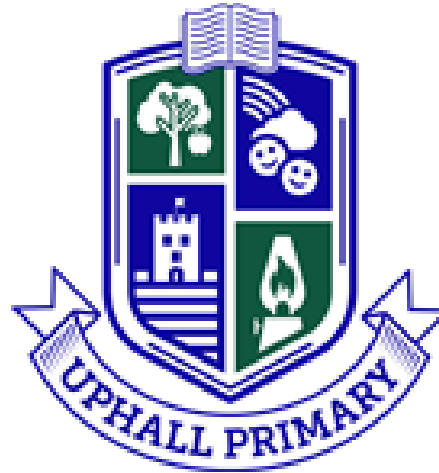


Uphall Primary School Standards and Quality Report for Session 2025-2026



School Self Evaluation	
How good is our school? The quality indicators evidence that:	
1.3 Leadership of Change	Very good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very good
3.2 Raising attainment and achievement	Good

School Context:

Uphall Primary School 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 190 children with 8 classes. 20% of our school population are receiving free school meals and 45% of our pupils live within SIMD 2 (Scottish Index of Multiple Deprivation). This session we had 7 straight classes and 1 composite class. The school provides a well-attended Breakfast Club. Community links continue to strengthen through partnership with two local churches, community centre and Broxburn United Football Club. Our parent council is supportive and proactive, they are enthusiastic and committed to improving the educational outcomes for all. Our focus on inclusion continues to strengthen as we approach our second year of this focus, led by our inclusion ambassador. Our one trusted adult approach is well embedded as part of our practice to support individuals. We have a staff member trained in the LIAM anxiety programme who has been able to support identified P5, P6 and P7 pupils and we run afternoon nurture sessions to develop specific skills in learners.

Please see our school website for further information including our PEF strategy:

[Uphall Primary School - Uphall Primary School](#)

What has your Child's School being doing to improve this year?

Improvement in children's Health and Wellbeing:

- Staff engaged with a coaching and mentoring model to support inclusion in the classroom
- The schools positive relationships policy and procedure was reviewed to increase consistency across the school
- Refresh of Zones of Regulation training, Zones display in all classrooms and throughout the school.

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

- Targeted interventions took place for learners for literacy, numeracy and health and wellbeing
- Outdoor learning dens were used to support engagement and motivation in literacy

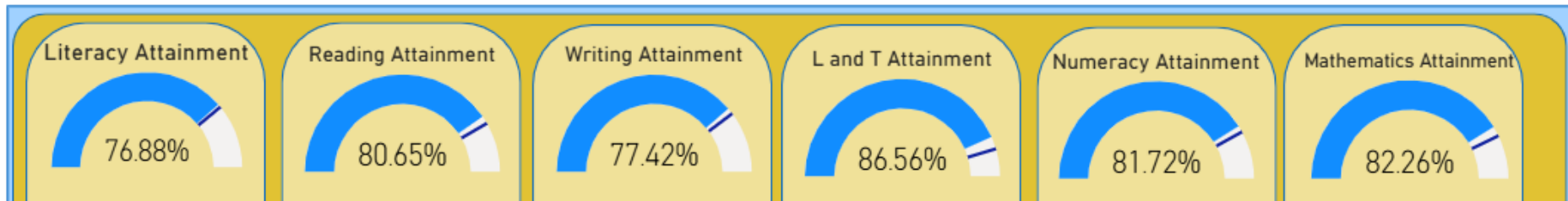
Improvement in skills and sustained, positive school-leaver destinations for all young people:

- A review of current curriculum planning and use of the national profiling tool
- Language of meta skills was introduced at assemblies

Improvement in achievement, particularly in literacy and numeracy:

- Whole school focus on using the core targets within writing
- Approaches to place value were moderated to review the teaching of numeracy
- Targeted early intervention approach was implemented at first level to raise attainment in literacy
- Monthly jotter monitoring to ensure learners are challenged and supported on their literacy
- Staff participate in cluster "Building Thinking Classroom" taster session

