

Meldrum Primary School & Deans North Nursery



PROGRESS REPORT FOR SESSION 2023/24

(Standards & Quality Report)

Westwood Park, Livingston
EH54 8NW



Meldrum Primary School is a non-denominational school situated in the Deans area of Livingston. The school sits within the Deans Community High Cluster. The school roll is currently 172 pupils organised into seven classes. Our staffing consists of the Head Teacher, Principal teacher, seven class teachers, Nurture teacher, Support for Learning teacher and Literacy Champion. We also have an Expressive Arts teacher in school for two days and a PE specialist one day a week. Pupils are well supported by four Pupil Support Workers working across all stages of the school. Clerical support is provided by one Administrative Assistant. The school runs a successful breakfast club which is well attended by pupils at all stages. Currently 40-50 pupils attend daily. The school benefits from a mixed catchment area with a Free Meal Entitlement of 15.7%.

Our attainment data at Primary 1, 4 and 7 shows that pupils are performing well across the areas of Reading, Writing, Listening and Talking and Numeracy and Mathematics. There are a number of pupils across the school who access small group and individual support, including Nurture, additional PSW support and Support for Learning, across all Quintiles.

Our Nursery is based within Deans Community High School. We operate the 39-week model, offering quality learning experiences in a nurturing and safe environment for up to 44 children. We also have provision for eligible two-year-old children. Our Nursery team is led by our EYO, with an additional five Early Years Practitioners. Strategic support to the HT and EYO is provided by our ELCASM. Our Nursery team are enthusiastic and work hard to improve their own learning and practices. All staff have a specific area of responsibility and work together to ensure this has a positive impact on all children. This session the ELC has received a very positive Care Inspection report (April 2024).

All members of our school community demonstrate strong collegiality and teamwork and this helps to maintain a positive climate for learning in school for all pupils. Meldrum Primary and Deans North Nursery strive to develop strong partnerships with parents, carers and the wider school community. This session we have opened a foodbank and second hand clothing bank to further support our families. We work together with the Parent Council to raise money for a variety of initiatives and to improve opportunities and experiences for all pupils. We have strong links within our local community; St Andrew's Parish Church, Carmondean Library, West Lothian College, local supermarkets and sports coaches, including the Cluster Active Schools Coordinator.

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 2019/20, what the impact has been and what our next steps will be to continue to address these priorities in session 2020/21.

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.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) 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>Our measurable outcome for session 2023/24 was to improve teacher knowledge and pedagogy in Numeracy to ensure high standards using a range of Improvement Methodology and Data Measuring tools to focus on a range of data, identifying next steps and evaluating impact in literacy and numeracy.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> Cluster sessions have enabled staff to learn together in level groupings providing clarity of learning objectives and time to plan specific blocks of learning in Numeracy. Staff report positive working relationships with stage partners across the Cluster. Primary and Secondary Numeracy Development Posts have been established and have allowed staff to work together to support lessons across both sectors. Staff have modelled lessons and provided guidance and support to enhance teaching approaches. This has helped to ensure greater consistency of approach across stages and has increased staff confidence teaching Numeracy and Maths. Development post holders have developed pathways and shared high quality resources to develop a consistency of approach in developing rich tasks, use of the Mental Maths Progression and pedagogy around retention. Staff across all stages have an improved knowledge of teaching within Numeracy and are more confident creating and delivering relevant learning experiences. Numeracy walls were established in every classroom to provide a working wall for pupils to use to share their thinking and to use as a learning resource. The working walls are now used on a daily basis to support pupil learning in Numeracy and Maths. Staff have moderated the working walls to ensure these are relevant and reflect current learning and teaching in Numeracy. Cluster Numeracy work has focused on the development of rich tasks and the use of the Mental Maths Progression. All staff across the school and Cluster are working to improve their pedagogy in Numeracy using these tools. Staff are developing rich tasks to engage learners in all areas of Numeracy and Maths. Some staff have engaged in aspects of Building Thinking Classrooms, including vertical surfaces and random groupings. Individual staff have some understanding of the benefits of learning in this way. This will be included as a priority next session. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> Staff feedback indicates that all staff have greatly benefited from Cluster Numeracy sessions which have provided staff with up to date pedagogical thinking and have increased their confidence in teaching Numeracy. Staff have benefited from time planning in level groups to ensure a greater level of consistency across the Cluster. All staff have had the opportunity to feedback on Cluster developments and this information has been used to plan future priorities. Staff feedback has shown that staff feel included in the decision making process as their views have shaped future collegiate sessions. All staff have greater confidence using Mental Maths Progression to support learning and to track progress in mental maths and these are now being used on a daily basis. Most pupils across First / Second Levels are able to talk about their learning through the use of the Mental Maths Progression and to talk about their next steps in learning. Staff report an increase in pupil motivation and participation in this learning process. Most pupils are keen to see how they have improved and have a clear understanding of their next steps in learning.

