



DEANS PRIMARY SCHOOL AND NURSERY SCHOOL IMPROVEMENT PLAN

2023 / 2024



SAFE SUPPORTED NURTURED INCLUDED VALUED RESPECTED CHALLENGED

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities

Local Authority Factors

Moving Forward in Your Learning Guidance
Literacy and Numeracy West Lothian Priorities, HWB
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
Equity Team and additional allocations, Pedagogy Team

National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school
Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding/Equity Audit
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Quality Framework for day care of children
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Realising the Ambition
Developing Scotland's Young Workforce
Child Protection Procedures
GTCS professional standards and professional update 2021
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.
UNCRC
Presumption to provide education in a mainstream setting 2019

Support for Learning: All our Children and All their Potential (ASL Review) 2020



SAFE SUPPORTED NURTURED INCLUDED VALUED RESPECTED CHALLENGED

Our Vision, Values and Aims for Our Learners

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 was updated and refreshed with all stakeholders in September 2022.

SAFE SUPPORTED NURTURED INCLUDED VALUED RESPECTED CHALLENGED

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, with a focus on our leadership and skills pathways and refreshed project based curriculum. 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.



Learning, Teaching and Assessment

- To continue to create a safe and enjoyable and challenging learning environment where our children feel nurtured and excited by learning in all curricular areas.

This year we will continue to build on agreed consistent high-quality learning experiences for all learners, embedding our clear learning, teaching and assessment strategy across Literacy, Numeracy, IDL and Health and wellbeing, where all teachers have a clear roadmap to success. We will continue to improve upon our robust assessment and targeted intervention strategies and use of a range of data sources, ensuring maximum impact on learners.

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 continue to build on the collaborative work completed at cluster level around all literacy skills, Numeracy and Maths and developing exciting, relevant projects taking account of all curricular areas, with our learners at the heart of their development. We will support our learners to make the link between their reading, writing and listening and talking skills across a range of motivating contexts. We will engage in professional discussion with a range of stakeholders to look at how our curriculum rationale can reflect our unique setting.

SAFE SUPPORTED NURTURED INCLUDED VALUED RESPECTED CHALLENGED

Successes and Achievements

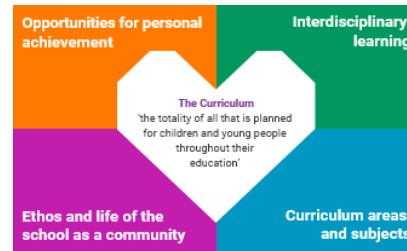
- To ensure the best possible outcomes for all our learners.

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 in a range of ways, including, learning assemblies, Learning Breakfasts, Sharing the Learning days, Twitter, Teams and Seesaw as well as through our weekly Talking Newsletters.

SAFE SUPPORTED NURTURED INCLUDED VALUED RESPECTED CHALLENGED

Deans Curriculum Rationale

P7 Pupil Leadership Team with action plan
 P4-P7 leadership programme developed
 Achievement Assemblies – Star Awards, Values Champions and Peg Winners
 Magic Moments Wall – visually celebrating success
 Munchies with Management – opportunity for pupil to visit SLT to discuss and celebrate successes
 Online P7 and P7/6 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
 Building on pupils' skills, develop a range of taster sessions with pupils' in expert role
 Develop a varied package of after-school club opportunities



Meaningful and relevant links to developing the young workforce
 STEM Action Plan to be progressed, moderation across STEM learning
 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
 All staff work together with learners to produce exciting projects, relevant to the interests, skills and aspirations of our learners
 Strategic development of IDL curriculum with pupils empowered in influencing planning and developing learning opportunities across a range of exciting projects
 Development of whole school IDL topic skills planner

Parents as partners – Values Day, Curriculum Cafes, Learning Breakfasts, Sharing the Learning, Deans Support Squad, Parental Consultations, surveys, Question of the Week, Weekly blog evaluations and celebrations of learning across the 4 contexts, Twitter
 Positive Relationships Policy revisited September 2022
 Jigsaw used from P1-P7, audited to ensure identified gaps are filled well
 Whole school community focus on building resilience in learning in partnership with Family Link Worker and Peer Mediators
 A range of leadership groups continue to operate across our community, impacting positively on our school and community
 Leadership opportunities across all stakeholders developed, including Young STEM leaders and Sports Leaders
 Participation Friday and Junior Dukes awards support and develop pupil understanding of their important role in our community and beyond
 Weekly Talking Newsletters shared with parents/carers to share key news and events, led by a range of staff and pupils
 Continue to develop partnerships with businesses in our local community
 Develop effective partnership working with Deans Community regeneration lead

