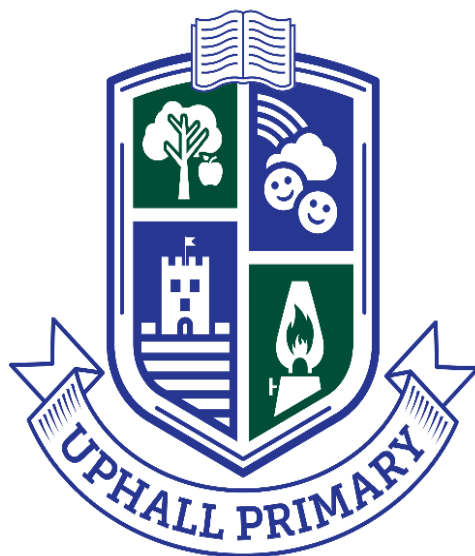


Uphall Primary School



PROGRESS REPORT FOR SESSION 2017/18

(Standards & Quality Report)

Uphall Primary School

Crossgreen Drive

Broxburn

EH52 6DS





ABOUT UPHALL PRIMARY SCHOOL



Uphall Primary School is a non-denominational school set within the village of Uphall. It serves the residents of Uphall and Ecclesmachan. The school sits within the Broxburn Academy cluster. The school has 13 classes, a mixture of straight classes and composites. The nursery has 50 places in the morning and 30 places in the afternoon and current roll is 79. A new Head Teacher was appointed in August 2017 and a permanent Depute Head Teacher was appointed in May 2018.



Reduced class contact time is delivered through Music, RME and French. There is a committed team of support staff who work collaboratively with teaching staff for the benefit of all pupils. Pupil experiences are further enhanced through nurture groups, a woodwind music teacher and active schools contributions.

The school building provides a bright and flexible work space for both children and staff. This includes a nurture class, a learning support room and music base. The school is currently developing learning lounges outside the classrooms with new library areas. The school has sizeable playgrounds and a secluded garden area with log

seating. The school is continuing to develop outdoor learning and play opportunities.

The school provides a well-attended Breakfast Club, Lunchtime Nurture Group and break time Garden Gang. The school has strong links with the community through two local churches, the local community centre and Broxburn United Football Club.



The Parent Council provide excellent support and contribution to the school and parental engagement continues to strengthen.

We have recently re-designed our school uniform and badge and feel this represents our school ethos, history and future aspirations very well.

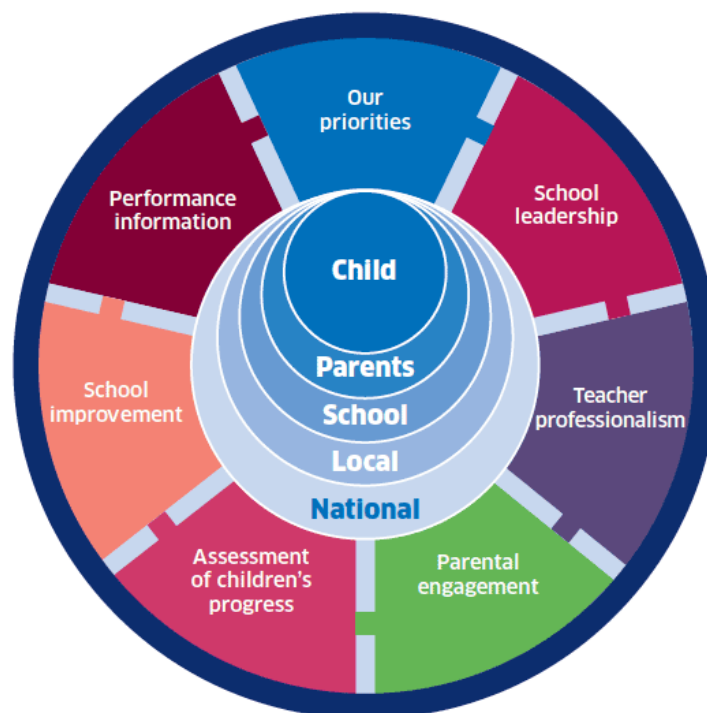



IMPROVEMENT PRIORITIES

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 2017/18, what the impact has been and what our next steps will be to continue to address these priorities in Session 2018/19.