	<ul style="list-style-type: none"> • Most staff have engaged in planning rich tasks for pupils to broaden their mathematical thinking. Staff have worked together, modelling lessons and sharing learning experiences in order to continue to improve their pedagogy. • All staff now have high quality Numeracy walls within their classroom to engage pupils in sharing their learning, providing concrete examples of learning and as a resource for pupils to use in numeracy lessons. Staff have self-evaluated the numeracy walls and these have been moderated as part of our Quality Improvement day. <p>Next steps:</p> <ul style="list-style-type: none"> • Continuation of Cluster Numeracy Development posts (session 2024/25). • Shared focus on rich tasks, mental maths progression and assessments. • Interrogation of data to support priorities in Numeracy and Maths. • Development of digital learning to support Numeracy and Maths curriculum.
<p style="text-align: center;">ELC</p> <p>To improve Literacy experiences for all children with a focus on Listening and Talking.</p> <p>To improve Numeracy experiences for all children, both inside and outside.</p> <p>To improve STEM experiences for all children building on their knowledge and interests.</p>	<ul style="list-style-type: none"> • Literacy learning through Word Boost has improved children's vocabulary through listening, talking, and regular practise of specific words. All children have contributed to floorbooks by mark making and have had the opportunity to share their thoughts and ideas. • Our Book Bug initiative has been very positive this session within the nursery setting and local library. Children have developed their listening skills through stories, songs and rhymes. • Through the Big Bedtime Read positive relationships with parents have developed through home link learning. Most children are now demonstrating a good level of engagement with parents through listening to stories and further developing their conversation. • Outdoor Learning opportunities have included use of the mud kitchen and fire pit. Children have further developed their mathematical language through play opportunities; measurement and volume. • All children have had the opportunity to utilise the large blocks during free play. Observations have shown improvements in children's positional language and topic specific vocabulary through children's experiences designing and constructing through STEM. • This session has seen further work using the workbench as part of our overall STEM priority. Children have been supporting through experiences managing risk through designing and constructing with real tools. Staff have benefitted from training, moving the learning forward using the workbench and real life tools. All children have the opportunity to utilise loose parts both inside and outside. Most children are developing their ability to design and create outdoor learning activities in small groups. • All children now have regular opportunities to visit the school allotment. This has allowed all children to further their understanding of how plants grow and to develop their Maths skills to measure growth.
<p>2.</p> <p>To close the attainment gap between the most</p>	<p>We have made good progress. What did we do?</p> <p>Meldrum Primary School was awarded £34,500 of Pupil Equity Funding (PEF) in session 2023/24. The new PEF planning tool was used effectively to identify</p>

