



PROGRESS REPORT FOR SESSION 2022/23

Standards & Quality Report



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 2022/23 and what the impact has been. Our future improvement priorities will be identified in our school improvement plan, which will respond to the national and local advice on the reopening of schools.

We have 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 (HGIOS?4) 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.

Deans Primary School is a non-denominational school situated in the North of Livingston, serving the community of Deans. The school sits within the Deans Community High Cluster. The school roll is currently 237 pupils organised into ten classes with a Nursery set for 40/40 provision, with 46 children currently registered. Our staffing consists of the Head Teacher, Depute Head Teacher, Principal Teacher, 10 class teachers, 1.5 Early Years Officer, 2 x Support for Learning teachers, 8 Nursery Nurses and a Family Support Worker 3 days per week. Pupils are well supported by 9 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 around 60 pupils attend daily. The school has strong links with its cluster schools, local church, charities and local businesses to support our on-going improvement work.

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2022/23 was to work successfully with teachers and support staff to ensure high standards and a deepening understanding of pedagogy, using a range of Improvement Methodology and data measuring tools in literacy and numeracy.</p> <p>Most pupils are able to identify their next steps in Reading, Writing, Listening and Talking and Maths and Numeracy.</p> <p>Pupil Engagement in writing increases by 10%.</p> <p>Increase of 20% in our learners tracking green in fluency and phrasing across our school.</p> <p>Increase of 30% of our learners tracking amber or green in reading comprehension across our school.</p> <p>An increase of between 5% - 10% in Numeracy and Maths attainment across our school.</p> <p>NIF Driver(s): 1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 3.2</p> <p>School Improvement School Leadership Teacher Professionalism Parental Engagement</p>	<p>We have made good progress.</p> <p>What did we do? What was the Impact?</p> <ul style="list-style-type: none"> Embedded our whole school writing, reading and listening and talking programme, ensuring the teaching of writing, reading and listening and talking skills is consistent, progressive and motivating for learners across our school community. Invested in new reading and writing resources to support learning, teaching and assessment. <p>Learners show increased levels of engagement in Reading and Writing. Our data shows that in most classes (P2, P3, P5, P6, P7) our overall literacy attainment has improved in terms of our data over time.</p> <ul style="list-style-type: none"> Embedded Reciprocal Reading strategies across our school, learners engaged with these strategies in a range of motivating contexts. Embedded Bump it up walls <p>Learners, through observed lessons and learning conversations, show an increased understanding of the skills they are using to engage with a range of texts. Data over time indicates our reading attainment has increased from P2 – P7 shows an increase in reading attainment in terms of our data over time. 80% of our learners can now confidently set targets in their literacy learning and can talk about how they improve in their learning.</p> <ul style="list-style-type: none"> Engaged with all staff around the benefit of using ‘Think Alouds’ when engaging with texts. <p>Learners across all stages benefitted from engaging in ‘Think Alouds’ which helped our learners to deepen their understanding of texts alongside targeted work around higher order questions. From our PM reading assessments, we observed an increase of 34% of our learners tracking amber or green in their understanding of age appropriate texts.</p> <ul style="list-style-type: none"> Embedded Wordboost from Nursery to P3 to support and enrich our learners’ vocabulary. Member of ELC team continues to embed Pre-Requisite Oral Skills with small group sessions for targeted individuals. <p>Learners show an increased level of vocabulary in a variety of situations throughout the Nursery and school day. The majority of ELC children are tracking green for using an increasing range of vocabulary. Almost all of our ELC – P3 pupils have made progress in their Wordboost scores.</p> <ul style="list-style-type: none"> Further engagement with all teaching staff around West Lothian Numeracy Recovery materials, leading to a refresh of planning Staff engaged with Number Talks, embedding the teaching of key Numeracy strategies as part of most Numeracy lessons. Appointed a Numeracy Development officer who attended a range of training opportunities in Maths Recovery and the use of concrete