A curriculum which is tailored to the needs of all pupils, giving breadth and depth of learning across all areas.
 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 across learning.
 Embedding motivating and challenging Literacy and Numeracy programme
 Embedding of Word Boost across Nursery – P3 to support vocabulary development
 Continuing to develop our curriculum to ensure it is bespoke to our unique setting with collaborative, research based Professional enquiry

SAFE SUPPORTED NURTURED INCLUDED VALUED RESPECTED CHALLENGED

All schools should consistently revisit the curriculum rationale that takes account of the most recent national and local guidance.

Refreshed curriculum rationales should reflect the local authority commitment to Agile Learning approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the 'Resources to support the refreshed CfE Narrative'. <https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>

Contextual Data Analysis and Rationale for 2023/24 School Improvement Plan

a) Background - The context for the learners in your school

Our school community, serving Deans in the North of Livingston comprises of 214 children, across 10 classes with provision in our Nursery setting for 40 children across a 39 week structure. Our teaching team consist of 14 teachers, supported by a team of 9 Pupil Support Workers. Our Early Years Team consists of a full time Early Years Officer, a part time Early Years Officer, 4 Early Years Practitioners and 1 Pupil Support Worker. This session, the HT along with the SLT will work with all stakeholders in the school to build on the nurturing and safe environment already in place for our children, ensuring that all learners experience high quality learning, teaching and assessment. This will be crystalized with the embedding of our clear Literacy strategy, which will clearly identify shared high expectations for all stakeholders, as well as the development of a Numeracy and Maths strategy. A number of effective interventions are in place to support our children and have shown positive impact for our learners. This is carefully monitored in a number of ways including through our Equity and Excellence meetings and IEP/CPM meetings. This work will be built on this session after considerable collaboration with the WL Equity Team. This session, all stakeholders will continue to work to ensure that these interventions are effectively targeted, monitored and assessed according to agreed outcomes. We continue to work on the robustness of the range of data we continue to gather and analyse, building staff confidence in identifying trends, themes and timely, effective interventions. This key work will be quality assured through a range of self-evaluation activity. The community of Deans are exceptionally proud of our school. This session, we will work to ensure that our children are given varied opportunities to develop skills for life, learning and work using the skills and talents of stakeholders and the local community. We will continue to work in partnership with a range of stakeholders from our local community and beyond to ensure our children are exposed to a diverse range of careers and opportunities to develop their skills. Our staff team know the direction of the school and are committed to change to ensure continuous improvement for all learners. Our HT, DHT and PT will continue to be class committed to focus on particular groups of learners, ensuring a continued and relentless focus on raising attainment in these key stages. Over the course of this session, our school building will be significantly refurbished, ensuring that our learning spaces inspire creativity, collaboration. Our learners' voices will be at the heart of this process.

SAFE SUPPORTED NURTURED INCLUDED VALUED RESPECTED CHALLENGED

b) Data to identify the universal (SIP) and targeted (PEF) support

a. **CfE** - Overall, Q1 v Q5, Gender, Diversity and Inclusion (Vulnerable pupils), C of S, Challenge

Quintile Data Overview Session 2021/22, 2022/23, 2023/24

	Literacy 2021/22	Literacy 2022/23	Literacy 2023/23	Numeracy 2021/22	Numeracy 2022/23	Numeracy 2023/24
Quintile 1 42% 2021-22 45% 2022- 23 53% 2023 - 24	75%	75%	77%	75%	77%	79%
Quintile 2 – 25% 2021- 22 26% 2022 – 23 26% 2023 - 24	75%	78%	78%	81%	83%	83%
Quintile 3, 4 and 5 – 33% 2021 – 22 29% 2022 – 23 25% 2023 – 24	81%	84%	85%	89%	90%	90%

- 21% of our quintile 1 learners across the school have an IEP, CPM or AOW
- 22% of our learners overall have an IEP, CPM or AOW
- 43% of our ASN learners across our whole school are quintile 1 pupils

Our CfE data for this session continues to show maintenance or improvements in attainment, as highlighted below with our P1, P4 and P7 data over time.