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.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf.

We have also indicated the links to quality indicators (QIs) in How Good is our School?4 (HGIOS?4) 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><u>Our desired outcome for Session 2017/18:</u></p> <p>Our learners are more engaged in the learning process and experiences are better matched to their needs and interests.</p> <p>Our courses and programmes for reading, writing and numeracy provide clear structure, guidance, assessment opportunities and tracking of progress which positively impact on children's attainment in literacy and numeracy.</p> <p><u>NIF Driver(s):</u> *School Improvement *Assessment of children's progress *Performance information</p> <p><u>HGIOS 4 QIs:</u> 2.3 – Learning, Teaching and Assessment 3.2 – Raising Attainment and Achievement</p> 	<p>We have made good progress.</p> <p>What did we do?</p> <p>● <u>Tracking progress</u> – New systems for tracking pupil progress termly have ensured we have a full picture of pupils attainment, needs and any barriers to learning. Teachers are now more confident in identifying where pupils are within the Curriculum for Excellence levels and appropriate interventions are put in place to support pupils learning needs where required. This has impacted positively on ensuring accurate judgements on pupil progress and on raising attainment across the three main areas of the curriculum.</p> <p>● <u>Literacy</u>—We have introduced Reflective Reading across all stages this session. This is helping to engage our learners in reading a wider range of genre and focus on the development of comprehension and higher order thinking skills. This supports our children to become successful learners in literacy and improved levels of attainment.</p> <p>The nursery have launched the, 'Big Bedtime Read' to encourage parental engage by reading every evening to their child and developing initial reading skills.</p> <p>The Waggy Dog Project is developing the confidence and fluency of some of our less confident readers.</p> <p>New planning and assessment trackers have been created in literacy, numeracy and wellbeing to ensure progression through following the curriculum pathways and support successful transitions. These will be put in place next session and will allow teachers to have a greater focus and understanding of their pupil's progress.</p> <p>● <u>Maths and Numeracy</u>— All of our staff have received training on Concrete, Pictorial and Abstract teaching methods and tools. This is helping our pupils to develop a deep understanding of number and knowledge of number bonds. We have purchased new resources to support this teaching. Our pupil support staff have also had training to help them support small groups of learners with numeracy and maths. This is impacting positively on pupil attainment in numeracy and maths.</p> <p>● <u>Pupil Profiling</u>—Teachers are currently introducing pupil profiles from P1-7 which will allow us to build up a clear picture of your child's learning as they progress through a level. Pupils will very much involved in discussing their learning and identifying targets with their teacher during the course of the term on a one to one and group basis. This will be available for you to see at during the course of next session. Early evidence would suggest that pupils are more aware of their strengths and next steps in learning. We will continue to embed this next session.</p>

