

Pumpherstons and Uphall Station Primary School & Nursery Class

Positive Understanding Supports Confident Personal Success



PROGRESS REPORT FOR SESSION 2017/18

(Standards & Quality Report)

37 Drumshoreland Road,
Pumpherstons
West Lothian
EH53 0LF



ABOUT OUR SCHOOL

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

The design of the building is flexible with the classrooms surrounding shared areas. Classroom doors hinge open allowing the learning to be extended into the shared area where pupils of various stages can collaborate, work as individuals or co-operate in small groups. There is a spacious gym hall and separate dining hall. The school has fairly large playground spaces, with each class having a decking area from their classroom into the playground. The nursery building is part of the school; it has its own outdoor garden space enabling the play set-up indoors to be replicated outdoors thus allowing for free flow play.

Our current school role is 230 arranged in 9 classes (including the nursery class). In addition to the 9 class teachers we have an Acting Head and an Acting Principal Teacher. We also have a Support for Learning Teacher who works 4 days per week and a part-time nurture teacher. RCCT is delivered by teaching staff and a P.E. specialist. There are temporary and permanent Pupil Support Workers (PSWs) deployed at various stages across the school to support children with identified learning needs and to support whole school working. The nursery building has the capacity for 30 morning and 30 afternoon placements. Staffing includes 1 Nursery Teacher (0.5FTE), 2 Early Years Practitioners and a PSW.



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><i>Our desired outcome for Session 2017/18 was to</i></p> <ul style="list-style-type: none"> • <i>develop the teaching of reading throughout the school.</i> • <i>improve oral language skills at early level.</i> • <i>develop approaches to learning and teaching in maths and numeracy across the school.</i> <p>NIF Drivers:</p> <ul style="list-style-type: none"> • School Improvement • School Leadership • Teacher Professionalism • Parental Engagement • Assessment of Children's Progress • Performance Information <p>HGIOS 4 QIs:</p> <p>1.2 2.3 2.5 2.6 3.2 3.1</p>	<p><i>We have made good progress.</i></p> <p>What did we do?</p> <p>English and Literacy:</p> <p>Primary 1 – 7:</p> <ul style="list-style-type: none"> • Introduced the West Lothian progression pathways in all aspects of English and Literacy to support learning, teaching and assessment. • Language Link work developed in P1 to supported differentiated learning and teaching. • Celebrated PUSCPS World Book Day in line with World Book Day which included: inviting author David Goutcher for P4-7; author masterclasses for P1-P7 providing personalisation and choice for the pupils; launched our reading in an unusual place photo challenge to develop home school links. • A number of classes have engaged with the First Minister's Reading Passports in order to track reading for enjoyment. • P1 Bookbug Family Bag and P2-P3 Read, Write Count Gifting event to develop support parent/ carers with the use of the bags at home. • Purchased a range of resources including: new reading books for pupils with additional support needs; Sumdog reading and spelling; P1-3 Literacy Rich Edinburgh Phonics Programme; No nonsense phonics; Five minute literacy boxes. • Parent Partner Group liaised with Pumpherston Community Librarian to develop families reading together sessions after school. • Four Families Learning Together sessions throughout the year to enable parents/ carers to engage in dialogue with their child about their learning in English and Literacy. • Visits from high school to support transition in English. • Developed a Remarkable Reader Award. • Veda, the therapeut read with P1 children to improve confidence and independence in reading. <p>Cluster focus: Reading</p> <ul style="list-style-type: none"> • All teaching staff completed training in <i>Reflective Reading</i> approaches. • All teaching staff worked in collaboration with cluster colleagues in Professional Learning Groups to take forward small test of change activities based on the <i>Reflective Reading</i> approach. • All teaching staff attended an Inservice Day to develop a shared approach to holistic reading assessments across the cluster. At this session staff took part in a moderation activity to plan a holistic assessment. As a staff the holistic assessments were moderated across a level. <p>Early learning & childcare centre:</p> <ul style="list-style-type: none"> • Bookbug Explorer Gifting event to develop support parent/ carers with the use of the bags at home. • Early engagement with families of 3 and 4 year olds to develop social and communication skills pre-nursery and beyond through the Early Engagement Teacher. • Introduce the Big Bedtime Read Programme into nursery/P1 building on support from home. • Nursery staff engaged in cluster career long professional learning and self-evaluation in developing literacy rich learning environments. <p>What did we do?</p> <p>Maths and Numeracy:</p> <p>Primary 1 – 7:</p> <ul style="list-style-type: none"> • Developed PUSCPS progression pathways in all aspects of Maths and Numeracy to support learning, teaching and assessment. • P1-3 have developed approaches to using Numicon to support learning in Maths and Numeracy. • Continued to embed approaches to <i>Number Talks</i> across the school. • Support for Learning teacher trained in Maths Recovery with plans to roll out to other staff. • Purchased a range of resources including: Sumdog maths; Five minute numeracy boxes. • Four Families Learning Together sessions throughout the year to enable parents/ carers to engage in dialogue with their child about their learning in Maths and Numeracy. • Primary 6 took part in the Deputy First Minister's Maths challenges. • All classes planned Interdisciplinary Learning (IDL) contexts based on STEM (Science, Technologies, Engineering and Mathematics). • Developed a STEM Superstar Award. <p>Cluster focus:</p>

