

PUMPHERSTON AND UPHALL STATION COMMUNITY PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN

2022 / 2023



Courage

Relationships

Relevance

Values

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities

Local Authority Factors

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

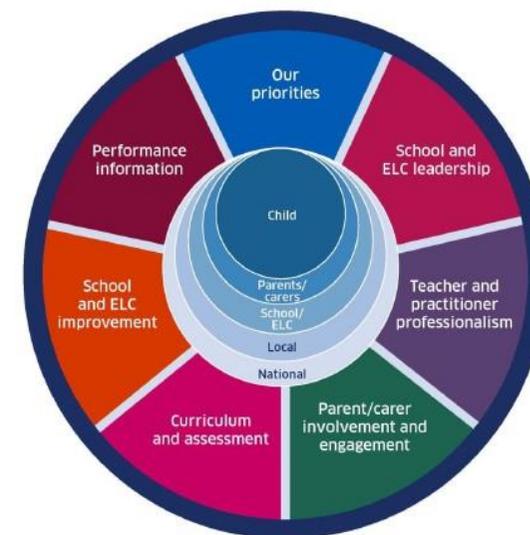
Corporate Plan

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

National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school
Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding/Equity Audit
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Quality Framework for day care of children
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Realising the Ambition
Developing Scotland's Young Workforce
Child Protection Procedures
GTCS professional standards and professional update 2021
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



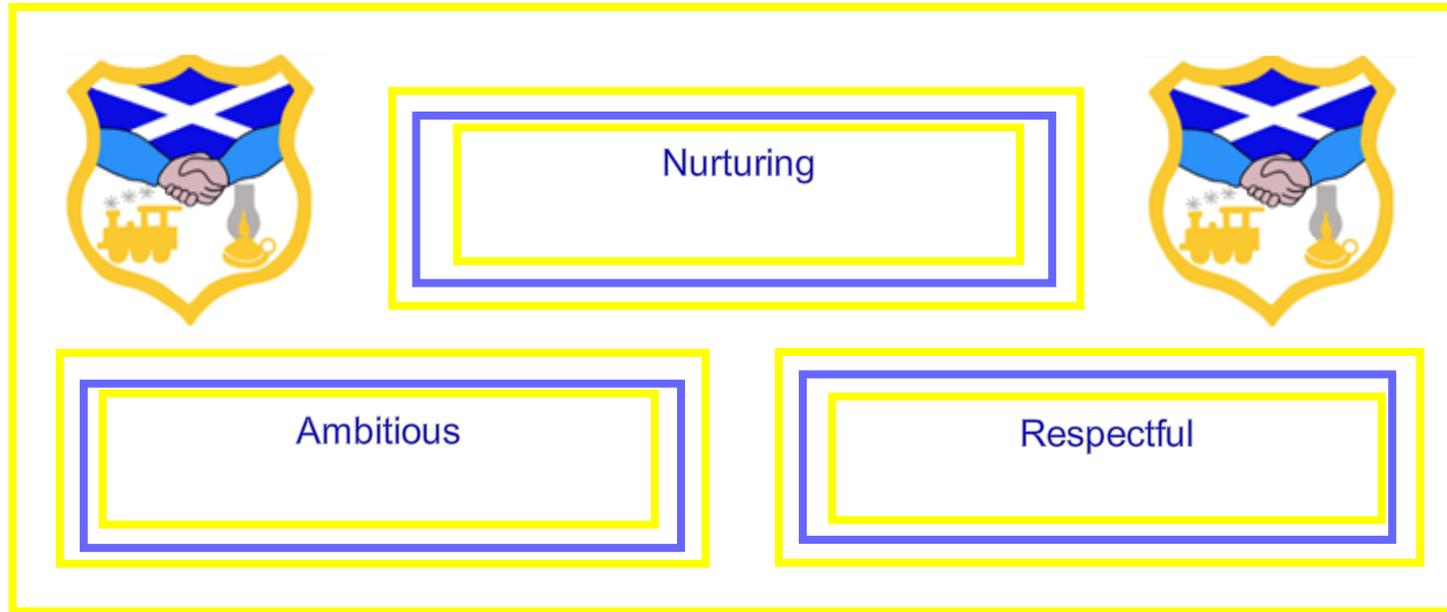
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Vision, Values and Aims



Our vision in PUSCPS is to be confident and positive so that every individual can achieve their ambitions and be healthy and safe.

All schools should consistently revisit the curriculum rationale that takes account of the most recent national and local guidance.

Refreshed curriculum rationales should reflect the local authority commitment to Agile Learning approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the 'Resources to support the refreshed CfE Narrative'.

<https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>



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Contextual Data Analysis and Rationale for 2022/23 School Improvement Plan (maximum one side A4)

Background

Our school is situated in the town of Pumpherstons and we serve the two communities of Pumpherstons and Uphall Station. The school has had a recent change in senior leadership with a new Head Teacher since February 2022 and Acting Principal Teacher being in post since April 2021. The school is proud of its inclusive ethos and collaborative culture based on positive relationships. The school had a positive HMIE report in 2017. Our school has 8 classes and an Early Learning Centre. The school has a supportive Parent Council. As a school community the vision and values are reflected upon and embedded in practice.

