

Pumpherstons and Uphall Station Community Primary School

IMPROVEMENT PLAN

2019 / 2020

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Plan
Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*
Flexible early learning and childcare implementation
Significant changes in Senior Management Team
Staffing and budgetary constraints
Impact of Scottish Government Governance Review

Local Authority Factors

Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework

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
Increased entitlement to early years' provision

National Factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All

Pupil Equity Funding
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence
Developing Scotland's Young Workforce
Building the Ambition
Child Protection Issues / Guidance
GTCS standards and professional update



Our School Values		Our School Aims				
Values	Value Statement	RRS	Learning & Teaching	Vision & Leadership	Partnership and People	Culture & Ethos
P Positive	Everyone in school has a positive mental attitude and looks for solutions when problems arise. We are all safe, happy and involved.	Article 3 Article 12	L&T 3 - To provide the highest quality of learning and teaching experiences that enable young people to enjoy their education and develop positive attitudes towards learning.	V&L 1 - To ensure a clear direction for the school which is shared by, and involves, all stakeholders.		C&E 1 - To provide a welcoming, safe, caring and healthy environment in which each learner is valued and supported.
U Understanding	Everyone tries their best and is equal in school. We understand differences and treat everyone fairly. We consider the whole child and their circumstances.	Article 2 Article 5 Article 12 Article 13 Article 14				C&E 2 - To ensure that all learners are able to experience a calm, positive and safe environment that promotes good behaviour, self-discipline and respect for others.
S Supports	We are one big family in school and we all support one another to be the best that we can be. We involve others in helping support pupils.	Article 3 Article 19 Article 20 Article 23 Article 25 Articles 32-40	L&T 1 - To ensure a broad and balanced curriculum that provides our learners with the best possible learning opportunities and experiences.		P&P 2 - To build and maintain effective partnerships between the school and its parental body, external support agencies and its wider community.	
C Confident	We have high expectations of everyone in school. Feeling secure and safe gives us confidence to try.	Article 12 Article 13 Article 14 Article 31		V&L 2 - To promote, encourage and provide opportunities for leadership at all levels.	P&P 1 - To provide effective support systems for all learners which promote personal and social development and underpin academic achievement.	
P Personal	Everyone in school has opportunities to achieve and develop. Self-evaluation supports improvements. Learning is planned to support pupil's interests and needs.	Article 23 Article 28 Article 29 Article 42		V&L 3 - To provide pupils with opportunities to develop knowledge and understanding in relation to their duties and responsibilities as citizens in a democratic society.	P&P 3 - To improve the quality of educational experiences for learners through a programme of continuing professional development for all staff	
S Success	Learning happens everywhere, not just in school. We take time to celebrate achievement and attainment and plan for next steps.	Article 5 Article 18 Article 29 Article 31	L&T 2 - To ensure that all learners are able to realise their potential through the promotion and recognition of achievement and excellence.			C&E 3 - To promote an ethos of self-evaluation for all which leads to whole school improvement.



OUR VALUES

Positive
Understanding
Supports
Confident
Personal
Success

THE CURRICULUM @ PUSCPS

- We have a shared vision for our pupils through a clear curriculum rationale and shared goals.
- Visible learning and pupil reflection and dialogue are important to our vision for learning and we work together on improving teaching and learning.
- We value links between home and school and actively seek ways of engaging parents/carers more.
- Unicef Rights Respecting Schools is embedded in our work and pupils understand its importance.
- Our pupils learn French from nursery to P7 and are exposed to other languages throughout the session, this is developing.
- We partner with local agencies where possible and look to expand this further.
- Pupil voice is a strong part of our work at PUSCPS.
- We take account of our pupils' individual needs.
- Restorative Approaches to relationships and behaviour are central to our ethos with dialogue at the centre of what we do through the 3Fs system.