	<ul style="list-style-type: none"> • Pupil Support Worker (PSW) training in Stages of Early Arithmetical Learning (SEAL) approaches. • Teaching staff attended Concrete Pictorial Abstract (CPA) approach to planning numeracy experiences and are beginning to embed this in their practice. <p>Early learning & childcare centre:</p> <ul style="list-style-type: none"> • Nursery staff engaged in cluster career long professional learning and self-evaluation in developing numeracy rich learning environments. • Staff have attended Numeracy in the nursery training and implemented SEAL strategies in to the nursery. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Children are more <i>engaged</i> in reading for enjoyment, demonstrated through our strategies to build a reading culture. Children in their standardised assessments have demonstrated a greater awareness of a range of reading skills required to make informed judgements about what they read. At P1 100% <i>attaining</i> medium/high, at P4 and P7 these figures were 93% and 85% respectively. • Children across the school confidently <i>participate</i> in numeracy discussions about strategies they can use to solve calculations. Children in their standardised assessments have demonstrated their ability to apply a range of numeracy skills. At P1 96% <i>attaining</i> medium/high, at P4 and P7 these figures were 100% and 96% respectively. • Children in our nursery class are making good progress in literacy and numeracy skills at early level, this is reflected through <i>attainment</i> and achievement recorded in their progress trackers and observations in their online journals. <p>Our next steps will be to:</p> <ul style="list-style-type: none"> • Continue to develop a reading culture from Nursery to Primary 7. • Ensure consistency in the use of key resources to support the teaching of reading skills across the school. • Develop practices within learning, teaching and assessment in writing to ensure all learners will raise attainment • Develop learning, teaching and assessment practices within writing. • In our nursery class, continue the development of PEEP to engage home with literacy. • Increase learners’ positive mathematical mind sets. • Continue to engage with professional learning activities to support learning, teaching and assessment in maths and numeracy. • Further develop opportunities for pupils to apply and extend maths number skills independently through play in our nursery class.
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children.</p> <p><i>Our desired outcome for Session 2017/18 was to provide interventions for equity so that all children have access to an equitable curriculum and achieve the best possible outcomes in achievement and attainment.</i></p>	<p><i>We have made good progress.</i></p> <p>What did we do?</p> <p>P1-P7:</p> <ul style="list-style-type: none"> • Assessed P1 children using language link and Renfrew Language Scale with identified children in P1. • Early Intervention for literacy in P1. • Provided 0.6FTE Principal Teacher (PT) relief to enable PT to work on targeted interventions with identified groups of pupils. • Training for staff on <i>Reflective Reading</i>. • Play therapist 0.1FTE (3 hours per week) to develop group and individual work with pupils. Resources and supervision for therapist. • Trial of a nurturing classroom in P5 including daily shared snack and resources. • Resources for existing nurture room. • Emotions Work training and resources purchased. • Maths Recovery training for Support for Learning Teaching. • Purchasing of new resources including; 5 minute box for literacy and numeracy interventions; resources for early engagement teacher. <p>Early Learning and Childcare Centre:</p> <ul style="list-style-type: none"> • Appointed 0.5FTE Early Engagement Teacher to work with families of nursery pupils on engagement, socialisation and early vocabulary. • PEEP training and ran 2 PEEP sessions per week. • Assessed nursery children using Renfrew language scale. • Establishment of Big Bedtime Read. • Targeted vocabulary groups to support EAL children and pupils with identified needs. <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p>

