



West Lothian
Council



**DEANS PRIMARY SCHOOL AND NURSERY CLASS
IMPROVEMENT PLAN
RECOVERY PHASE AND BEYOND**

2020-2021

Factors Influencing our Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures

Cluster Improvement Priorities – Sharing Standards and Expectations across Literacy with focus on Moderation in Writing

Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*

Flexible early learning and childcare implementation

Embedding Changes in School Leadership Team

Historic flexible working agreements in place for teaching and non-teaching staff being managed effectively

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

Continuation of phased implementation of 1140 hours ELC

National Factors

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

Pupil Equity Funding

Empowerment and Participation Agenda for all members of our school community

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

Realising the Ambition

Child Protection Issues / Guidance and GTCS standards and professional update



Deans Vision Statement: A love of learning, for life, for all!

Our Values

Deans Primary School Values:

- *Included*
- *Safe*
- *Respected*
- *Challenged*
- *Supported*
- *Valued*
- *Nurtured*



Our values are embedded in all aspects of school and community life. As a school community we firmly believe that every one of our pupils and staff can achieve greatness. As part of our virtual whole school community assemblies our values are celebrated through our Star Awards and Class Pegs. These assemblies are now shared widely with our local community to ensure a shared understanding of our values and what they mean to our children. Our values continue to underpin our school Positive Relationship Policy, which has been updated and refreshed with all stakeholders in September 2020.



Our Aims

Leadership and Management

- To foster an ethos of effective partnership working with school, home, partner agencies and the wider community to empower our children.
- This year we will continue to focus on building our empowered culture that fosters staff and pupil agency to achieve excellence and equity.

Learning, Teaching and Assessment

- To create a safe and enjoyable and challenging learning environment where our children feel nurtured and excited by learning.

This year we will continue to build on agreed consistent high-quality learning experiences for all children, developing and introducing a clear learning, teaching and assessment strategy across Literacy, Numeracy and Health and wellbeing, where all teachers have a clear roadmap to success. From this roadmap, all staff will have a clear understanding of how to counteract learning lost during lockdown. We will continue to improve our assessment and target intervention strategies, ensuring maximum impact on learners. We will also introduce ELF time in our P1 – P3/2 classes, using all available school resources to support and challenge our pupils in all areas of Literacy.



Learning, Teaching and Assessment

- To develop a progressive and challenging curriculum, which develops skills for life-long learning, which is meaningful, relevant and enjoyable.

This year we will build on the collaborative work completed at cluster level around skills for life, learning and work developing a clear framework for skills development across our school, focusing on creativity, sense making, critical thinking, curiosity, communicating, feeling, collaborating, leading, focussing, integrity, adapting and initiative.

We will continue to build on the work taken forward in empowering our children by developing the range of leadership opportunities across our school with genuine pupil voice and self-evaluation at the heart of the creation and development of the groups.

Successes and Achievements

- To ensure the best possible outcomes for all our learners.

This year we will continue to relentlessly focus on raising attainment and achievement in literacy and numeracy for all learners.

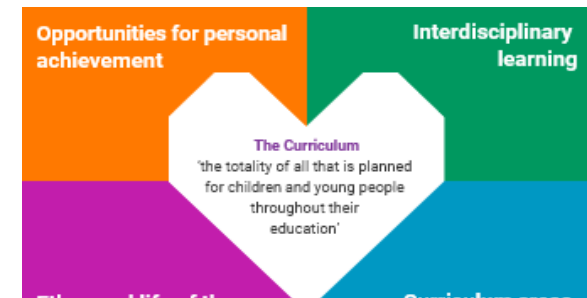
We will continue to celebrate success through our virtual learning assemblies, Five A Day learning Groups, Blog and Learning Journals.