LEARNING AND TEACHING @ PUSCPS

- We have high expectations of all pupils
- Termly Learning Overviews support the balance of the curriculum and share planned learning with home and pupils.
- High quality, meaningful lessons deepen learning and support challenge.
- Visible learning develops pupil involvement in discussing their own learning and next steps.
- Shared learning intentions and success criteria in every lesson.
- Use of a 4-part lesson structure including plenary.
- AiFL and Learning to Learn Tools used consistently to provide ongoing information to staff on pupil understanding.
- Development of pupil involvement in lesson planning and assessment.
- Opportunities for individual and collaborative learning.
- Outdoor learning planned to broaden experience and deepen understanding.

EXPERIENCES & OUTCOMES and ENTITLEMENTS @ PUSCPS

- A broad balanced education for all pupils which takes account of our local setting and reflects Scotland's history, culture and place in the world.
- Efficient, responsive planning systems which ensure coverage of the experiences and outcomes and assess progress through the benchmarks.
- A belief that Literacy is the gateway to further learning reflected through a strong focus on listening and talking, reading and writing.
- An understanding that Numeracy is a key life skill which requires daily practice and the ongoing development of strategies and skills.
- Our curriculum has a key focus on these key areas of the Es & Os and so - across all learning – we aim for these to comprise at least 50% of learning time.
- Transition between all stages, particularly at N/P1 and P7/S1 are well planned and take account of pupil individual needs.
- All pupils have a meaningful say in their learning in the class through collaborative planning approaches.
- Pupil Council and Pumphie Pals vertical groups give pupils a say in the running of their school which is clear, relevant and meaningful.

PUSCPS Curriculum Rationale and CfE Design



PERSONAL SUPPORT @ PUSCPS

- Arrangements for Support for Learning, including nurture provision where required, are based on liaison and dialogue between professionals and with home.
- Effective use of staffing to meet learning needs, support individuals and raise attainment.
- Clear and focussed approaches to transitions at all stages.
- Excellent links with partner agencies to support pupils' wellbeing and achievement.
- Ongoing development of pupil involvement in learning; building skill in feedback, target setting and pupil reflection.
- Pupil voice throughout school encourages pupils to take a lead in their own learning and the work of the school.
- IEPs of high quality which are ongoing working documents, shared with parents, pupils and all staff and regularly updated.

ASSESSMENT, SELF EVALUATION AND PROFESSIONAL DEVELOPMENT @ PUSCPS

- A clear tracking and monitoring system based on professional dialogue is well used by all to ensure pupil progress is understood and learning needs identified.
- We develop the place of profiling, reflection and dialogue with pupils in learning through our Profiling Position Statement.
- A wide variety of assessments are used to identify next steps and plan for pupil learning.
- Self-evaluation and quality assurance are embedded, ongoing elements of our work. We reflect, discuss and respond throughout the session.
- PRD meetings anchor an ongoing process of professional reflection using the GTCS PU system.
- PRD targets are linked to personal learning requirements and the school improvement plan.

PRINCIPLES FOR CURRICULUM DESIGN

Challenge and Enjoyment	Breadth
Personalisation and choice	Depth
Progression	Coherence
Relevance	

Updated: 10-03-17

Contextual Data Analysis and Rationale for 2019/20 SIP

a) Background

The Head Teacher was appointed permanently in February 2019, along with a Principal Teacher who was permanently appointed in November 2018. For the last two years pupil leadership, digital learning, and approaches to learning, teaching and assessment in literacy and numeracy have been the core features of our development work. The school had a recent positive inspection in November 2017. The inspection team found the following strengths in the school's work; The high quality, inclusive ethos which permeates the school. As a result children, staff and stakeholders feel valued and respected; Happy, confident and caring children who are eager to learn. They have a strong voice and contribute enthusiastically to bringing about change in their school; The quality of the learning experiences in the nursery. As a result, children are making very good progress.

b) Data

Our data shows that overall, attainment in literacy and numeracy is good. By the end of P1, P4 and P7 most children achieve combined literacy levels and numeracy in their appropriate curriculum for excellence levels. Our inspection team, agreed with the school that there is particular scope to further improve the quality of children's writing, and overall literacy attainment. Children with additional support needs are making positive progress within their individual milestones and are supported well in their learning journey.

c) What are our universal priorities and what is our 'gap'? Who are our target groups and their barriers to learning?