<p>NIF Drivers:</p> <ul style="list-style-type: none"> School Improvement Teacher Professionalism Parental Engagement Assessment of Children's Progress <p>HGIOS 4 QIs:</p> <p>1.5 2.4 2.5 3.1 3.2</p>	<p>P1-P7:</p> <ul style="list-style-type: none"> Children across the school are becoming more <i>engaged</i> in independently in using corrective actions to manage their behaviour. This has resulted in 92% of pupils always receiving Fun Time Friday, which reflects an increase of 8%. <i>Inclusion</i> rates across the school have also improved. Children in Primary 5 are actively <i>participating</i> in a range of different social situations through the nurturing classroom approach; this is also supporting their <i>engagement</i> in learning. Children across the school receiving targeted interventions are making progress and improvements with their <i>attainment</i> and achievement. <p>Early Learning and Childcare Centre:</p> <ul style="list-style-type: none"> Increased levels of parental <i>engagement</i> in pre-nursery with at least five 2 year olds engaging with the Early Engagement Teacher before starting nursery and a successful PEEP group engaging at least eight families. Parental confidence has improved in supporting their children with early literacy, communication and language. Children have improved their knowledge of vocabulary, with 88% of pupils improving their vocabulary score, using Renfrew Language Scale as a measure of <i>attainment</i>. Children have increased their <i>participation</i> in reading for enjoyment through the Big Bedtime Read with parents who read to their children 4 times a week increasing from 67% to 88%. Parents have also reported children more interested in books and a more settled bedtime routine. <p>Our next steps will be to:</p> <ul style="list-style-type: none"> Continue to embed Emotion Works into our health and wellbeing programme. Continue to embed the resources and programmes established this session to raise attainment in literacy and numeracy. Develop our positive ethos policy ensuring it is inclusive of all children. Explore how we can improve relationships in our playground.
<p>3.</p> <p>To improve children and young people's health & wellbeing.</p> <p><i>Our desired outcome for Session 2017/18 was to support the mental health and wellbeing of all pupils.</i></p> <p>NIF Drivers:</p> <ul style="list-style-type: none"> School Improvement School 	<p><i>We have made good progress.</i></p> <p>What did we do?</p> <ul style="list-style-type: none"> Trial of a Nurturing Class with P5 class including emotional check ins and shared snack. All teaching staff and some PSWs trained in Emotion Works resource. Emotion Works launched and introduced at school assemblies. All classes have incorporated Emotion Works into their Health and Wellbeing curriculum. Wider achievement forms for parents/ carers to notify school of individual pupil wider achievements. These are shared on achievement displays, assemblies, blog and Twitter. Introduction of Celebration Assemblies with STEM and Reading Awards/ Class Dojo introduced as a whole school house points systems, reflecting our school values. Role of pupil voice developed across the school with a focus on pupil groups, Pumphie Pals and the role of P7 Young Leaders. Introduction of Responsible Roles training in P6 including safe Security, Magical Mediators and Playful Pals. Nurture teacher and play therapist targeting specific pupils. Wellbeing indicators are tracked at excellence and equity meetings <p>Early Learning and Childcare Centre:</p> <ul style="list-style-type: none"> PEEP groups for 2-4 year olds twice weekly. Introduction of an Early Engagement teacher. Practitioners support resilience. Children are informed about healthy eating through snack opportunities.