<p>Assessment of Children's Progress Performance Information</p>	<p>materials and who will use these skills to develop a bespoke training programme for all staff.</p> <p>Learners are developing increasingly positive attitudes towards Numeracy and are able to discuss a range of strategies to tackle problems confidently. Our Numeracy data shows sustained or increased progress across P2 – P7 in our data over time picture. Teachers confidently deliver motivating Number Talk lessons after targeted work with our Numeracy Development Officer.</p> <ul style="list-style-type: none"> Professional discussion and reading led to us embedding a number of key policies including #Dream Big at Deans, High Quality Learning, Teaching and Assessment and Literacy Strategy documents. <p>Learners are benefitting from consistent, high quality learning, teaching and assessment, underpinned by our school values. A consistent approach to teaching Reading, Writing, Maths and Numeracy has resulted in an improving attainment picture in most stages. This work was quality assured in our HMI Inspection in September 2023.</p> <p>Our next steps will be to:</p> <ul style="list-style-type: none"> Embed and refine the use of targets, pathways, assessments and moderation to ensure a consistent approach in teaching all aspects of literacy and numeracy. Continue to support learners to be able to talk confidently and understand their targets and next steps in learning within listening and talking and Maths and Numeracy. Embed Oracy programme at all stages to enhance listening and talking skills. Introduce whole school handwriting strategy. Develop suite of professional reading opportunities around Maths and Numeracy, working alongside our Numeracy Development Post Holder to promote professional discussion around how to effectively teach key maths and numeracy skills. Provide opportunities for all cluster teaching staff to work together on designing a range of motivating and challenging, quality assured Maths and Numeracy learning opportunities. Develop a range of motivating and relevant projects where key literacy and numeracy skills can be challenged in unfamiliar contexts. <p>ELC Progress and Impact</p> <p>ELC Next Steps</p>
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2022/23 was</p>	<p>We have made very good progress.</p> <p>What did we do? What was the impact?</p> <ul style="list-style-type: none"> Targeted P1 – P3 learners with ELF time (Early Literacy Focus Time) embedded on a daily basis to provide enhanced support from class teachers, senior leadership team and pupil support team during literacy time.

<p>75% or above of learners achieve appropriate levels across Literacy and Numeracy</p>	<ul style="list-style-type: none"> Targeted learners benefitted from a range of interventions, including Five Minute Box and small group/one to one support with Support for Learning and Pupil Support Team. Staff professional learning focused around the development of STAR approach to improve learners' engagement with core writing targets.
<p>Work with teachers and our support team to ensure the highest standards and understanding of pedagogy, using a range of improvement methodology and data measuring tools to impact positively on learners.</p>	<p>Learners' attainment in all areas has improved since 2019. 77% of our learners are on track for Literacy and 79% are on track for Numeracy.</p> <ul style="list-style-type: none"> Learners, families and the wider school community benefitted from targeted and universal financial and pastoral support throughout the session. <p>Almost all of our parents/carers (96%) responded positively to the statement that school staff know our learners and support them well. Almost all of our parents/carer (95%) felt that we were helping them to reduce day to day school costs.</p>
<p>NIF Driver(s): 1.1, 1.5, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2</p> <p>School Improvement School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress Performance Information</p>	<p>A relentless focus on supporting the wellbeing of our learners and families through extraordinarily challenging times resulted in us thinking creatively around how to sensitively and discreetly support our families. This was achieved in a number of ways, including:</p> <ul style="list-style-type: none"> Over the Festive Period, we partnered with Morrisons and a local entrepreneur who helped us to provide Christmas Meals, presents, food hampers and vouchers for over 60 families across our school community. We worked with local churches, West Lothian Uniform Bank and River Kids to provide a range of Christmas gifts and clothing for our families. We continue to work in partnership with a range of stakeholders to provide a well-stocked Sharing Shed which is accessible to all members of our community. We ran a number of trips this session, at no cost to our parents/carers. Targeted support to ensure a successful P7 Residential experience was also in place. Cost of the School day document developed, in collaboration with our Deans Decision Makers and Parent/Carer Support Squad to ensure that we were recognising the financial challenges all families continue to face. <p>As a school community, we continued to complete monthly checks on attendance to ensure that we continue to be in line with overall West Lothian attendance. Bespoke packages for families and learners were in place to support increased attendance.</p> <p>Our next steps will be to:</p> <ul style="list-style-type: none"> Continue to use learner attainment data to plan targeted interventions to support Literacy and Numeracy Empower our learners to use digital technologies in a range of curricular areas, continuing on our digital schools journey Continue to use our in-depth knowledge of our learners and families to target pastoral and financial support well

