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& FACTORS

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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: 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
- 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
- Education Scotland & Care Inspectorate Quality Improvement Framework for Early Years



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

Play, Included, Nurtured, Safe

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: Learners, Individuals, Contributors and Responsible

Our Aims are to:

- 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

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:

In Health & Wellbeing, 42.11% of learners are not confident expressing their needs (TS1) and 10% of children were identified through use of the circle framework.

In Literacy, 42.11% of learners are not achieving age/stage levels of rhyme recognition (TS1) and 26.32% of learners are not achieving expected levels of mark making with increased details (TS10)

In Numeracy, 32.58% of learners are not achieving age/stage levels of reading numerals and 47.3% of learners are not achieving expected levels of recognising money/coins.

Quality improvement data shows that a greater curriculum offering beyond the ELC would help develops life skills (e.g. children in the community)

Learners' voice is not included consistently in SEESAW observations and floorbook

TRIANGULATING SOURCES:

PEOPLE'S VIEWS

DIRECT OBSERVATION

QUANTITATIVE DATA

Practitioner PJ

*ELC monitoring,
SEESAW*

T&M data - PJ

Practitioner PJ

*ELC monitoring,
SEESAW*

T&M data - PJ

Practitioner PJ

*ELC monitoring,
SEESAW*

T&M data - PJ

Staff Feedback

*ELC monitoring,
SEESAW*

*SIP 25/26
Evaluation*

Pupil Voice

*SEESAW and
Floorbook QA*

*ELC
Observations*

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:

Health & Wellbeing / Inclusion

Numeracy & Mathematics

Literacy & Communication

Employability Skills

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

PLANNED ACTIONS:

1 All staff training session on Circle Framework – Up, Up and Away. All staff to use the “identifying Stages Tool” with targeted learners and strategy plan produced. All Staff October 2026

2 Targeted interventions focused on reading numerals (TS2) for all pupils and steps taken following environment audits to enhance provision EYO & Numeracy Lead October 2026

3 Targeted intervention focusing on rhyme (TS1) for all pupils and assessment data gathered and moderated EYO and Literacy Lead October 2026

4 Groups identified to visit Open Door Café and Secret Garden. Staff Leadership Groups October 2026

5

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

SUCCESS/IMPACT INDICATOR:

QI data from P.Plans will show all identified pupils will have the evaluating stages tool completed with a strategy plan produced.

Tracker Data shows an increase of 21% in TS2 (4 pupils). Staff feedback shows increased understanding of TS2 through moderation methods.

Tracker Data shows an increase of 26% in TS1 (5pupils). Staff feedback shows increased understanding of TS1 through moderation methos.

Pupil, staff and community feedback. Leadership Action plans evaluated.

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:

	Enthusiasm and motivation for learning
2,3	Determination to reach high standards of achievement
	Openness to new thinking and ideas
3	Use literacy, communication and numeracy skills
4	Use technology for learning
4	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	A sense of physical, mental and emotional well-being
	Secure values and beliefs
	Ambition
4	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:

	Respect for others
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
	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	Resilience
	Self-reliance
	Communication in different ways and in different settings
	Work in partnership and in teams
	Take the initiative and lead
	Apply critical thinking in new contexts
2,3	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)



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

Linked Action

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

2.2 Curriculum

Rationale and design

Development of the curriculum

Learning pathways

Skills for learning, life and work

1.4

2.3 Learning, teaching and assessment

Learning and engagement

Quality of teaching

Effective use of assessment

Planning, tracking and monitoring

3.1 Ensuring wellbeing, equality and inclusion

1.1

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

3.2 Raising attainment and achievement

1.2, 1.3

Attainment in literacy and numeracy

1.3

Attainment over time

Overall quality of learners' achievement

1.1

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



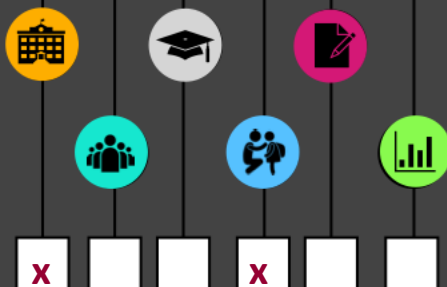
CURRICULUM AND
ASSESSMENT



PERFORMANCE
INFORMATION

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

THROUGH



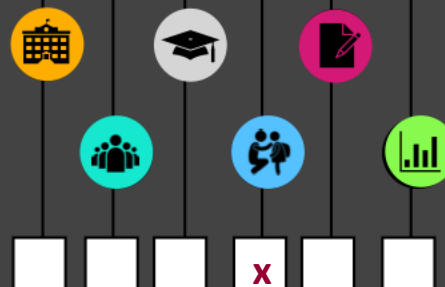
Improvement in all children and young people's health and wellbeing

THROUGH



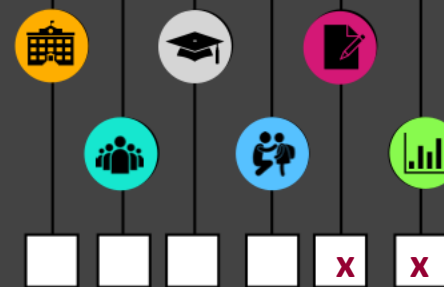
Improvement in skills and sustained, positive school leaver destinations for all young people

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)

YEAR: 26-27



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?m=1787561634290

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