<p>Leadership</p> <ul style="list-style-type: none"> Teacher Professionalism Parental Engagement Assessment of Children's Progress <p>HGIOS 4 QIs:</p> <p>1.2 2.4 2.5 3.1 3.2</p>	<p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> Learners across the school are becoming more <i>engaged</i> in independently using corrective actions to manage their behaviour. This has resulted in 92% of pupils always receiving Fun Time Friday, which reflects an increase of 8%. <i>Inclusion</i> rates across the school have also improved. Learners in Primary 5 are actively <i>participating</i> in a range of different social situations through the nurturing classroom approach; this is also supporting their <i>engagement</i> in learning. Learners are actively <i>participating</i> in dialogue and discussion about emotions and their triggers through use of the Emotion Works resource, therefore building their resilience and capacity to deal with a range of social situations. Learners in our nursery class are making very good progress in health and wellbeing which provides a strong foundation for children's learning. Relationships and friendships promotes <i>inclusion</i> and supports children's learning very well. <p>Our next steps will be to:</p> <ul style="list-style-type: none"> Update the positive ethos policy to reflect changes in practice and professional reading. Continue to embed Emotion Works into our health and wellbeing programme. Embedding Responsible Roles programme for senior pupils. Pupil participating in the evaluation alongside teacher judgement of the wellbeing indicators to support our tracking and monitoring. Use <i>My Creative Journey</i> to continue to embed wellbeing indicators in our nursery class. Establish a curriculum rationale, specific for our nursery class.
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people.</p> <p><i>Our desired outcome for Session 2017/18 was to involve partners, the local community and home in helping pupils develop an understanding of community, life and career choices.</i></p> <p>NIF Drivers:</p> <ul style="list-style-type: none"> School Improvement Parental Engagement <p>HGIOS 4 QIs:</p> <p>1.2 2.7 2.5</p>	<p><i>We have made very good progress.</i></p> <p>What did we do?</p> <p>P1-P7:</p> <ul style="list-style-type: none"> Organised Developing the Young Workforce (DYW) Week in conjunction with Parent Partners Group, DYW West Lothian, Founders 4 Schools and local community links. Worked in partnership with West Lothian College to organise STEM activities for P6 and 7. 15 partnerships across West Lothian joined us for DYW Week. Whole school Digital Character Apprentice Style Challenge incorporating DYW and Digital Learning Week, using our partners as judges. Continued to develop Rights Respecting through the pupil leadership group. Continued to link with and fundraise for our Magale School in Uganda. Introduction of Responsible Roles training in P6 including safe Security, Magical Mediators and Playful Pals. Continued to involve parents/ carers in supporting school initiatives, for example, Club Wild, Eco, Magale, etc. Involved in the Uphall Station Children's Gala Day. <p>Early Learning and Childcare Centre:</p> <ul style="list-style-type: none"> Expanded the use of our local community and partners to broaden the experience of pupils in nurture and in nursery. Joined in Developing the Young Workforce Week. Involved in the Uphall Station Children's Gala Day. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> Learners can actively <i>participate</i> in discussions about the relevance of skills to the wider world and make connections between skills and the world of work. Learners in our nursery class can <i>engage</i> with people about the jobs they do in their local community. <p>Our next steps will be to:</p> <ul style="list-style-type: none"> Embed developing the young workforce opportunities into interdisciplinary learning. Develop approaches to sharing achievements from Nursery to Primary 7. All pupils to be part of a Junior Leadership Team to ensure pupil voice and develop pupil leadership skills. Explore profiling processes from Nursery to Primary 7. Continue to improve transition procedures between P7 and S1.

Our achievements this year have included:

- [Successful Inspection](#) with 2 Very Good and 2 Good Grades
- [Inspection Celebration](#)
- School choir sang at [Edinburgh Airport](#) and for West Lothian Council
- Primary 3 participated in the [Roots of Empathy Programme](#)
- [Inspection Celebration Assembly](#)
- [Visit from RSPB](#)
- [First Minister's Reading Challenge](#)
- P2-7 participated in a range of Active Schools Sports Festivals
- [Rookie Rockstars Concert](#)
- [Celebration Assemblies](#)
- [Participated in the West Lothian Burns Competition](#)
- [Light it up blue for Autism Day](#)
- [Families Reading Together](#)
- [P7 Rotary Quiz](#)
- [P6 Euro Quiz](#)
- [House Captains Cluster Trip to London](#)
- [Veda, the therapist joined our school community](#)
- **Focussed learning episodes:**
 - [National Digital Learning Week](#)
 - [Safer Internet Day](#)
 - [World Book Day](#)
 - [Developing the Young Workforce Week](#)
 - [Health Week](#)
- [P7 Cluster Camp to Kingswood](#)
- [P5-7 participated in West Lothian Schools Triathlon](#)
- [P5 Camp to Lendrick Muir](#)
- [Peer Mediation Training](#)
- [Introduction of Responsible Roles](#)
- [Participated in Uphall Station Gala Day](#)
- Acting Head Teacher completed Into Headship Degree
- [#PUSCPSreads](#)
- [#makingPUSCPSmemories](#)
- **Media articles:**
 - [Inspection](#)
 - [Cluster visit to London](#)
 - [Engage for Education: Pupil Equity Funding](#)

Our nursery class achievements this year have included:

- [Successful Nursery Inspection](#) with 4 Very Good Grades
- [Inspection Celebration](#)
- [Celebration Assemblies](#)
- [Presented at the West Lothian Pupil Equity Funding Conference](#)
- [PEEP Groups](#)
- **Focussed learning episodes:**
 - [National Digital Learning Week](#)
 - [World Book Day](#)
 - [Developing the Young Workforce Week](#)
 - [Health Week](#)
- **Media articles:**
 - [Bookbug Event](#)
 - [Inspection](#)



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	Very Good
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	Very 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	Very Good
How good is the quality of the care and education we offer?	Learning, teaching and assessment 2.3	Very Good
How good are we at ensuring the best possible outcomes for all our learners?	Ensuring wellbeing, equality and inclusion 3.1	Very Good
	Securing children's progress 3.2	Very Good

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