

Deans Primary School



PROGRESS REPORT FOR SESSION 2018/19 (Standards & Quality Report)

ABOUT OUR SCHOOL

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 231 pupils organised into ten classes. Our ten classes included a part-time nurture provision this session, with the development of a nurturing ethos across all areas of school life as well as working with identified pupils. Our staffing consists of the Head Teacher, Depute Head Teacher, Principal Teacher, 10 class teachers, Support for Learning teacher, Nurture Teacher and Family Support Worker days per week. We also had a Pupils are well supported by five Pupil Support Workers working across all stages of the school. Clerical support is provided by one Administrative Assistant with part-time support from a clerical assistant. The school runs a successful breakfast club which is well attended by pupils at all stages. Currently around 60 pupils attend daily. Our Nursery currently has 45 children registered, with one full time early years officer, one part time early years officer, 5 Nursery Nurses and a pupil support worker.

The school has strong links with its cluster schools, local church and local businesses. The school has an active parent council who work tirelessly to support the pupils and staff. They are involved in and organise fund raising events, rotas for parent helpers and support for excursions. This support and positive interactions enhances the learning provision for pupils.

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 2017/18, what the impact has been and what our next steps will be to continue to address these priorities in Session 2018/19.

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.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf.

We have also indicated the links to quality indicators (QIs) in How Good is our School?4 (HGIOS?4) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY ONE	HOW DID WE DO?
<p>1. Improving learning and teaching through collaboration.</p> <p>Our desired outcome for Session 2018/19 was to increase staff confidence through improved understanding of reflection and pedagogy in applying aspects of research into practice and embedding these into everyday teaching in order to raise attainment and narrow the attainment gap through Tapestry partnership.</p> <p>Further Family Learning opportunities will be planned to promote partnership working to enhance learning both in school and at home to raise attainment in Literacy and Numeracy.</p> <p>NIF Driver(s):</p> <p>HGIOS?4 QIs:</p> <p>1.2</p> <p>1.4</p> <p>2.3</p> <p>2.6</p> <p>2.7</p> <p>3.2</p>	<p>We have made satisfactory progress.</p> <p>What did we do?</p> <p>Throughout session 2018/2019, staff engaged in professional learning through the 'Tapestry – Leading Learning – Improving Pedagogy Programme.' Two staff members undertook a leadership role across the cluster. They attended additional training sessions and then facilitated TLC groups; leading learning and engaging in quality professional dialogue.</p> <p>During pupil voice groups, the majority of pupils shared that they were participating in teacher/pupil dialogue sessions which focused on strengths and next steps in learning. Most teachers shared feedback with the pupils either verbally or in written form and this helped the pupils to focus their learning. Through the quality assurance measures, this was evidenced in the majority of pupils' jotters. Staff worked together to create a 'Formative Assessment Strategy' pertinent to our school.</p> <p>During self-evaluation sessions, the majority of staff shared that the TLC sessions provided valuable professional dialogue with cluster colleagues which influenced their teaching practice. Some staff participated in peer observations, identifying their small test of change and engaged in quality feedback from colleagues to improve the learners' experience.</p> <p>During the course of the session two successful PEEP groups ran in school, supporting 39 families. Two eight week Families Connect Programmes were also trialled in school, supporting 10 families.</p> <p>Evidence indicates the impact is:</p> <p>Learners are more aware of their strengths, next steps and the strategies that will help them to achieve success.</p> <p>Staff are increasingly confident in implementing formative assessment in their everyday practice to impact on next steps in planning.</p> <p>Almost all parents who attended our PEEP sessions commented on an increased confidence when interacting and with their child and their knowledge of child development over the course of the sessions. Almost all parents/carers involved in our Families Connect programme commented on how their confidence had increased when coming into school and asking for support.</p>

Our next steps will be to:

- *Engage a wider range of parents/carers in family learning opportunities in term 1 including Number Sacks, Big Learning Breakfasts, Values Day, Workshops, PEEP, Families Connect, App and Blog and PPP.*
- *Use targeted self-evaluation to take forward Family Learning strategy in term 2, with focus on families who did not attend events.*
- *'Formative Assessment Strategy' analysed alongside West Lothian Council Learning, Teaching and Assessment Policy to ensure clear, consistent understanding of approaches for all staff.*
- *Teaching staff consistently able to use formative/summative assessment data to inform next steps as part of robust tracking and monitoring meeting programme.*