	<p>Our next steps will be to:</p> <ul style="list-style-type: none"> • Implement new literacy and numeracy planning formats across the school which will continue to ensure and improve pace and progress for all pupils. • Continue to improve our programmes of work, teaching methodology and learning environments to ensure our pupils experience very good learning experiences. • Ensure our pupils are able to use a range of strategies to solve maths and numeracy problems. • Plan a progressive programme of work for learning and teaching of French from nursery to P7.
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<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p><u>Our desired outcome for Session 2017/18:</u></p> <p>Improve teaching skills and methodology, apply appropriate interventions which would improve: pupils vocabulary, resilience, emotional literacy, confidence and engagement in learning.</p> <p><u>NIF Driver(s):</u> *School Improvement *Assessment of children’s progress *Performance Information</p> <p><u>HGIOS 4 QIs:</u> 2.3 – Learning, Teaching and Assessment</p> <p>2.4 – Personalised Support</p> <p>2.7 – Partnerships</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p><u>Speech and Language</u> —We have been working with Speech and Language Therapy (SALT) to train all our staff on the ‘Word Boost’ programme. The aim of this project is to support pupils from nursery to P3 to develop knowledge, understanding and use of vocabulary. SALT have also been working with our support for learning team to target groups of pupil in P1-4 to focus on vocabulary, early phonetics and teaching children how to listen. We are already seeing some pleasing results from this targeted approach and will continue to work on this next session with our pupils.</p> <p><u>Learning Environments</u>— Over this session we have been working with the children to develop the learning environments outside of each of the classrooms. We have purchased new furniture and books to create digital learning areas, break out zones and reading areas. Already we are seeing that children are engaged in learning and enjoying these new learning lounges. Pupils have been involved in selecting new texts, both fiction and non-fiction for these areas. Some pupils have had the opportunity to visit Waterstones to select new books too. Early evidence would show that children are more engaged in learning, particularly reading within these areas.</p> <p><u>Support for Learning</u>—We have taken on extra support staff to work with pupils to support early phonics and number skills in P1-3. We are already seeing that this work is having a positive impact on pupil attainment and transfer of learning into other subject areas.</p> <p>We have set up our two Enhanced Support Groups for pupils with specific learning needs. These small groups are working well to develop important literacy, numeracy, health and wellbeing skills in a small focused well supported setting.</p>
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Pupil experiences – Teachers have been tracking pupil experiences both in and out of school this session. Our Principal Teacher has consulted pupils on the kind of activities that they do in and out of school and what they would like to experience. This information will help us to target pupil experiences ensuring over a wide range of activities. Our pupils have had the opportunity to experience a wide variety of sports through taster sessions and excursions to try different sporting activities. Athletes have visited the school to share their experience and sport. We have continued to work closely with Broxburn United this session to provide pupils with footballing experiences as well as targeting pupils in giving them the opportunity to engage in sports activities and develop social skills out with school.

Our next steps will be to:

- Embed interventions implemented to target pupils in literacy and numeracy in Primary 1 and 2.
- Continue to work with Speech and Language Therapists to develop early level vocabulary through narrative work and teaching children to listen at P4 and P3.
- Embed Word Boost programme across the school.
- Further develop nurture interventions such as early morning breakfast group, lunch bunch and garden gang groups.
- Provide target pupils nurture support at P1-3 and Emotion Works groups P4-7
- Further develop our enhanced learning groups to support pupils to engage, participate and gain confidence in learning skills for life through a highly differentiated curriculum.



3.
To improve children and young people’s health & wellbeing

Our desired outcome for Session 2017/18:
Our learners are resilient and have the confidence to be able to make decisions about their own learning, choices and to lead others learning.

We have made good progress.

What did we do?

- **Health and Wellbeing**— Pupils took part in the, ‘Rookie Rockstar’ programme which introduced our children to our work on emotional wellbeing.



All staff have been trained to use ‘Emotion works’ and ‘Cool in School’ resources which will support our Pupils emotional wellbeing and resilience. Staff and Parents have had the opportunity to take part in the Do Be Mindful programme and resources have been purchased to use with pupils next session. Nurture groups been ongoing throughout the year with a focus on P1-3 and emotional wellbeing. An additional nurture group has been established to enhance the emotional experiences of our P4 – P7 pupils.

NIF Driver(s):

- *School Improvement
- *Performance Information
- *Assessment of children’s progress

HGIOS 4 QIs:

3.1 Improving Wellbeing, equality and inclusion

2.7 – Partnerships



Our Acting Principal Teacher has trained all our P6 pupils at ‘Peer Mediators’ which will support friendships and any conflict in the playground at the early stages.

We have introduced new systems for reporting and recording pupil concerns. All staff follow our pupil concern flow chart. These are then shared with The Senior Leadership Team meet monthly to look closely at wellbeing concern referrals. Monthly meetings are in place to liaise with the School Nurse, the Children and Young People Team and Educational Psychologist. This is impacting positively on our pupils and families health and wellbeing as we are able to support their needs and put in place interventions with the support of the different agencies where required.

New programmes of work have been developed this session which will ensure a progression of skills across the Health and Wellbeing Curriculum.

Our next steps will be to:

- Further develop peer mediator roles and embed into playground to support friendships, mediate conflicts and engage in restorative conversation.
- To further support our learners in understanding their emotions through implementation of Emotion Works programme and Cool at School
- Implement new programmes of work for health and wellbeing across the school.
- Further develop our whole school communities knowledge and understanding of how Adverse Childhood Experiences can impact on our health and wellbeing

4.