<p>and least disadvantaged children</p> <p>Our measurable outcome for session 2022/23 was to provide targeted interventions tailored to meet the needs of individual learners through an improved curriculum and wider learning opportunities.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning.</p> <p>Eight additional priorities were planned and 12.5%% of these priorities were fully achieved with 87.5% making good or better progress.</p> <p>PEF was used effectively to ensure continuation of whole school Nurture supports. This allowed flexibility of Nurture groups across all stages. Small group interventions have supported individuals and small groups to improve their teamwork and social skills. Individuals have also been supported through Drawing and Talking sessions, providing 1:1 support for learners to discover and communicate their emotions in a safe environment.</p> <p>Interventions this year have focused on increased attendance, improving life skills and supporting individuals wellbeing.</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Identified pupils have improved their phonic awareness and ability to blend sounds. • Attendance of targeted pupils has increased during this term. 75% of pupils in this target group have shown an increase in their attendance. • Feedback from individuals and observations from staff has shown an increase in learners' confidence and self-esteem, team work and communication skills through real life opportunities. <p>Next steps:</p> <ul style="list-style-type: none"> • To ensure continuity of Nurture support for individuals and small groups. • To improve pupil voice opportunities to better meet children's needs.
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<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2022/23 was to</p> <p>Continue to build on high quality, relevant outdoor learning opportunities building on learners' skills and abilities.</p> <p>All staff and learners will have a clear understanding of children's rights in our community and wider society through achievement of RRS Silver Level.</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Whole school planning evidences clear Outdoor Learning opportunities linked to other curricular areas. Staff collaborate across stages to plan high quality Outdoor Learning experiences. Observations have shown improvements in pupil leadership opportunities, including the fire pit and forest walks. • Whole school focus week on Anti-Bullying. Presentations shared with parents during Parent's Consultations to ensure clarity of message across all stakeholders. Most learners are now able to speak confidently about what bullying is and who they can go to for support. • Review of Relationships, Sexual Health and Parenthood programme across Second Level to ensure consistence of approach. Staff now have a clear understanding of the learning outcomes and how to support learners through difficult conversations. • Children's rights are clearly planned for across the curriculum. Most children are able to talk about their rights, particularly in relation to their learning in Social Studies. Children's rights are included in whole school assemblies, allowing learners to consolidate their learning in a variety of different contexts.
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<p>All learners will have a clear understanding of what bullying means and how to access support in school.</p> <p>All staff will have an improved understanding of the Relationships, Sexual Health and Parenthood programme to ensure high quality learning experiences at all stages.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Outdoor Learning opportunities are more closely linked to learning in Literacy, Numeracy, Science and Social Studies in addition to Health and Wellbeing. All staff have a clear understanding of the benefits of Outdoor Learning and observations have evidenced the improvements in learning experiences. • Anti-Bullying Week raised the profile of the subject across all stages, including parents and families. Learners shared the learning conversations with families through Literacy and Art activities. Feedback has shown that further learning opportunities have continued throughout the session. Primary 6 and 7 received a presentation from our community policeman during which they were encouraged to discuss relevant scenarios and to ask questions to support their learning. • The Review of the Relationships, Sexual Health and Parenthood curriculum has ensured staff have a clear and shared understanding of learning, particularly at Second Level. Learning experiences very much incorporate pupil questions and discussion, ensuring learning is flexible to suit specific cohorts of learners. • Most children are able to talk about their rights in relation to their own lives and their learning opportunities. Observations have evidenced clear links in learning across different curricular areas. <p>Next steps:</p> <ul style="list-style-type: none"> • To improve tracking of Wellbeing indicators, to include parents and families as part of the process. • Development of digital learning to support Health and Wellbeing curriculum.
<p>ELC</p> <p>To provide opportunities to support children's health and wellbeing with a focus on physical wellbeing.</p>	<ul style="list-style-type: none"> • All children have daily opportunities in nursery to play outdoors. Daily walks are encouraged within the local community and forest. Children are given a choice as to when they go on the walks. • Characters have been introduced to represent each of the wellbeing indicators. Some children are now able to talk with confidence about what indicator each character represents. Children are rewarded when they display the indicators. Most children are aware of their rights and the wellbeing indicators through this child-centred approach. • All children have weekly opportunities to engage in physical activities through visits to the gym hall and yoga sessions. Observations have shown that all pupils enjoy these sessions and are able to share their feelings. Children are now involved in leading yoga sessions and some children are now sharing their learning in yoga with their parents at home. • All staff have attended training on UNCRC and have shared the learning with parents in order to better support our children.
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Planned whole school opportunities have raised the profile of Reading and Listening and Talking, helping to focus on specific skills. Focus weeks have encouraged classes to plan and deliver lessons together