A number of our children are identified as Looked After or Accommodated status (LAAC), Autism Spectrum Disorder (ASD) and/ or members of the travelling community (T), which impacts on their attainment progress. Adverse childhood experiences have had a significant impact on the attainment of a small number of children across all classes. Characteristics of these children can include poor self-esteem, de-motivation, poor resilience, lack of self-regulation and the inability to form positive relationship, resulting in learning progress being impeded for these individual children. Approximately 5% of pupils in school have a diagnosis of Autism Spectrum Disorder (ASD). Attainment for these pupils is not on track but we operate a differentiated and tailored curriculum to meet their needs. On average 78% of pupils across school are on track (Teacher Professional Judgement) in their literacy and numeracy attainment. Further analysis of our teacher judgement data shows that there is a gap between the attainment in literacy and numeracy of pupils who are in Quintile 1 and 2 LAAC and/or free school meals, compared to those that are in Quintile 3-5.

Our targeted children for PEF interventions are from the following categories;

- LAAC
- Quintile 1
- Quintile 2
- Those in receipt of free school meals

Our PEF interventions aim to improve attainment in literacy and numeracy, based on a firm foundation of health and wellbeing.

d) Summary/overview of proposal & non-negotiable outcomes

At Pumpherston and Uphall Station Community Primary School our school ethos and curriculum is based on an inclusive learning environment for all children with the foundations of positive relationships. Our curriculum enables us to meet the needs of our children through universal and differentiated approaches.

Our approaches to raising attainment through personalised targeted support include:

Targeted Support for Learning interventions include:

Health and Wellbeing:

- A PSW and parent helper, will lead Outdoor Club to target identified children in second level. The expected outcome of this group is to build self-esteem, develop strategies to foster positive relationships and to ensure regular contact with nature.
- Two teacher led nurture groups for Primary 7 with a pupil support worker.
- Individual check ins for specific children supported by teachers and/or pupil support workers.
- Pupil support worker led nurture groups and/ or friendship groups.
- Supporting pupil lateness.

Literacy:

- IDL Cloud online programme.
- Language link at early level.
- Five minute boxes led by pupil support workers.
- Targeted literacy supports by support for learning teacher and pupil support workers.
- We will continue with one PEEP session per week for our nursery children, with this we expect to see an increase in parental engagement at this level and in the vocabulary acquisition of our nursery children.

Numeracy:

- Maths recovery led by the support for learning teacher.
- Targeted numeracy supports by support for learning teacher and pupil support workers.

Targeted PEF interventions include:

Literacy:

- Our Principal Teacher will support team teaching in literacy, focussing on writing across early, first and second level.
- A speech and language therapist will work with groups of Nursery – Primary 3 children, using targeted interventions to raise attainment and progress in talking and listening.
- A teacher will support targeted children through team teaching at specific literacy times.

Numeracy:

- A cluster Maths DHT will support our school with developing an appropriate progression in skills and knowledge, and robust assessments of progress in numeracy. P1, 2, 6 and 7 teaching staff will have access to Numeracy Career Long Professional Learning provided by the Regional Improvement Collaborative Numeracy Academy.
- Following Numicon training provided by the regional improvement collaborative, a PSW will provide numeracy interventions to a group of P3 and P4 children.
- A teacher will support early and first level identified children with SEAL approaches in order to raise attainment in numeracy.
- A teacher and principal teacher will support targeted children through team teaching at specific numeracy times.
- Class cover for teachers to engage in numeracy coaching sessions led by the cluster numeracy pedagogy officer.
- Class cover for teachers to engage in numeracy career long professional learning provided by the Regional Improvement Collaborative.