<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our desired outcome for Session 2018/19 was to</p> <p>To improve attainment outcomes in reading, writing, talking and listening for children living in quintile 1.</p> <p>To improve attainment outcomes in numeracy for children living in quintile 1.</p> <p>To support the social and emotional needs of learners by overcoming barriers to learning.</p> <p>NIF Driver(s):</p> <p>HQIOS?4 QIs:</p> <p>2.2</p> <p>2.3</p> <p>2.4</p> <p>2.6</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>Literacy:</p> <p>In reading, the continuation of 'Big Bedtime Read' in the nursery has increased pupil engagement in the reading of stories. Sensational Story Tellers were introduced from our upper school classes to share stories with our Nursery children, promoting enjoyment and engagement in sharing stories together.</p> <p>The 'Five Minute Box' programme has continued and has shown increased attainment with targeted pupils and is evidenced in frequent assessments and through termly attainment meetings. The daily interaction between pupil and PSW has been an invaluable resource for identified pupils. Pupils, parents and staff have recognised the impact of this intervention. Targeted pupils benefitted from a trial programme in Box Clever.</p> <p>Almost all teaching staff were trained on North Lanarkshire Literacy Pedagogy to support the teaching of key literacy skills. Some staff took part in best practice visits to schools across West Lothian to see Mighty Writer and North Lanarkshire Active Literacy in action. Staff from Boghall Literacy Base led CLPL to support the majority of teaching staff with how to teach and assess key skills in reading. Throughout the session, a number of authors have attended school to motivate and challenge pupils, linking reading and writing skills with a variety of challenges. Almost all teaching staff attended Reflective Reading and Getting Ready to read sessions where they were able to engage with professional reading around how to teach the key literacy skills, considering social capital of pupils.</p> <p>Significant investment was made in literacy resources with a particular focus on how to support literacy through play, for example our Literacy Shed in Nursery.</p> <p>All teaching staff were supported through termly attainment meetings to engage with data, progression pathways and benchmarks to identify gaps for learners and next steps. Some staff were able to use the West Lothian Writing criteria to support planning and professional judgement. First News is being trialled with targeted pupils to engage pupils in reading a meaningful and relevant context. Our Reading Ambassador group has been formed and has taken forward a competition to design and promote a reading slogan for our school.</p> <p>Numeracy:</p> <p>The majority of staff continue to use the philosophy behind 'Concrete, Pictorial and Abstract' training delivered last session. The majority of staff implement this philosophy in their lessons and provide many different strategies or resources for</p>
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the pupils to access their learning. Resources for whole school implementation have hindered progress but an audit of resources has been undertaken and new resources have been purchased for session 2019-2020.

Almost all teaching staff engaged in further training in Number Talks and all teaching staff were given the opportunity to observe a best practice Number Talk lesson to support confidence and consistent delivery of key strategies for learning. Planning has been adapted to support staff to ensure progression across Number Talks. Pupils have indicated the impact of Number Talks has been positive. Almost all teaching staff have benefitted from training in Sumdog and most pupils have had the opportunity to access this programme to support Numeracy understanding.

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Targeted pupils have benefitted from a wide range of additional provision to support health and wellbeing. For example, daily check ins, 1:1 support from Family support worker, Nurture group, life skills group, EAL group, social communication group, Garden Gang and Families Connect.

Evidence indicates that:

Across 15 measures, there has been increased attainment for our quintile 1 pupils in 13 areas.

Our next steps will be to:

- Steps should be taken to ensure consistent approach in methodology NL 'Active Literacy' by sharing practice, linking learning with other supports, such as, WL pathways and Benchmarks.
- Increase numeracy attainment at early and first level with the launch of home learning bags for Nursery, P1 and P2.
- Targeted Literacy and Numeracy Big Breakfasts with plan to support parents/carers who do not attend.
- Increase early language development and vocabulary development in Nursery – P2 with range of strategies.
- Targeted interventions and team teaching from Nursery to P7.
- Participatory Budgeting – small tests of change involving all learners and stakeholders.
- Analyse writing skills across the four contexts of learning and build up a progression of writing skills across early, first and second level.