	<ul style="list-style-type: none"> • Continue to focus on ways to support learners to participate widely in the life of the school and the local community • Consult on School day – lens on equity, forensic look at children in that bracket • Develop a range of bespoke parents/carers Friday workshops to encourage school attendance on Friday and to tackle identified areas of concern by our parents/carers – Sleep Hygiene, Cost of Living Crisis and Positive Mental Health <p>ELC Progress and Impact</p> <p>ELC Next Steps</p>
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<p>3.</p> <p>To improve children and young people’s health & wellbeing</p> <p>Our measurable outcome for session 2021/22 was for almost all learners to be reporting positively against the wellbeing indicators</p> <p>NIF Driver(s): 1.1, 1.3, 2.4, 2.5, 3.1</p> <p>School Improvement School Leadership Parental Engagement</p>	<p>We have made very good progress.</p> <p>What did we do? What was the impact?</p> <ul style="list-style-type: none"> • Tracked and monitored our learners’ wellbeing through regular self-reporting and have robust systems in place for follow up and interventions in place, where required. <p>Learners have developed an increased understanding of the wellbeing indicators and can confidently evaluate their wellbeing against the wellbeing indicators. Learners continue to develop a range of strategies to support their own wellbeing when dealing with change or challenge. We worked successfully in partnership with Headstrong to ensure that our health and wellbeing curriculum was responsive to the needs of our learners. Through this work, we have developed the use of a range of tools to capture learners’ resilience, self-esteem and confidence. These tools help to capture growing resilience, self-esteem and confidence for almost all children over the course of the session.</p> <ul style="list-style-type: none"> • Continued to build positive relationships within and across our ELC and school community. Our Positive Relationship policy was refreshed, to align with our school values, in consultation with our school community. • We refreshed and relaunched our ELC vision, values and aims to ensure current learner ownership. • Continued to ensure our school values were at the forefront of school life through weekly pupil and parent/carers assemblies, whole school challenges, Wellbeing Wednesdays. • Achieved our Bronze Rights Respecting Schools Award, showing a commitment to supporting our learners to become Rights Aware. <p>Learners are being nurtured, supported, valued, respected, challenged, included and kept safe using our Positive Relationship Policy. Learners are able to talk with confidence about our school values and what they mean to them as part of our Deans family. Learners, through a range of mechanisms, report that they feel well supported and cared for in school impacting positively on their mental health and wellbeing. Through our Pupil Ethos</p>
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Survey, 96% of our learners said they feel they have someone to talk to in school if they are worried about something in school. 95% of learners said that staff treat them fairly and with respect. 100% of our parents/carers said that they feel their child is safe and respected in our school.

- Pupil participation and decision making is more inclusive, with most children being consulted, around school improvement and their learning.
- Continued to develop the role of our Pupil Empowerment Health and Wellbeing and Rights Group, led by our Principal Teacher and learners in our P7/6 class.

87% of our learners report positively that they feel they have an opportunity to say how they want to learn.

- Developed our health and wellbeing curriculum to ensure a consistent and bespoke approach to supporting learners' wellbeing.

Learners benefitted from a clear and progressive curriculum which enables them to develop their understanding and ability to cope with changes, choices, challenges and relationships.

- Continued to work in partnership with Wellbeing Scotland, With Kids, Hidden Giants and Headstrong to support identified pupils.

Learners and their families benefitted from targeted 1:1 support, when needed, to ensure that their social, mental and emotional wellbeing was supported effectively.