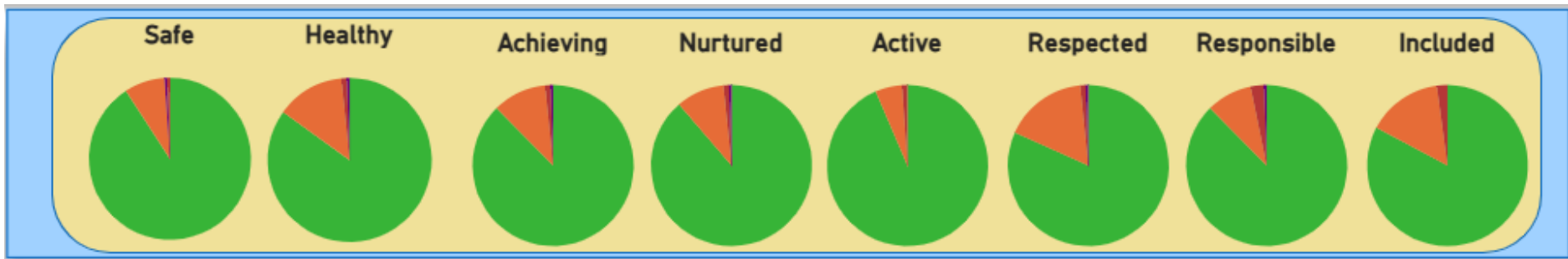
How do we know what has made a difference for your child?



The information above shows an overview of our current levels of attainment. We are driving increased levels of attainment through targeted, evidence-based interventions that promote equity, supported by a dynamic Support for Learning model. Additionally we are investing in staff professional development to ensure sustainable impact and continuous improvement.

School attendance has increased this session and sits at 94.12%

Recent self-reporting information below shows that pupils are responding positively across the wellbeing indicators.



Our Ethos results show that:

- 100% of parents who responded reported that they felt that their child was safe at school
- 96% of parents who responded reported that their child is treated fairly at school.

Achievements we're proud of this year:

Wider Achievements: - Class assemblies and events were shared with parents and carers - All classes experienced a free class trip this session. Some of the places classes visited were – The Glasgow Science Centre, Edinburgh Zoo, Bannochburn and The Risk Factory - All learners were able to take part in a selection of masterclasses linked to real life scenarios which included – Jobs, maths in real life, authors and outdoor learning - P7 learners had the opportunity to experience a school camp - P7 lunch clubs were well run and attended and included – STEM, Art, Dance, Football, book, gymnastics and bracelet making - We entered a team in the Broxburn schools Football league - Pupils were able to attend a sports club run by active schools - We introduced a Meta rave on a Friday to encourage the use of meta-skills language <u>Hot chocolate Fridays took place to celebrate success</u>	What our pupils say: “People are respectful” – P5 pupil - “We support each other” – P4 pupil - “The school teachers help me when I do things wrong” – P3 pupil - “We always get time to play and our rights are respected which is very good” – P1 pupil - “Rights are respected” – P7 pupil - “Everyone is kind” – P5 pupil - “The best thing is having school trips” – P2 pupil - “We have free uniform” – P7	What our families say: “The school keep parents up to date well” - “The school has a very supportive and nurturing approach” - “Staff are very welcoming and approachable” - “Very good communication between home and school” - “The school provides support for all children” - “A caring and inclusive school
What can your child look forward to next school session? - Using the "Building Thinking Classroom" approach to problem solving within numeracy lessons - Making greater use of the outdoor spaces - Learning more about meta-skills and how they are using these skills within their learning - A class trip throughout the year - Increased use of profiling to help learners identify their successes and achievements - Continuing with core writing in term 1 to develop confidence and achievement in writing - Masterclasses on a wider range of topics as selected by the pupil Council - Increase our use of digital technologies as part of daily classroom learning	How do we know we have made a difference? What does this mean for your child? - Our inclusion supports have increased to make sure learners get the right support for them - increase of 20% in targeted inclusion supports used in classes (from 60%) - Learners are receiving progressive learning within place value as they move through the school - Moderation evidence shows that all staff are able to use progressive approaches when teaching place value - All learners are using the zones of regulation to support their understanding of emotions - Classroom monitoring by the pupil inclusion ambassadors shows that all classrooms have a zones of regulation display and consistent visuals - Pupil HWB self reporting amber for safe reduces by 10% with no red's reported. 16.3% reduction (154-129) in ambers and 71.5% reduction (28-8) in reds reported - Pupil council audit shows that 81% of learners know the school expectations for behaviour	