<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our desired outcome for Session 2018/19 was for staff to have a greater knowledge and understanding of the impact ACEs have on individual, families and the school community and develop strategies to overcome the challenges these present.</p> <p>NIF Driver(s):</p> <p>HGIOS?4 QIs:</p> <p>3.1</p>	<p>We have made satisfactory progress.</p> <p>What did we do?</p> <p>Almost all staff attended Cluster ACE Awareness Event, Understanding Attachment and Trauma training, Mental Health and Wellbeing Training, Strategies to deal with Distressed Behaviour and cluster collaboration event. Some staff attended the National ACE's conference.</p> <p>A number of interventions and strategies have been taken forward to support targeted pupils, including For example, daily check ins, 1:1 support from Family support worker, Nurture group, life skills group, EAL group, social communication group, Garden Gang, Cooking Club, Family First Aid and Families Connect, Urban Nature Skills based learning and Sound Stories.</p> <p>A progressive and challenging health and wellbeing programme has been introduced at all stages.</p> <p>All teaching staff have reported against wellbeing indicators for pupils on a termly basis. Almost all children have started to use wellbeing indicators to describe how they are feeling.</p> <p>Evidence indicates the impact is:</p> <p>Almost all staff have a developing understanding of the impact of trauma on our children are able to ask for support and guidance to overcome barriers for pupils. Almost all staff have a clear knowledge and understanding of the 'story behind' the children in their class and continue to actively seek ways to overcome barriers. Almost all pupils have reported successfully against wellbeing indicators increasing their awareness of support and strategies available to them, enabling them to feel increasingly safe, nurtured, healthy, included, respected, responsible achieving and active.</p> <p>Our next steps will be to:</p> <ol style="list-style-type: none"> 1. Embed Building Jigsaw programme. 2. Revisit and refresh school values and develop positive relationship policy with all stakeholders. 3. Build learners' confidence in tracking and talking about their own wellbeing using targeted self-evaluation. 4. Focus on 3.1 as part of self-evaluation, create action plan, execute and take forward Cluster HWB thematic review to assess impact on pupils. 5. Rationalise range of supports in place for pupils to ensure consistency of approach and positive impact. 6. Build effective relationships with Your Space to provide pupils and staff
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	<p>with appropriate and timely support around emotional and mental wellbeing.</p> <p>7. Celebrate our place in the local community with a range of family learning events.</p>
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our desired outcome for Session 2018/19 was: Pupils are ambitious and understand how their learning and achievements help them to develop skills for life learning and work.</p> <p>NIF Driver(s):</p> <p>HGIOS?4 QIs:</p> <p>2.2 2.6 2.7 3.3</p>	<p>We have made satisfactory progress.</p> <p>What did we do?</p> <p>Throughout the session, some classes invited visitors, persons of interest in the local community to share their career development, such as, a parent who is fire fighter, a producer for the BBC, etc.</p> <p>Almost all senior pupils attended a Developing the Young Workforce Skills Fayre.</p> <p>Evidence indicates the impact is:</p> <p>Some learners stated that they had a greater insight into the World of Work and were able to engage in meaningful discussions about their chosen careers and were starting to think about the skills required by employers in particular professions and careers.</p> <p>Our next steps will be to:</p> <ul style="list-style-type: none"> To replicate and enhance the 'Speed dating' event from previous session. Develop and implement a Play Strategy for our Nursery and P1 pupils to support play at home, in school and in the local community, informed by professional learning, enquiry and research. Pilot OneNote profiles in P6 and P7. Develop 'Deans Young Workforce' skills progression across all levels with key skills underpinning all aspects of learning, raising profile of key skills in all learning. Develop leadership pathways across the school based on robust self-evaluation using Participation Mapping Tool and Readiness checklist.

Our Achievements this year have included:

- Increased parental engagement at our 'Sharing our Learning' events.
- Improvements to our class and school library.
- School Fayre
- P1-3 playground learning experiences enhanced
- Improvements with nursery learning environment
- Continued use of social media – blog, twitter, etc.
- Continued improvement in attainment
- Development of Family learning opportunities

- Deans PS Football Team re-established
- P7 Activity Days
- Focused Enhanced Transition Programme
- Introduction of Sharing Shed and Swap Shop
- Partnership with Morrison's Community Champion
- Reading Ambassadors Leadership Group established
- Scottish Opera Event
- Series of Authors' visits
- Careers Fayre – West Lothian College
- STEM Ambassador link created
- Varied outdoor learning opportunities
- Varied after-school programme
- Successful introduction of Family Support Worker
- Futsal

Capacity for Continuous Improvement

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities.

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

How good is our leadership and approach to improvement?	Leadership of Change 1.3	Satisfactory
How good is the quality of the care and education we offer?	Learning, teaching and assessment 2.3	Satisfactory
How good are we at ensuring the best possible outcomes for all our learners?	Ensuring wellbeing, equality and inclusion 3.1	Satisfactory
	Raising attainment and achievement 3.2	Satisfactory

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

How good is our leadership and approach to improvement?	Leadership of change 1.3	Satisfactory
How good is the quality of the care and education we offer?	Learning, teaching and assessment 2.3	Satisfactory
How good are we at ensuring the best possible outcomes for all our learners?	Ensuring wellbeing, equality and inclusion 3.1	Satisfactory
	Securing children's progress 3.2	Satisfactory

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