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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. FOCUSING ON TARGETED IMPROVEMENT ACTIVITY IN LITERACY, NUMERACY, AND HEALTH AND WELL-BEING

YEAR: 25-26

COURAGE RELATIONSHIPS VALUES RELEVANCE



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/66640/2024-25-Standards-Quality-Report/pdf/2024-25_SQR.pdf?m=1762155603003

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



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:

29% of all learners are not working at the expected level for writing with first level having the highest number of learners who require support in this area

87% of parents reported positively about how the school manages bullying, although higher than the WL average it is 7% lower than last session

63% of teaching staff feel they would like more strategies to support learners who are dysregulated. Pupil ethos surveys show that learners positively reporting on behaviour was 3% below WL average, only 48% of learners feel they have strategies to help them regulate themselves

67% of staff would like more training on supporting learners with additional support needs. 25% of learners in the school have an identified additional support need.

22% of all learners are not working at the expected level for numeracy and mathematics with the highest number of learners who are not at the expected level at first level

TRIANGULATING SOURCES:

PEOPLE'S VIEWS

Excellence in Equity notes

Parent and Carer feedback

Pupil and staff feedback

PRD and ADR feedback

Pupil focus group feedback

DIRECT OBSERVATION

Jotter monitoring

Playground observations

Classroom monitoring

Classroom monitoring

Forward Planning

QUANTITATIVE DATA

Attainment data

Parent ethos surveys

Staff eform and pupil ethos survey

Staff eform feedback

Pupil ethos surveys

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



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

Literacy

Numeracy

Inclusion

Literacy

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

PLANNED ACTIONS:

- 1 Staff will engage with a coaching and mentoring model specific to an individual with an additional need in their class to support differentiation in their classroom

Staff
June
- 2 A focus on using the core targets within writing during term 1 for all taught writing will be put in place across the school

Staff
Term 1
- 3 To establish the approaches to place value used when teaching numeracy a block of place value will be planned and delivered in term 1

Staff
Term 1
- 4 During the first 2 weeks all classrooms will have a zones of regulation display and a consistent visual timetable displayed

Staff
Term 1
- 5 A targeted early intervention approach will be implemented with all P2 pupils with a focus on core reading and spelling skills

P2, SLT, Sfl
Term 1

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

SUCCESS/IMPACT INDICATOR:

Learning observations show an increase of 20% in targeted differentiation for identified learners (60% overall). Staff confidence at supporting learners with additional support needs has improved to 80%

Regular jotter monitoring and evaluation of core targets show an increase in consistent use by 25%

Moderation evidence shows that all staff are able to use progressive approaches when teaching place value which builds on learning from previous levels

Classroom monitoring by the pupil inclusion ambassadors shows that all classrooms have a zones of regulation display and consistent visuals

PoLAAR assessment shows an improvement of 6% within letter recognition and common word spelling for learners not at the expected level

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

RAG:



REVIEW
SUCCESS



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:

HWB

Literacy

Literacy

Numeracy

Curriculum

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

PLANNED ACTIONS:

To refresh and revise the positive relationships strategy and procedure to increase consistency across the school



All
January

Monthly jotter monitoring and regular SWST spelling assessments will be implemented to ensure learners are challenged and supported on their spelling



Staff
January

Reading targets to be introduced and moderation of reading approaches across the school is conducted to ensure consistency of approach



Staff
January

Problem solving approaches will be audited to develop a consistent approach



Staff
January

Review current curriculum planning and national profiling tool against current skills approaches



Staff
June

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

SUCCESS/IMPACT INDICATOR:

Pupil HWB self reporting amber for safe reduces by 10% with no red's reported

Regular jotter monitoring and evaluation of core targets for off track learners shows an improvement in spelling of common words by 10%

Pupil focus group feedback shows that most learners understand their next steps in learning for reading

Staff confidence scales show an increase of in understanding the teaching approaches for delivery of problem solving

Skills framework to be developed. Most learners being able to identify skills related to their learning experiences

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

RAG:

REVIEW
SUCCESS



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:

1.1	Enthusiasm and motivation for learning
1.1	Determination to reach high standards of achievement
	Openness to new thinking and ideas
1.3 and 1.4	Use literacy, communication and numeracy skills
	Use technology for learning
	Think creatively and independently
	Learn independently and as part of a group
	Make reasoned evaluations
	Link and apply different kinds of learning in new situations

