

**Pumpherstons and Uphall Station
Community Primary School and
Early Learning and Childcare
Setting**



**PROGRESS
REPORT FOR
SESSION 2021/22**

(Standards & Quality Report)

37 Drumshoreland Road

Pumpherstons

EH53 0LF

ABOUT OUR SCHOOL

Pumpherstons and Uphall Station Community Primary School is a non - denominational school serving the two communities of Pumpherstons and Uphall Station. The new school and nursery building was opened in 2012, providing modern accommodation for pupils and staff.

Our building has a flexible design, classrooms have hinged doors which open to allow learning to be extended into shared areas. Each classroom benefits from have a door to a decked area and playground allowing class teachers to use schools large play area for outdoor learning.

There is a spacious gym hall and separate dining area. Our ELC is part of our school building with its own play area with various surfaces to allow for different types of play. The outdoor play area is linked with the indoor area allowing for free-flow play. This year due to COVID restrictions our ELC has operated in 2 bubbles until April 2022 when it reverted back to free-flow play.

Our current school role is 236 arranged in to 9 classes (including our ELC class). The senior leadership team consists of a Head Teacher and a Principal Teacher. In addition to the 9 class teachers we have a Support for Learning Teacher and teachers who support learning for identified groups and deliver non-contact time for class based teachers.

Our ELC offers half day and full day sessions over 5 days, operating over 50 weeks of the year. The ELC has a capacity of 32. Staffing includes 1 Early Years Officer, 4 full time Early Years Practitioners and 2 Pupil Support Workers. Our ELC is supported by an Early Learning Centre Area Support Manager.

IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2019/20, what the impact has been and what our next steps will be to continue to address these priorities in session 2020/21.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at: <https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy.</p> <p>To raise attainment in literacy by developing a clear, coherent strategy across the four contexts for learning with robust monitoring and moderation approaches.</p> <p>All learners will experience different contexts to apply numeracy skills and develop their skills for life, learning and work.</p> <p>NIF Drivers: <input checked="" type="checkbox"/>School and ELC Improvement. <input checked="" type="checkbox"/>School and ELC Leadership <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism <input checked="" type="checkbox"/>Parental Engagement <input checked="" type="checkbox"/>Curriculum and Assessment <input checked="" type="checkbox"/>Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Staff attended training for Mighty Writer; resources were purchased and are beginning to be used (P1-3 and beyond where appropriate). All staff continue to use the PM Writing resource • Staff attended Reciprocal Reading training and implement Reciprocal Reading strategies in classes • 1+2 Development Officer modelled French and Spanish lessons from nursery to P7 and new online Camembear resource introduced (N-P2) • Used relevant baseline assessment alongside the pathways for learning to identify gaps and set appropriate interventions • Alongside our cluster schools, supported by the West Lothian Numeracy Pedagogy team implemented numeracy progression pathways and staff training provided by school numeracy lead • Daily Number Talks sessions to embed numerical strategies • Termly moderation to strengthen our teacher professional judgement • Through our excellence and equity meetings we were able to use all assessment information to make informed judgements on the achievement of a level <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners with identified gaps have received timely and appropriate interventions leading to achievement • Most of our learners are on track for literacy with improvements across almost all stages in combined literacy • Most of our learners are on track for numeracy and mathematics and there has been an improvement across some stages in the school in numeracy
<p>ELC</p>	<ul style="list-style-type: none"> • Implementation of Signalong resource • Staff training on numeracy progression pathways • Consistent SEAL approach to numeracy • New resources have been added in our outdoor area resources to support literacy and numeracy development, providing consistent learning activities both indoors and outdoors • ELC tracker used to identify and targeted areas and individuals • Learning journals and ELC trackers used to moderate
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>To raise attainment of identified children across all learning.</p> <p>NIF Drivers:</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • High quality Numeracy and Mathematics CLPL for practitioners • Support for Learning teacher trained in Maths Recovery Red Book and groups identified for intervention work • Supported language development with the support of a Speech and Language Therapist including staff training in Phonological Awareness, Teaching Children to Listen and Word Boost • Used Zones of Regulation strategies for identified learners • Used our PEF teaching staff to provide timely and appropriate

<input checked="" type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p>interventions to support learning through bespoke programmes</p> <ul style="list-style-type: none"> Used small group setting to support the learning journey of identified pupils <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> Learners are identified through baseline assessment and interventions are timely and appropriate Most learners receiving PEF interventions have made improvements with a few children now being on track
<p>ELC</p>	<ul style="list-style-type: none"> Continued engagement with Speech and Language Therapist through staff professional learning sessions to develop early literacy skills using the LIFT and Word Boost programme. Through peer observations we have evaluated how we use language in the ELC to make improvements in our practice to support early literacy skills. Using Emotionworks to develop emotional literacy strategies.