Next Steps

- All learners continue to critically reflect on wellbeing indicators with teachers planning bespoke health and wellbeing curriculum opportunities to best meet the needs of their learners
- All learners, staff, parents/carers and our wider community continue to deepen their understanding of our school vision and values and show a commitment to the rights of the child and how they underpin all aspects of our lives
- All stakeholders given planned opportunities to reflect on our current health and wellbeing curriculum to support the development of our curriculum rationale from ELC to P7
- Work with targeted groups of learners to develop self, esteem, confidence and resilience with our Family Link Worker and pupil support team
- Develop a range of bespoke, relevant and motivating projects with our learners, families and community at the heart of planning

<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2022/23 was for learners to be able to identify and practice key skills needed for life, learning and work and how they underpin learning.</p> <p>To plan effectively to stimulate our learners' curiosity, creativity and enquiry to support purposeful play and learning.</p> <p>Increase the achievements and skill development of all learners, within and beyond the classroom.</p> <p>NIF Driver(s): 2.2, 2.5, 3.2, 3.3</p> <p>School Improvement School Leadership Parental Engagement</p>	<p>We have made good progress.</p> <p>What did we do? What was the impact?</p> <ul style="list-style-type: none"> • Our digital lead worked alongside upper school learners to evaluate our current digital technologies position and continued our Digital Schools Award journey. • Class teacher supported school staff to deliver motivating digital technology lessons. • Our Digital Leaders supported learners in a range of motivating clubs including our Lunch Time Coding Club <p>In our recent HMI inspection, feedback stated 'Pupil leadership groups, such as digital leaders, provide learners with opportunities to influence developments which impact positively on school life. The digital leaders created a 'digital profile' tool for older children to record their achievements, progress in learning and skills development. In most classes, there is evidence that teachers are making effective use of digital technologies to enrich learning.</p> <ul style="list-style-type: none"> • Learners are able to identify key skills needed for future world of work and how these skills underpin current learning opportunities. • DYW partnerships were strengthened through our Careers Fayres where over 25 different careers were represented • A range of community partners engaged in our Curriculum Café where we examined the skills employers are currently looking for as well as any skills gaps. • A range of Participation Friday enterprise projects took place across the school to provide our learners with the opportunity to practice a range of employability skills. • One class piloted Junior Duke Awards <p>Almost all learners are able to talk about key DYW (Developing the Young Workforce) skills and how they underpin learning. Qualitative data from our Careers Fayre showed that learners were inspired to consider other job opportunities which had not been previously considered and most were able to talk about key skills needed across the range of careers shared as part of our Fayre. A range of community partners engaged in our Curriculum Café where they were able to identify our school values as being essential for all future employment opportunities. Almost all learners across our school are able to identify key skills required for World of Work and why these skills are relevant to them now.</p> <ul style="list-style-type: none"> • Learners engaged in a range of STEM learning opportunities across the session, planned for as part of our cluster moderation project for this session in collaboration with Nicola Connor, STEM Development lead. • P1 teachers engaged in continued professional learning to develop approaches in play pedagogy to develop creativity and independence using woodwork.
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	<p>Learners benefitted from an increased range of play based opportunities in our class. Teacher confidence around play continues to grow. We invested in a range of resources to support the development of play.</p> <ul style="list-style-type: none"> Learners engaged in a range of leadership opportunities to be able to actively engage with the ethos and wider life of our school. <p>Learners across our school engaged in a range of leadership opportunities, engaging with school improvement priorities in reading, Peer Mediation, health and wellbeing and digital technologies.</p> <p>Our next steps will be to:</p> <ul style="list-style-type: none"> Achieve our Digital School Award from ELC to P7 DYW Champion to take forward leadership group looking at 12 identified skills and the introduction of our West Lothian skills progression across all levels with key skills underpinning all aspects of learning Develop leadership pathways across the school Continue to develop Play Strategy, with focus on impact of play within early and first level, as part of Strategic Change Initiative Embed Junior Dukes at key stages across our school to develop the range of opportunities in place for our learners to experience success. Staff to engage with West Lothian Outdoor learning pathways, building on current good practice, to ensure learners are able to access learning outside Work in partnership with a range of partners, charities and stakeholders to develop a range of motivating, challenging and relevant projects for and with our learners. <p>ELC Progress</p> <p>ELC Next Steps</p>
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Evaluative comment on school's attendance and exclusion data required.

There have been no exclusions in our school during this session. Whilst attendance continues to be monitored, we continue to develop a range of targeted supports to ensure learners are able to access school regularly. We aim to improve attendance for a cohort of identified learners by 10% over the course of the next session with the development of our Walking Bus, Friday Parents/Carers Engagement sessions and before school clubs. We will actively engage with our new West Lothian Attendance Policy to ensure appropriate and meaningful supports are in place for our families. 97% of our parents/carers our recent Ethos Survey stated that they felt that we were promoting the importance of attendance at school.

