports them to meet their full potential



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY CONNECT WITH FOCUS HGIOS QUALITY INDICATORS?

1.3 Leadership of change

- 1-5 Developing a shared vision, values and aims relevant to the school and its community
- 1-5 Strategic planning for continuous improvement
- 1-5 Implementing improvement and change

2.2 Curriculum

- 4 Rationale and design
- 4 Development of the curriculum
- 4 Learning pathways
- 4 Skills for learning, life and work

2.3 Learning, teaching and assessment

- 2 & 3 Learning and engagement
- 2 & 3 Quality of teaching
- 2 & 3 Effective use of assessment
- 2 & 3 Planning, tracking and monitoring

3.1 Ensuring wellbeing, equality and inclusion

- 1 Wellbeing
- 1 Fulfilment of statutory duties
- 1 Inclusion and equality

3.2 Raising attainment and achievement

- 2 & 3 Attainment in literacy and numeracy
- 2 & 3 Attainment over time
- 2 & 3 Overall quality of learners' achievement
- 2 & 3 Equity for all learners

DETAIL ANY OTHER FOCUS QUALITY INDICATOR:

2.4 – Personalised support



SCHOOL SELF EVALUATION SUMMARY

(IDENTIFY 1,3,4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE DEVELOPMENT OF HGIOS QUALITY INDICATORS)



SCHOOL IMPROVEMENT PRIORITY



Uphall Primary School and ELC

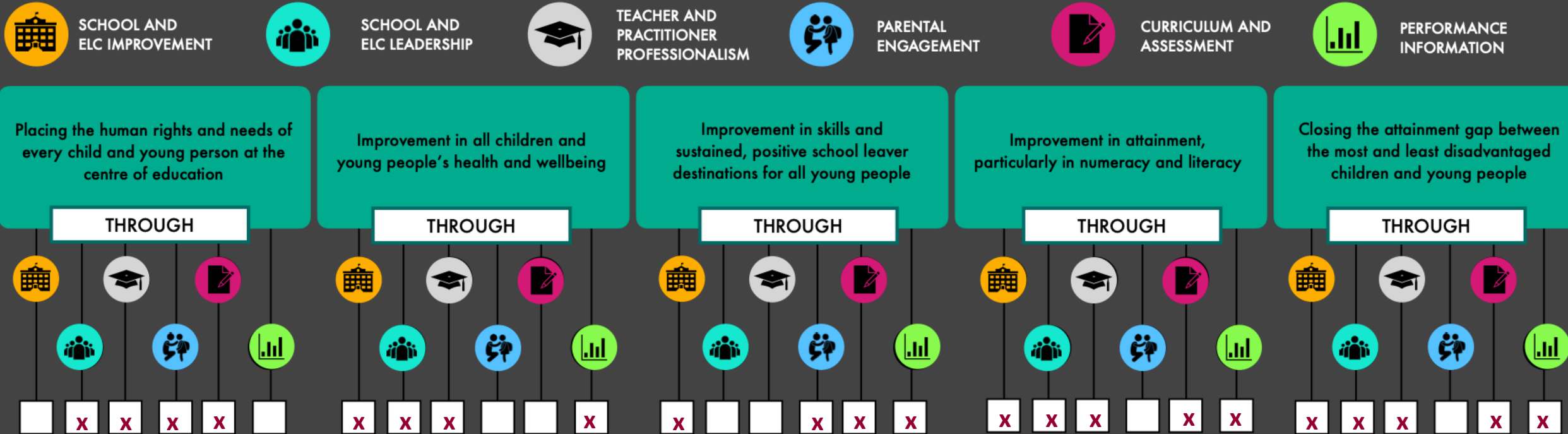
NATIONAL IMPROVEMENT FRAMEWORK

PRIORITY:

For all learners to experience a curriculum that supports them to meet their full potential



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY CONNECT WITH NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES AND DRIVERS?



(SELECT NIF PRIORITIES AND THE RELATED DRIVER(S) THAT YOU ARE CONFIDENT WILL BE STRONGLY IMPACTED BY THE ACHIEVEMENT OF THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY)

YEAR: 24-25



BIGGER PICTURE

WHAT (POSSIBLE) FUTURE SCHOOL IMPROVEMENT PLANS ARE IMPORTANT TO NOTE?



YEAR2

Trial ideas about differentiation and tailor planning approaches

Implement practitioner enquiry on writing /numeracy approaches

PBL planning implemented and development of a skills progression

Trauma informed training part 2, implement refreshed positive relationships strategy, expand training on ASN approaches

YEAR3

Review and Implement tailored planning approaches

Review strategy and ensure reflects current practice

PBL planning to be embedded across all terms, trial of skills progression

Review current practice, create an inclusion strategy,

YEAR4

Review current practice - observed lessons are graded good or above and pupils report that work is at the correct level, planning and jotter evidence is consistent with this

Skills progression used in all classes

Implementation of inclusion strategy and QI focus on inclusion

(YOU MAY CHOOSE TO INCLUDE PLANNED OR EXTENDED PARTNERSHIPS, KNOWN DEVELOPMENTS AND CONTINUATIONS OF THE CURRENT PRIORITY, AND SPECIFIC AREAS (E.G. CURRICULUM, NIF, UNCRC, ETHOS) IDENTIFIED FOR ATTENTION. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN FUTURE PLANS.**



ELC ACTION PLAN



ELC settings are a distinct and important part of the school community. ELC settings have a separate Action Plan which details current and planned actions intended to improve the learning and experiences of children accessing this service.

Please follow this link  to view our ELC Action Plan.



PEF STATEMENT

PUPIL EQUITY FUNDING: Tackling the attainment gap between the most and least advantaged children



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 to improve literacy, numeracy and health and wellbeing.

Please follow this link  https://uphallprimary.westlothian.org.uk/media/62583/PEF-Summary_24_25/pdf/PEF_Summary_24_25.pdf?m=1724838608060 to view our PEF Summary and find out more about our use of funding.

https://uphallprimary.westlothian.org.uk/media/62583/PEF-Summary_24_25/pdf/PEF_Summary_24_25.pdf?m=1724838608060