Recovery Curriculum Narrative

P7 Pupil Leadership Team – House & Vice Captains, action plan developed across school
P4-P7 leadership programme developed
Achievement Assemblies – Star Awards, Values Champions and Peg Winners
Magic Moments Wall – visually celebrating success
Munchies on Management – opportunity for pupil to visit SLT, taking snacks home to celebrate success
Online pupil profiles which celebrate pupil successes both in and out of school.
Class sharing the learning videos shared with school community, showcasing learning
Regular pupil learning conversations and wellbeing check ins
Weekly class posts on our school blog and through twitter

Parents as partners – Meet the teacher, Parental Consultations, surveys, blogs, Twitter
Positive Relationships Policy revisited
Jigsaw used from P1-P7
Relax Kids introduced to whole school community
Leadership groups established
Leadership opportunities across all stakeholders developed

Meaningful and relevant links to developing the young workforce
STEM Action Plan to be progressed
Developing skills for learning, life and work – making this visible for learners in lessons and through robust progression pathway
Digital learning embedded across the curriculum and used as a link between school and home using Teams & Seesaw
To embrace outdoor learning opportunities across the curriculum
Pupil voice to support development of topics



A Recovery Curriculum focused on HWB, Literacy and Numeracy supported by the WL Recovery Maps.
High quality learning and teaching being consistently delivered so that learners are engaged in well planned and progressive learning experiences.
A collegiate approach to planning to ensure consistency and progression through moderation and assessment.
A range of clear and planned assessment methods used to gather evidence about a child's progress.
Literacy, Numeracy, Health and Wellbeing Strategy papers developed.
Introduction of motivating and challenging spelling programme
Introduction of Word Boost

Deans Primary and Nursery Class – School Improvement Planning (Recovery Phase) for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	Proposed actions to ensure recovery	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p>To improve children and young people's health & wellbeing and ensure their readiness to learn</p>	<ul style="list-style-type: none"> • Staff will engage with WLC HWB Recovery Pathway Materials. • Staff will develop Health and Wellbeing Strategy Document detailing how our curriculum has adapted and changed this session. All staff will continue to use this strategy document to support planning over the course of the session. • Learners will continue to take part in regular self-reporting to give us a Baseline of their wellbeing upon return to school • Establish HWB Empowerment Group, lead by the HWB Champion to continue to develop our mental and emotional wellbeing curriculum, developing clear opportunities for self-evaluation to validate our cluster thematic review position statement. 	<p>August 2020</p> <p>Oct 2020</p> <p>Sept 2020 – June 2021</p> <p>October 2020 – June 2021</p>	<ul style="list-style-type: none"> • That 95% of our pupils will be reporting positively on their wellbeing using the SHANARRI indicators on our online trackers. • Most pupils will demonstrate their improved emotional literacy and resilience through one trusted conversations and pupil check ins • Confidence will be developed in all staff in supporting the development of pupils' mental health and wellbeing • All staff feel empowered to share their own emotional and mental wellbeing with colleagues. • Almost all children will positively engage with

	<ul style="list-style-type: none"> • To use Jigsaw curricular resource with all pupils to support the emotional and mental wellbeing of pupils in second level • To support the wellbeing of staff in the recovery phase through SLT check ins and access to WLC supports if required. • Establish Wellbeing Ambassadors across our school (pupils and staff) to support wellbeing of all members of our school community. • All staff trained in Relax Kids to support the resilience and growth mindset of our pupils • Targeted staff attend Emergency Mental Health First Aid Training • Introduce targeted Nurture group sessions for identified children to support mental, emotional and social wellbeing. • Introduce Positive Postcards across the 	<p>September 2020 – June 2021</p> <p>September 2020 – June 2021</p> <p>November 2020</p> <p>November 2020</p> <p>January 2021</p> <p>August 2020- June 2021</p>	<p>'Relationships' in HGIOURS, responding positively.</p>
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	<p><i>school to support mental and emotional wellbeing and self-esteem</i></p> <ul style="list-style-type: none"> • <i>Values launch in EY setting, linked to wellbeing indicators.</i> 	<p><i>November 2020</i></p> <p><i>October 2020 – June 2021</i></p>	
<p><i>Raising attainment for all, particularly in literacy and numeracy:</i></p> <p><i>To offer high quality learning experiences in all classrooms by engaging teachers in professional learning opportunities, professional enquiry, moderation and school self-evaluation</i></p>	<ul style="list-style-type: none"> • <i>Building on available data we will use this to identify current literacy and numeracy gaps and needs of pupils post lockdown to plan effective teaching and learning and targeted interventions</i> • <i>Staff will engage with WLC literacy Recovery Pathway Materials and use new Reading, Writing and L&T targets consistently</i> • <i>Through our literacy empowerment group, led by our Literacy Champion & Cluster development officer we will create our literacy strategy with robust Literacy pedagogy toolkit to ensure cohesion and progression in literacy across the school</i> 	<p><i>Sept 2020</i></p> <p><i>Sept 2020 ongoing</i></p> <p><i>September 2020 – March 2020</i></p>	<ul style="list-style-type: none"> • <i>Most pupils across all stages attain appropriate levels by June 2021</i> • <i>Almost all staff scoring themselves highly in their confidence in delivering reciprocal reading approaches to learners</i> • <i>In pupil focus groups learners would be able to talk confidently about reading comprehension strategies.</i> • <i>Key assessment tools identified and used in a</i>