<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>For pupils to be aware of their wellbeing, with timely effective interventions available. For the school revisit their vision and values and aims which are inclusive, relevant to the needs of our learners and created with our full school community.</p> <p>NIF Drivers:</p> <input checked="" type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> Regularly reflected upon the pupil wellbeing wheels to ensure we were providing the correct support Continued the trusted adult system in school All classes developed systems for having daily check-ins with their teacher Nurture and HUB groups established to support identified learners Used the West Lothian Wellbeing Recovery Group to support all children Revised our school vision and values through consultation with our school community and these are used throughout the school Used Emotionworks across the school and ELC to develop emotional literacy strategies Implemented Zones of Regulation strategies for identified learners Your Space Counselling sessions introduced for identified learners and drop in sessions available for all pupils. Pupil Passports created and shared for identified learners All staff received SCERTs, Circle Resource and MAPA training to support learners <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> Learners show a greater confidence in self reporting using the wellbeing indicators Learners feel safe in our school and know who their key people are if they need to talk to someone
<p>ELC</p>	<ul style="list-style-type: none"> Created new vision and values which will be further developed with our ELC community as we move into session 2022/23. Using the wellbeing indicators through all areas of the ELC, in our planning and our floorbooks. Stories are used to support children's emotional literacy and identify feelings and emotions.

	<ul style="list-style-type: none"> • Emotionworks programme has supported children's awareness of their emotions and how to communicate them. • Personal Plans to enable us to best meet their needs with a focus on wellbeing, learning and development and by setting out their health, welfare and safety needs.
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our curriculum rationale will reflect our vision and values and focus on developing skills and an agile culture for learning.</p> <p>NIF Drivers:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • All staff, teaching and support staff, have leadership roles which they plan and evaluate • The school calendar allows for practitioners to have systematic opportunities to review and refresh their pedagogical practice which is underpinned by evidence based research and professional reading • Our P7 Leaderships team led the revision of our school's vision and values, using HGIOS4 and engaging with the whole school community • Continued to embed Anytime, Anywhere Learning in P6 and P7 • Used an interdisciplinary learning approach including skills, STEM outdoor learning and developing the young workforce • Used Seesaw in our P1-3 and Teams in P4-7 to support the development of our agile learning culture • WL Raise Officer provided 'Science through Stories' training for all staff and staff using planners linking STEM concepts to Literacy and IDL • P1 teacher engaged in a Gender Awareness Course and undertook a practitioner enquiry into block play <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners are being assessed across learning through observing the application of skills in an interdisciplinary context • We celebrate our successes through using our values across the school community • Learners can use digital technology to support their learning
ELC	<ul style="list-style-type: none"> • Technology area within the ELC developed which includes digital iPads, cameras, Beebots, remote control cars, digital writing boards and Promethean Panel, to enable the children to freely access these to enhance learning experiences • Staff undertook Pete Moorehouse Woodwork CLPL and have created a woodwork area outside which is promoting curiosity and skills led learning in the learners • Our ELC team engaged in CLPL opportunities about Realising the Ambition and this features throughout all of our planning and informs our learning environments.

Our School's attendance rate is 93.57% with high levels of lateness across the school. Next year the school plans to address this through communicating with our parents/cares and engaging with the West Lothian Attendance in School procedures.

Our school has a successful partnership with our Parent Council who is committed to being part of the journey of the school, raising funds and supporting with after school clubs and activities. They form a positive bridge between community activities and school activities. They are committed to engaging with the whole parent body and are exploring new ways of doing this.

Our Wider Achievements this year have been:

- Vulnerable families are supported through our Community Cupboard with access to food and school uniforms.
- Parents Evenings carried out via video calls or over the phone to ensure there was still an opportunity to share progress and success with parents.
- The investments in concrete material have benefited all classes. Introducing new concepts using these materials has helped all children at all levels. Using the manipulatives has helped children to understand concepts successfully.
- Interdisciplinary Learning has supported a strong focus on literacy, numeracy and health and wellbeing as well as a focus on skills for learning, life and work
- All our classes participated in the Sing on the Bing Poetry competition (Pumpherstons Community Council).
- Play has continued to be embedded with a strong focus on literacy and numeracy
- In our P1-3 parents continue to engage with Seesaw, allowing parents to see examples of pupil learning and sharing home learning
- Our pre-school pupils benefited from a programme to support their transition to Primary 1, including class visits, engagement with their buddies, frequent visits to the school area, potted sports and a school lunch with parents/carers in the dining hall.
- Our P7 pupils took part in transition activities and visited their new high school.
- Our Cosy Corner Hub provides a safe environment for children to relax, play, chat and build relationships with one another.
- Our whole school nurturing approach and committed staff has allowed us to support our pupils and their families as well as each other throughout the different stages of the year.
- Reconnecting with parental engagement following the easing of restrictions, including attending class assemblies and stay and play sessions in the ELC and P1.
- Educational visits have restarted and P6 benefited from attending the Cluster Cross Country event
- A variety of afterschool sports clubs were offered to pupils across the school in term four and were well attended

How good is our school? The quality indicators* evidence that:

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

How good is our Early Learning and Childcare? The quality indicators* evidence that:

1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Securing children's progress	Good

+Delete if not relevant

*(Indicators used in How good is our School? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)