Evaluative statement on the effectiveness of the school's engagement with parents and other stakeholders in improvement planning and on reporting school performance.

Parents/carers engagement continues to be a real strength in our school community. A high percentage of parents/carers returned our School Ethos Survey (60% in comparison to the 33% West Lothian average) with

95% stating that their views and opinions were sought when making changes and improvements, 97% of them stating that they were kept informed by the school about improvements and 98% stated that they were satisfied about the school overall.

Our Wider Achievements this year including:

- ✓ Our successful visit from HMI where the hard work of our staff, learners and families was recognised in the validation of our self-evaluation and upgrade of evaluative grades in two areas
- ✓ Our school community working together to welcome and support our Knightsridge family for the majority of the school session
- ✓ Achieving our School Silver Sports Award
- ✓ World Book Day events
- ✓ Charity Work including raising money for West Lothian Food Bank, Our School Food Bank, Save the Children
- ✓ Sharing the Learning Events including our well attended Learning Breakfasts
- ✓ Our P7 Prep For Prom winning the West Lothian Dragon's Den Challenge
- ✓ Our P7 Prep For Prom and P7/6 Cluster Football Event being recognised at the Social Enterprise Scotland Awards 2023
- ✓ Enhanced use of social media and our school app to support communication across our community and to share learning with all
- ✓ Continued improvement in attainment over time for our learners
- ✓ Continued improvement in attainment for our children in quintile 1
- ✓ Focused Enhanced Transition Programme to support targeted learners at all stages
- ✓ Development of Sharing Shed
- ✓ Successful Partnership with Morrison's Community Champion, West Lothian Uniform Bank, Dignity Box, Our Church Soup Cafe and River Kids
- ✓ Successful Partnership with Headstrong, Hidden Giants, Wellbeing Scotland and With Kids
- ✓ Successful partnerships with a range of community and West Lothian wide employers for our Curriculum Café and Careers Events
- ✓ Reading Ambassadors, Deans Decision Makers, Digital Ambassadors, Sports Leaders and Health and Wellbeing pupil leadership groups continue
- ✓ P7 Leadership group took forward Peer Mediation in school which was trialled in Summer term
- ✓ Upper School Careers Fayre with 25 community partners
- ✓ Group of learners supported our Parish Church Soup Kitchen and Swap Shop
- ✓ Varied outdoor learning opportunities across the school year for all pupils
- ✓ Co-ordinated work with our Family Support Worker to support learning, mental, social and emotional wellbeing
- ✓ An exciting range of before school, lunch and after school clubs
- ✓ A successful P7 Residential Experience to Winmarleigh hall in Preston
- ✓ P4 and P5 children attending The Edinburgh Playhouse to see Charlie and the Chocolate Factory
- ✓ A well attended Community Christmas Event was enjoyed by our Deans Family
- ✓ Our ELC – P3 children produced a fabulous Christmas show
- ✓ Our P7 children produced a fabulous leavers show
- ✓ Sky Academy Visit
- ✓ STEM Curiosity Cube Visit

- ✓ Well attended School Community Values Day
- ✓ ELC – P2 Mill Farm Visit
- ✓ Exciting range of Participation Friday Project
- ✓ P6 class winning West Lothian Sum Dog Competition
- ✓ Upper school attended West Lothian Cross Country
- ✓ Successful Sport-A-Thon raising over £2000 for Support Squad
- ✓ Range of classes taking part in Cluster Sporting events
- ✓ School and Football team competed at Cluster events
- ✓ P1 classes took part in Wood Work Programme in Partnership with West Lothian College
- ✓ Partnership with Social Enterprise Scotland to develop Participation Friday projects
- ✓ P5/4 successfully engaged with Junior Dukes Awards
- ✓ P7 – S1 Global Warming Project
- ✓ Successful, supporting and nurturing buddy programme in place for our P1 learners
- ✓ Reading Accreditation Award
- ✓ Deans Got Talent success

How good is our school? 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 Raising attainment and achievement	Good

How good is our Early Learning and Childcare? 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	Very Good
3.2 Securing children's progress	Good

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

