



CONTEXT
& FACTORS

PAGE 2

VISION
& VALUES

PAGE 3

SUPPORTING
DATA

PAGE 4

ACTIONS
& IMPACT

PAGE 5-8

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)

ELC
ACTION PLAN

PAGE 13

PEF
STATEMENT

PAGE 14

CURRICULUM
for EXCELLENCE

PAGE 9

QUALITY
INDICATORS

PAGE 10

NATIONAL
IMPROVEMENT
FRAMEWORK

PAGE 11

BIGGER
PICTURE

PAGE 12

*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: 26-27

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

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
- West Lothian Corporate Plan
- Education Services Management Plan
- West Lothian Parental Involvement and Engagement Framework
- Equity Team and additional allocations, Pedagogy Team

NATIONAL

- Curriculum Improvement Cycle
- 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



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:

Scotland's curriculum is currently going through an improvement cycle with draft materials being shared in June 26. The majority of staff are at the beginning of developing confidence in understanding the curriculum improvement cycle. Pupil ethos survey data shows that most pupils find learning at school enjoyable (83%) Pupil focus group data showed pupils want more opportunities in wider curriculum and to have choice in learning and wider achievements

QI data shows that the majority of classes refer to skills for learning, life and work which is lower than the authority average. The majority of staff are at the beginnings of developing confidence at using meta skills within lessons.

Pupil ethos survey results show that although much higher than WL average there is 4% drop (80% to 76%) in children feeling that the school deals well with bullying

Data shows that 29% of learners in the school have an additional support need. QI data shows that 69% of classes demonstrate good or very good adaptive learning experiences. The majority of staff would like to develop further strategies to support learners

Attainment data shows that most learners are working at the expected level for writing and numeracy. Writing attainment is the lowest area of measured attainment 76% (44 learners) compared to 79% reading and 81% numeracy

TRIANGULATING SOURCES:

PEOPLE'S VIEWS

DIRECT OBSERVATION

QUANTITATIVE DATA

Staff confidence scales

Staff feedback

Pupil ethos survey

Pupil focus groups/staff feedback

Classroom monitoring

QI data

Pupil focus groups

Playground monitoring

Pupil ethos survey

Staff confidence scales

Classroom monitoring

QI data

Pupil focus group/TPJ

Forward Planning monitoring

TPJ

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:

Curriculum

Inclusion

Curriculum

Literacy

Numeracy

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

PLANNED ACTIONS:

1 All staff will participate in two curriculum improvement cycle sessions to set the scene for the year ahead and share key messages and documentation



Staff
October

2 Refresher on the circle document and how to use it to support learners in class. Introduce SCERTS language for individual target setting



Staff
October

3 All staff will participate in a session regarding meta-skills progression and profiling refresher.



Staff
October

4 Staff will undertake audit of writing failures using quality improvement tools. some professional learning about adaptive teaching approaches in literacy



Staff
December

5 Staff will undertake some professional learning about adaptive teaching approaches in numeracy



Staff
December

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

SUCCESS/IMPACT INDICATOR:

Staff confidence scale shows that there understanding of the curriculum improvement cycle has increased by 14% (66% to 80%)

Staff confidence scale show that 53% staff are using the circle document at least termly. Currently 23%. Pupils reporting red in HWB trackers for inclusion reduce by 3% to 0% (currently 3%)

Classroom observation data shows that skills language is used within 60% of lessons. Most pupils will be able to identify skills vocabulary when asked. Currently majority.

Staff confidence levels show 76% understand a range of adaptive learning approaches. (Increase of 23%). Most pupil focus groups report that learning is at the right level for them. Currently majority.

Staff confidence levels in adaptive teaching approaches increases to 76% (23% increase) Most pupil focus groups report that learning is at the right level for them. Currently majority.

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
1:4,1:5	Determination to reach high standards of achievement
	Openness to new thinking and ideas
1:4 and 1:5	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
1:2	A sense of physical, mental and emotional well-being
	Secure values and beliefs
	Ambition
1:2	Relate to others and manage themselves
1:2	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:

	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
	Resilience
	Self-reliance
1:1, 1:3	Communication in different ways and in different settings
	Work in partnership and in teams
	Take the initiative and lead
1:1, 1:3	Apply critical thinking in new contexts
	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)



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
- ☐ Strategic planning for continuous improvement
- ☒ 1:4 Implementing improvement and change

2.2 Curriculum

- ☐ Rationale and design
- ☒ 1:1, 1:3 Development of the curriculum
- ☐ Learning pathways
- ☐ Skills for learning, life and work

2.3 Learning, teaching and assessment

- ☐ Learning and engagement
- ☒ 1:4, 1:5 Quality of teaching
- ☐ Effective use of assessment
- ☐ Planning, tracking and monitoring

3.1 Ensuring wellbeing, equality and inclusion

- ☒ 1:2 Wellbeing
- ☐ Fulfilment of statutory duties
- ☐ Inclusion and equality

3.2 Raising attainment and achievement

- ☒ 1:4, 1:5 Attainment in literacy and numeracy
- ☐ Attainment over time
- ☒ 1:4, 1:5 Overall quality of learners' achievement
- ☐ Equity for all learners

DETAIL ANY OTHER FOCUS QUALITY INDICATOR:

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



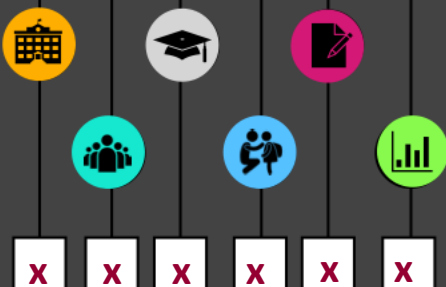
CURRICULUM AND
ASSESSMENT



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



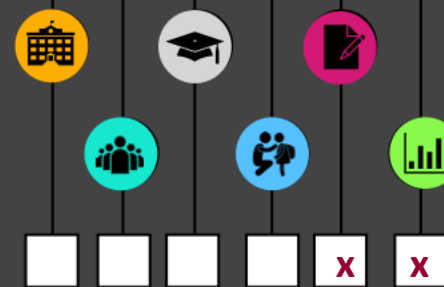
Improvement in skills and sustained, positive school leaver destinations for all young people

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

Meta – Skills – Scale implementation, expect that it is embedding in practice

Outdoor learning – testing changes

CYPIC writing/BTC – develop aims and test changes in a larger sample

Inclusion/scerts targets – full implementation

Curriculum – follow national/local guidance

YEAR3

CYPIC writing/BTC – Implementation wider sample

Outdoor learning – Implementation of an outdoor learning progression

Inclusion – Review and scale

Curriculum – follow national/local guidance

YEAR4

CYPIC writing/BTC – Review and scale

Inclusion – Create the conditions/understand the systems – review with current needs

Curriculum – follow national/local guidance

(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.



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/70932/PEF-Summary-26-27.pdf?PEF_Summary_26_27.pdf?mc=1787561634290

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