	<ul style="list-style-type: none"> • Develop a suite of literacy assessments to ensure robust information is used for each pupil to plan learning and target interventions. • To raise attainment in reading through the implementation of Reciprocal Reading approach for improving pupil comprehension • Engage in cluster moderation activities to support the teaching of non-fiction writing. • Staff will engage with WLC Numeracy Recovery Pathway Materials. • Introduction of lending library and rhyme of the week interactive videos in EY setting to support focus on rhyme and syllables. • EY practitioner leading learning action plans developed in Numeracy, Literacy and Health and Wellbeing to reflect attainment data. 	<p>January - June 2021</p> <p>September - June 2021</p> <p>November 2020 - June 2021</p> <p>Sept - Dec 2020</p>	<p>target approach across our school to measure progress in learning.</p>
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<p>Closing the attainment gap between the most and least advantaged children:</p> <p>Through targeted interventions:</p> <ul style="list-style-type: none"> - Over 80% of learners achieve Early Level in Literacy and Numeracy. - 80% of our learners achieve First Level in Literacy and Numeracy by the end of Primary 4. - Over 85% of learners achieve Second Level by the end of P7. 	<ul style="list-style-type: none"> • Continue to audit digital learning opportunities at home to ensure access to devices for home learning • Introduce Wordboost from EY setting to P3 to support and enhance vocabulary development • Track IEP targets to give overall school picture and ensure targets in place are SMART and achievable. • Organise best practice visits between EY Setting and P1 to support professional discussion with staff across early level on what effective play opportunities look, feel and sound like. • Support family learning with introduction of virtual PEEP sessions for targeted families. 	<p>Sept – Dec 2020</p> <p>October 2020</p> <p>Sept 2020 – June 2021</p> <p>November 2020 – June 2021</p>	<ul style="list-style-type: none"> - Over 80% of learners achieve Early Level in Literacy and Numeracy. - 80% of our learners achieve First Level in Literacy and Numeracy by the end of Primary 4. - Over 85% of learners achieve Second Level by the end of P7.
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>To develop and embed skills progression through our school</p>	<ul style="list-style-type: none"> • To embed learning for sustainability across the curriculum by using outdoor spaces and the local community, with class teacher leading planning and strategy development • Develop STEM action plan as a platform to further develop literacy and 	<p>Ongoing</p> <p>March 2021</p>	<p>Planning toolkit developed to be shared with class teachers showing range of outdoor learning opportunities, built on audit and key next steps</p> <p>All pupils are able to access</p>

<p>to ensure pupils have a range of transferable meta-skills which can be used to support future learning and work.</p>	<p>numeracy skills, building on key learning from last session</p> <ul style="list-style-type: none"> • To capitalise on technological skills developed during lockdown as a platform for new and creative L&T and home learning approaches • To begin journey on the Digital School Award <ul style="list-style-type: none"> • DYW Champion to take forward leadership group looking at 12 identified skills and what they look like from Nursery to P7, developing 'Deans Young Workforce' skills progression across all levels with key skills underpinning all aspects of learning. • Develop leadership pathways across the school based on robust self-evaluation using Participation Mapping Tool and Readiness checklist. • Pilot OneNote profiles in P6 and P7 with establishment of Technology Taskforce 	<p>October 2020 - June 2021</p> <p>October 2020 - June 2021</p> <p>October 2020 - June 2021</p> <p>October 2020 - June 2021</p> <p>October 2020 - June 2021</p>	<p>learning using digital platforms in TEAMS (P4-7) and Seesaw (P1-3)</p> <p>Surveys and focus groups highlight learners are more confident, innovative and responsible in their use of technologies.</p> <p>Leadership groups re-established from P4 - P7</p> <p>Skills progression developed by key staff and tracked through 6 weekly raising attainment meeting discussions and QI visits</p> <p>P6 and P7 pupils use One Note profile to track and reflect on learning</p>
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