Data to identify the universal and targeted school Improvement Plan Priorities (SIP)

- **CfE** - overall the majority of our pupils are on track for learning in literacy and most of our learners are on track in their learning for numeracy. 100% of learners in Quintile one in P1 & P6 are on track in their learning and in P7 66% are (P2/3/4/5 do not have learners in Quintile one). PUSCPS have no children in Quintile five to make comparisons with. In every stage, excluding P5, the numeracy attainment is higher than in literacy. In almost all stages of the school female attainment is higher than male attainment. There has been an increase in writing attainment in some areas of the school, P1 2% and P5 6% increase since last year, which can be linked to a new approach to teaching, assessing and moderating writing. Children with identified support needs are on the Continuum of Support Levels 2, 3 or 4 and are supported by Assessment of Wellbeing Documentation, Child Planning Meeting and/or Individual Education Plans.
- **Early Years Trackers** analysis of our Early Years Trackers indicates that the majority of learners are on track.
- **Wellbeing** – Across the school most learners report positively across all areas of the wellbeing wheel. Daily check-ins are conducted with all pupils as well. Data taken from the self-reporting activities is used to inform our daily planning, class and individual interventions as well as whole school improvement activity.
- **Engagement** – Engagement in learning across the school is reported as high. During remote learning most pupils engaged consistently. Learners at home were offered digital resourcing support.

What are our improvement priorities?

To raise attainment in literacy in all areas of school by developing a clear coherent literacy strategy across the four contexts for learning with robust monitoring and tracking arrangements and moderation

Developing a literacy culture - a balanced reader and writer through reciprocal reading strategies, using feedback and feedforward for learning and a comprehensive approach to spelling and grammar.

To raise attainment in numeracy by embedding strategies and applying skills across the curriculum.

To support our pupils wellbeing by continuing to develop our approaches to self-reporting and key people.

Through development of our vision, values and aims we will embed this in all areas of our practice.

To continue to develop our practices in interdisciplinary learning, building in STEM approaches to learning, digital learning (including online safety) and developing skills for learning, life and work and outdoor learning.

What are our targeted priorities?

To prepare learners for the future by providing skills based approach to the learning hubs and providing opportunities for wider achievement.

Targeted support will be planned and tracked using robust assessment information in literacy, numeracy or health and wellbeing.



Courage

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Values

		<ul style="list-style-type: none"> Embed the use of Word Boost in all classes (including ELC) <p>Numeracy:</p> <ul style="list-style-type: none"> Embed Numeracy Action Plan approaches to support consistency and progression for all learners through WLC pathways, use of manipulatives and Number Talks Develop and implement opportunities for the application and assessment of skills in different contexts, supported by Numeracy Pedagogy Officer <p>Targeted:</p> <ul style="list-style-type: none"> Small Group Setting established to support learning across the curriculum through providing a skills based approach to learning, embedding real life experiences and wider achievements Maths Recovery Red Book to be implemented to support identified learners to progress in learning SEAL Assessments support the identification of gaps for individual learners and to write bespoke programmes to implement individualised assessments 	<p>Aug 2022 – Jun 2023</p> <p>Aug 2022 – June 2023</p>	<p>Documented evidence of the application of numeracy skills across learning, to provide rich learning experiences, assess progress in learning and consider how to close the gender gap in attainment.</p> <p>Increase attainment in numeracy and mathematics in P6 by 5% (61.54% in P5)</p> <p>SEAL & Maths Recovery assessments demonstrate almost all have a positive impact on attainment.</p>
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>To raise attainment of identified children across all learning</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>Assessment and knowledge of families used to identify barriers and bespoke interventions implemented to raise attainment. Support for Learning and PEF Teachers to work with targeted groups/individuals using appropriate resources</p> <p>Further detail in individual PEF plan</p>	<p>Aug 2022 – June 2023 with different groups</p>	<p>Documented in PEF Plan</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Our curriculum will focus on skills and our curriculum rationale will reflect our vision and values and focus on developing skills and an agile culture for learning.</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	<ul style="list-style-type: none"> All pupils will be part of a pupil voice group, led by school staff. These groups will include RRSA, Pupil Council/SIP, Digital Leaders, Sports Scotland, Eco, Communication Friendly School, Health & Wellbeing, JRSOs. Participate in WL College Woodwork pilot with support from RAISE Primary Science Development Officer and cluster schools. Teachers to undertake practitioner enquiry and small tests of change to develop our agile curriculum. Professional reading and research to be undertaken by all staff to inform our refreshed Curriculum Rationale. 	<p>By Sept 2022</p> <p>Jan-April 2023</p> <p>Aug 2022 – June 2023</p>	<p>All pupils will be participate in a pupil voice group and influence school improvement.</p> <p>Learner voice evident in planning</p> <p>Learner conversations are focused on skill development</p> <p>Curriculum Rationale written which meets the needs of the learners at PUSCPS, to be implemented 2023/2024 session.</p>



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