PUSCPS - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to NIF priorities (observable, measurable outcomes which focus on learning, achievement and wellbeing)	NIF driver mapping (check as appropriate)	Proposed Actions (note any external supports e.g. Cluster, authority, RIC etc.)	By	Measures of Success (include performance data, quality indicators and stakeholders' views)
<p>Raising attainment for all, particularly in literacy and numeracy:</p> <p>All children receive regular, well-planned learning in one plus two modern languages. Learning opportunities provide appropriate progression in language skills and high quality learning experiences.</p> <p>Provide all with access to numeracy and writing learning experiences of a consistently high standard, with robust assessment of progress.</p>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> - Make use of West Lothian council CLPL based on staff needs. - Peer observations in school, cluster and beyond. - Develop shared understanding of high quality learning, teaching and assessment experiences in one plus two modern languages. - Embed the West Lothian progressive frameworks for one plus two modern languages from early to second level. - Development and creation of robust assessments in Numeracy. - Adapt the West Lothian progressive frameworks for Maths and numeracy from early to second level to ensure progression of learning. - Opportunities for moderation across the cluster. - Embed West Lothian writing targets and child led target setting. - Ensure a progression within the teaching of different genres. - Embed a culture of free writing. - Opportunities for moderation across the cluster. 	<p>Lead Leaner</p> <p>Principal Teacher</p> <p>Lead Leaner</p> <p>Head Teacher</p> <p>Lead Leaner</p> <p>Principal Teacher</p>	<ul style="list-style-type: none"> - Most learning experiences in 1 plus languages are evaluated as good or above, as evidenced through a learning walk. - Most pupils feedback positively about their learning experiences in one plus two modern language, as evidenced through Pumphie Pals consultation. - Almost all staff, through questionnaires, feedback positively about their teaching in one plus two modern languages. - An increase in the number of pupils on track or exceeding expected CfE levels in numeracy and writing. - Teachers actively participate in order to produce a piece of dynamic data. - Strong correlation between CfE levels and SNSA results to show effective teacher judgement. - Quality assurance procedures reflecting good or above in almost all classes for writing and numeracy.
<p>Closing the attainment gap between the most and least advantaged children:</p> <p>Through targeted interventions, 80% of our children in receipt of PEF funding will achieve appropriate levels at the end of P1, 4 and 7 in literacy and numeracy.</p> <p>Through targeted interventions, 80% of our children in receipt of PEF funding will be on track within appropriate levels at P2, P3, P5 and P6 in literacy and numeracy.</p>	<input type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> - Implement PEF numeracy action, led by cluster Numeracy Pedagogy Officer, focussing on high quality CLPL for all practitioners to support consistency in learning experiences. - Focussed support on early and first level language development with the support of a speech and language therapist. - Analysis of data identifies gaps in learning and bespoke programmes addressing these gaps implemented and evaluated 	<p>Principal Teacher</p> <p>PEF Teachers</p> <p>Numeracy Pedagogy Officer</p>	<ul style="list-style-type: none"> - Ongoing tracking and monitoring indicates most children attain the appropriate literacy and numeracy levels. - Ongoing monitoring shows that learners report an increase in confidence after being in receipt of the bespoke programmes.
<p>Improvement in all children and young people's wellbeing:</p> <p>To refresh our vision, values and aims in consultation with the whole school community.</p>	<input type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information	<ul style="list-style-type: none"> - Refresh our school vision, values and aims. - Create a positive ethos policy. - To use the language of <i>Emotion Works</i> and the wellbeing indicators to embed our vision and values. 	<p>Lead Leaner</p> <p>Principal Teacher</p> <p>Head Teacher</p>	<ul style="list-style-type: none"> - Stakeholder focus groups with children, parents, parents and staff to evaluate a shared understanding and collective responsibility in embedding our new vision and values.
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>To embed the Career Education Standard across learning.</p> <p>Continue to embed digital approaches to improve learning and teaching.</p>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information	<ul style="list-style-type: none"> - Progression of skills from the Career Education Standard embedded throughout our curriculum - Introduce bring your own device in P5 and P6. - Integrate the use of glow to support learning and teaching. 	<p>Lead Leaner</p> <p>Head Teacher</p>	<ul style="list-style-type: none"> - Children's increased awareness and understanding of links between skills, subjects and future career pathways, as highlighted in their learning profiles. - Most pupils feedback positively about their learning experiences in digital learning, as evidenced through Pumphie Pals consultation.