

**Our Achievements this year include:**

- A very good grade for our nursery Care Commission report.
- Two West Lothian Council Young Writer Winners.
- Scottish Engineering Leaders Awards to all P6 children.
- Sports Scotland Bronze Award.
- Two teachers under taking professional learning at Stirling University—MSC Educational Leadership
- P6 children won West Lothian Cross Country annual competition
- Rotary Club of Livingston Certificate awarded to four P7 children
- Improved partnerships with our community:
  - RBS Money Sense visited school to engage in workshops focussing on financial education life skills
  - P4 children worked in partnership with St Andrews Court Residential Home—Jumping Generations
  - Parents and carers were invited to a real food banquet which developed the children’s understanding of sustainability
  - Partnership with the Broxburn Family Centre, Outdoor Adventurous Play, to develop self-esteem of pupils
  - Café Conversations with parents and carers to support effective transitions

**How Good is Our School?**

Leadership of Change	Satisfactory
Learning, Teaching and Assessment	Satisfactory
Ensuring Equity, Wellbeing and Inclusion	Good
Raising Achievement and Attainment	Satisfactory
Securing Children’s Progress (Early Learning and Childcare)	Good
Personalised Support	Good
Curriculum	Satisfactory
Partnerships	Good

**What are we going to do next?**

- Build a culture of self evaluation and moderation for improvement in learning and teaching which involves the whole school community.
- Greater consistency and accuracy in planning, assessment, recording and reporting across the school, which impacts positively on pace and progression in learning and attainment.
- Improved attainment and consistent learning experiences for pupils in Literacy and Numeracy across the school.
- A nurturing school ethos underpinned by our teamwork, values and positive behaviours.



**Uphall Primary School**

**Standards and Quality Report  
2016 — 2017**

At Uphall Primary children, staff and parents work actively and in partnership to enable all children to achieve their full potential.

Together Everyone Achieves More Uphall Promotes Success - TEAM U.P.S.

COMMUNITY, HONESTY, PERSEVERANCE, RESPECT,  
RESPONSIBILITY, TOLERANCE

@TEAMUphallIPS



### About our School

Uphall Primary School is a non-denominational school set within the village of Uphall. We have a school roll of 326 pupils in the primary and a nursery class of 50 places in the morning and 40 places in the afternoon.

The school benefits from a supportive and proactive Parent Council. A variety of events take place in school to support parental involvement, these include parent focus group, an Action Together Partnership and Parents as Early Education Partners.

### What we planned to improve last year

#### Priority 1

Excellence through raising attainment and achieving equity – Curriculum

#### ***We have made good progress.***

We regularly refresh our vision, values and aims. This provides the focus for taking the school forwards and underpins our curriculum development to support the needs of all children. Staff have undertaken training courses which enable them to address individual learning needs. We are committed to professional learning and continue to identify the most appropriate training and courses which will impact positively on outcomes for learners. Staff continue to develop a shared understanding of achievement within Curriculum for Excellence (CfE) levels. This informs next steps for learners and enables staff to identify support and challenge for individual learners.

The nursery staff have undertaken training to ensure the experiences in the nursery are meaningful, incorporate creativity and meet the needs of individual children. This was reflected in a successful Care Inspectorate Report. We have improved our transition from nursery to P1 and across stages.

Learners are beginning to have opportunities to engage in dialogue to discuss their learning and to review and revise learning targets.

### What does this mean for our pupils

Learners are supported and challenged to improve their progress in literacy and numeracy.	Parents are more informed about their child's progress and how to engage positively with their child's learning.
Pupils have more opportunities to evaluate their learning and engage in self and peer assessment.	Learners have a more active role in the school and wider community.
Pupils across the school have greater continuity and progress at points of transition.	Our improvements to the Numeracy and Maths curriculum has improved attainment for our learners at all levels.

### Priority 2

Excellence through raising attainment and achieving equity – Improve systems to identify the level of support needs across the school.

#### ***We have made good progress.***

We are more aware of the strengths and development needs of our learners. We have updated our systems and procedures to track and monitor the pupil progress across the school using the 'Getting it Right for Every Child' toolkit. Staff work effectively together to plan for learning, teaching and assessment. Groups of staff, parents and the community have worked successfully with 'Partnership Schools Scotland' (ATP) to engage the community in whole school improvement. We are continuing to develop a variety of assessment approaches in line with the new national guidance of the curriculum and benchmarks for attainment. Attainment in literacy and numeracy remain a focus for our school improvement priorities and we are making good progress. We have seen an increase in our attainment in both areas across the school this session. Regular meetings now take place between teaching staff and the senior leadership team to ensure significant progress is being made within Literacy, Numeracy and Health and Wellbeing for all pupils.

### What does this mean for our pupils

A whole school ASN overview is in place, noting the individual needs of pupils within the continuum of support.	The learners have a better understanding of what they are learning and how they can improve.
Barriers to learning are addressed through more robust tracking.	Teachers are more confident in making judgements about learner progress which has led to improvements in attainment.
Learners and parents are more actively involved in planning and evaluating learning for children with additional support needs.	Learners' achievements in and out of school are recognised – learners are beginning to show greater understanding of how these achievements help them develop knowledge and skills for life, learning and work.