To improve employability skills, and sustained, positive school-leaver destinations for all young people

Our desired outcome for Session 2017/18:

To support pupils to become increasingly able to demonstrate skills for learning, life and work as they move through their learning pathways.

NIF Driver(s):

- *School Improvement

HGIOS 4 QIs:

1.2 Leadership of learning

We have made satisfactory progress.

What did we do?

• **Pupil Voice and Leadership**—All pupils have had the opportunity to be part of a Leadership Learning Team this term. This is helping our pupils to develop a wide range of skills across the curriculum as well as leadership skills which will help them become confident and successful in learning.



These teams include: Reading

Ambassadors, Health Eating, Global Citizenship, Safe Journeys to School, Community Champions, Digital leaders and many others.

Many pupils have had the opportunity to be involved in consultations on important changes or improvements including: Healthy Eating, School Uniform, Developing learning lounges and selecting new reading books and Reward parties. Pupils have indicated that they feel valued and that their opinions are listened to. Our newly established football team, successfully took part in a Malawi football festival to raise awareness of our partnership school programme with Malawi.

P6 have been trained to be sports leaders. They worked along-side active schools to develop leadership, enterprise and world of work skills.

Skills for Life, Learning and Work – Pupils within our enhanced_support groups have engaged with RBS, ‘Money Sense’ programme. This gave meaning to their learning within their group.

All classes engaged in a successful enterprise topic linked to our Christmas Fayre. They took on different roles within their individual topics, enhancing their skills in relation to finance, customer service, food technology and science.

Our next steps will be to:

- Provide our learners with opportunities to take part in leadership teams to lead an aspect of learning or school improvements
- Further develop a progression of enterprise and creativity skills from early to second level.



Our Achievements this year have included:

- Passchendaele Interdisciplinary Learning Project Award from West Lothian Council.
- School Choir invited to sing at the Remembrance service at Strathbrock Church for Corporal Robert Beveridge, Edinburgh Castle and Launch of Poppy Scotland at the Forth Bridge Crossing and St Andrews Square Edinburgh.
- Two P7 Pupils represented school and cluster at the Commonwealth Lunch in 10 Downing Street and at the Commonwealth Service in Westminster Abbey.
- P7 pupils won the Livingston Annual Rotary Quiz.
- Our P7 pupils were invited to take part in the local Cross Country Finals.
- Our school community designed our new school badge which reflect the past and today in Uphall.
- P7 pupils completed in the West Lothian Active Schools Athletics competition and a number of pupils won medals.
- P5-7 pupils took part in West Lothian Triathlon and all received medals.
- Pupils in P7 won cross country medals in term 1.
- We successfully showcased our whole school IDL Global Citizenship Africa project through an African Art exhibition.
- Nursery parent s achieved SVQ Level 4 in Communication and Language through PEEP.
- P5 continued to embed links with Friends of Chernobyl charity and successfully planned a day visit for the children from Belarus
- P5-7 pupils presented Panto Pandemonium showing of their wide range of skills, in particular confident individuals, successful learners and effective contributors.
- We have firmly established out Twitter and Glow Blog as spaces which share the achievements of our pupils and learning in class and provide opportunities to share home learning.
- Parents have welcomed into school through increased parental engagement activities such as: World Book Day, Big Bedtime Read launch, Book Bug launch, Library Visits, Leaderships Teams, Biscuits and a Blether and showcases of learning.
- Rewarding positive behaviour across the school has been celebrated through the 'Good to be Green' treats each term.



Capacity for Continuous Improvement

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities.

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

How good is our leadership and approach to improvement?	Leadership of Change 1.3	Satisfactory
How good is the quality of the care and education we offer?	Learning, teaching and assessment 2.3	Satisfactory
How good are we at ensuring the best possible outcomes for all our learners?	Ensuring wellbeing, equality and inclusion 3.1	Good
	Raising attainment and achievement 3.2	Good

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

How good is our leadership and approach to improvement?	Leadership of change 1.3	Satisfactory
How good is the quality of the care and education we offer?	Learning, teaching and assessment 2.3	Good
How good are we at ensuring the best possible outcomes for all our learners?	Ensuring wellbeing, equality and inclusion 3.1	Good
	Securing children's progress 3.2	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)