INDIVIDUALS:

	Self-respect
1.1 and 1.4	A sense of physical, mental and emotional well-being
	Secure values and beliefs
	Ambition
1.1	Relate to others and manage themselves
	Pursue a healthy and active lifestyle
	Be self-aware
	Develop and communicate their own beliefs and view of the world
	Assess risk and make informed decisions
	Achieve success in different areas of activity

CITIZENS:

1.4	Respect for others
	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
	Make informed choices and decisions
	Evaluate environmental, scientific and technological issues
	Develop informed, ethical views of complex issues
	Make reasoned evaluations

CONTRIBUTORS:

	An enterprising attitude
1.1	Resilience
	Self-reliance
1.4	Communication in different ways and in different settings
1.3	Work in partnership and in teams
	Take the initiative and lead
	Apply critical thinking in new contexts
	Create and develop
1.3	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)



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

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

2.2 Curriculum

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

2.3 Learning, teaching and assessment

- ☐ Learning and engagement
- ☒ 2.3 Quality of teaching
- ☒ 1.2 Effective use of assessment
- ☐ Planning, tracking and monitoring

3.1 Ensuring wellbeing, equality and inclusion

- ☐ Wellbeing
- ☐ Fulfilment of statutory duties
- ☒ 1.1 and 1.4 Inclusion and equality

3.2 Raising attainment and achievement

- ☒ 1.5 Attainment in literacy and numeracy
- ☐ Attainment over time
- ☐ Overall quality of learners' achievement
- ☐ Equity for all learners

DETAIL ANY OTHER FOCUS QUALITY INDICATOR:

2.4 - personalised support

2.2 - curriculum



SCHOOL SELF EVALUATION SUMMARY

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



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?



SCHOOL AND
ELC IMPROVEMENT



SCHOOL AND
ELC LEADERSHIP



TEACHER AND
PRACTITIONER
PROFESSIONALISM



PARENTAL
ENGAGEMENT



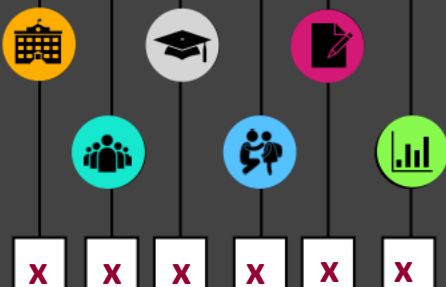
CURRICULUM AND
ASSESSMENT



PERFORMANCE
INFORMATION

Placing the human rights and needs of every child and young person at the centre of education

THROUGH



Improvement in all children and young people's health and wellbeing

THROUGH



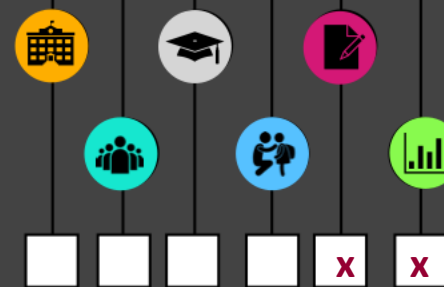
Improvement in skills and sustained, positive school leaver destinations for all young people

THROUGH



Improvement in attainment, particularly in numeracy and literacy

THROUGH



Closing the attainment gap between the most and least disadvantaged children and young people

THROUGH



(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)



BIGGER PICTURE

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



YEAR2

Review and Implement tailored planning approaches

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

Review current practice, create an inclusion strategy,

YEAR3

Skills progression used in all classes

Audit current curriculum offer in line with refreshed curriculum guidance

YEAR4

Begin developing a curriculum plan to include progressive outdoor learning opportunities alongside a sustainability focus

Refresh planning focus in line with PBL and the one big idea approach

(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



https://uphallprimary.westlothian.org.uk/media/68041/2025-26-ELC-Action-Plan/pdf/2025-26_ELC_Action_Plan.pdf?m=1762155638797

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/67381/PEF-Summary_25_26/pdf/PEF_Summary_25_26.pdf?m=1756802161183

to view our PEF Summary and find out more about our use of funding.