<p>Our measurable outcome for session 2022/23 was for learners will have an increased understanding of their own skills and abilities and be able to talk about their development and next steps.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>and this has raised the profile of specific topics; anti-bullying, healthy living.</p> <ul style="list-style-type: none"> • Reading and Writing targets included in daily practise to ensure pupils have a clear understanding of their targets and next steps. Most pupils are able to talk about their strengths and identify targets for their next steps in learning. • Pupils have benefitted from an increased number of visitors to school to share information about their learning journey and career, particularly in Primary 7. This has provided real life examples for learners and has given them a better understanding of qualifications required for certain jobs in the future. • Pupils in Primary 6 and 7 have participated in the JAS award, building on their skills and interests and improving their confidence and self-esteem. Pupils have worked as a team to decide on each aspect and have worked together to achieve their goals. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Staff across all stages report pupils now have a clearer understanding of their targets across all areas of Literacy. The visual supports are being used on a daily basis, supporting pupil self-assessment. • Pupil feedback indicates that they have enjoyed and learned from the career presentations. Pupils now have increased knowledge of different careers and were able to ask questions to clarify their understanding of the qualifications and experience required. • Participation in the JAS award has allowed individual pupils to engage in real life experiences; church soup café. The groups have agreed on shared opportunities, improving teamwork, communication and collaboration skills. <p>Next steps:</p> <ul style="list-style-type: none"> • Pupil voice opportunities to include decision making on whole school focus weeks. • Development of digital learning to support employability skills. • Development of digital progression to support learning across ELC / Primary.
<p>ELC</p> <p>Quality learning opportunities indoors and out linked to real life opportunities.</p>	<ul style="list-style-type: none"> • Pre-school children have benefitted from increased opportunities to visit Meldrum Primary School. Small groups have been supported to use the fire pit, working alongside older pupils. Feedback from parents has shown that this has been a positive experience for all learners, helping with the transition to primary school. • All children in nursery have daily opportunities for forest walks. Learners are now leading the safety briefings with confidence and are involved in assessing risk in the outdoors. • All children have the opportunity to attend the local library. Some children are able to talk about the books that they have chosen. • Parent’s regularly attend nursery for stay and play sessions. These include Book Bug, yoga and forest walks. Feedback from parents has shown the value that they place on these opportunities as they can see first-hand the learning that is taking place. • All children have had the opportunity to begin to develop skills in woodwork. These experiences have been carefully introduced in small groups, ensuring all children are building on their skills in a safe manner. Observations have shown that children are developing their

	creativity using a variety of materials and some children are able to discuss their learning.
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Attendance:

Overall attendance data indicates overall attendance for session 2023/24 – 93.25%.

Exclusions:

There have been two incidents of exclusion over session 2023/24.

Schools engagement with Parents / Stakeholders:

Meldrum Primary School has an active Parent Council who have raised money to install playground equipment this session. Parents are regularly informed through monthly Sways, pupil assemblies and in school events.

Our next steps will now focus on extending opportunities for parental participation focusing on curricular developments.

Our Wider Achievements this year have been:

- Positive Care Inspection at Deans North Nursery (April 2024).
- Introduction of House Captains and House Gatherings.
- Class participation in Active Schools sporting events as part of the Deans Cluster.
- Participation in Cluster Netball and Football leagues.
- After school clubs including Tech Club (November – January 2024)
- Primary 7 Burn’s Supper (January 2024).
- Improvements in natural environment around the school.
- Participated in National Research project with the National Museum of Wales on weather data and bulb growing.
- Whole school Sponsored Walk raised £3263 for school funds. Funds to be spent on Numeracy and Digital priorities for session 2024/25.

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

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

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

1.3 Leadership of change	Very Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Securing children’s progress	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)