P1 Attainment Data

SAFE SUPPORTED NURTURED INCLUDED VALUED RESPECTED CHALLENGED

Our P1 Data

	Roll	Reading	Writing	Listening & Talking	Literacy	Numeracy	Mathematics
2021/22	33	72.73%	72.73%	81.82%	72.73%	81.82%	81.82%
2022/23	24	62.50%	62.50%	66.67%	62.50%	62.50%	62.50%
Last Session P1 Cohort	29	72.41%	72.41%	72.41%	72.41%	72.41%	75.86%

SAFE SUPPORTED NURTURED INCLUDED VALUED RESPECTED CHALLENGED

Our P4 data

	• Roll	• Reading	• Writing	• Listening & Talking	• Literacy	• Numeracy	• Mathematics
• 2019/20	• 29	• 67.86%	• 67.86%	• 67.86%	• 67.86%	• 67.86%	• 75.00%
• 2020/21	• 28	• 71.43%	• 71.43%	• 75%	• 71.43%	• 71.43%	• 71.43%
• 2021/22	• 29	• 83.33%	• 80%	• 83.33%	• 80%	• 76.67%	• 79.31%
• 2022/23	• 31	• 80.65%	• 77.42%	• 93.55%	• 77.42%	• 83.87%	• 83.87%

SAFE SUPPORTED NURTURED INCLUDED VALUED RESPECTED CHALLENGED

P7 Attainment Data

	• Roll	• Reading	• Writing	• Listening & Talking	• Literacy	• Numeracy	• Mathematics
• 2017/18 (P2)	• 37	• 47.5%	• 47.5%	• 60%	• 45%	• 52.5%	• 52.5%
• 2018/19 (P3)	• 37	• 72.97%	• 64.86%	• 72.97%	• 62.16%	• 78.38%	• 75.68%
• 2019/20 (P4)	• 37	• 75.68%	• 70.27%	• 75.68%	• 70.27%	• 81.08%	• 78.38%
• 2020/21 (P5)	• 38	• 78.95%	• 78.95%	• 94.74%	• 76.32%	• 76.32%	• 76.32%
• 2021/22	• 39	• 79.49%	• 79.49%	• 94.87%	• 74.36%	• 76.92%	• 82.05%
• 2022/23	• 42	• 95.24%	• 83.33%	• 100%	• 83.33%	• 85.71%	• 88.10%

SAFE SUPPORTED NURTURED INCLUDED VALUED RESPECTED CHALLENGED

b. Early Years Tracker

HWB - 61% of our pupils are tracking red for being independent in a range of personal care routines and 61% are tracking red for being able to form friendships with peers and 61% are tracking red for being able to confidently express their needs.

Literacy - 83% of our pupils are tracking red for being able to listen for and identify words that rhyme and 66% are tracking red for being able to recognise their names and some letters. 66% of learners are tracking red for being able to identify syllables. 77% of children are tracking red for marking making and adding increasing detail into drawings.

Numeracy - 83% of our pupils are tracking red for being able to recognise a small number of items without counting (subitise) and 61% for reciting forwards and backwards number sequences from 0 to 10. 72% of learners were tracking red in being able to use appropriate language of time.

Through actions outlined in our improvement plans, we aim to have less than 20% of our pre-school pupils tracking red for the key aspects outlined above.

c. Wellbeing – Self Reporting analysis

Almost all of our children regularly report positively against the wellbeing indicators. Learners who score less than a 6 within their self-evaluation, spend time with their one trusted adult to talk through any worries or concerns. Any actions required are taken by the one trusted adult or are escalated to the SLT. At termly Equity and Excellence meetings, learners' self-reporting and any actions are discussed and taken forward.

Within our Pupil Ethos Survey, most learners reported positively. Our two targeted areas for improvement will be around only 80% of our learners reporting that as a school we are effective at dealing with bullying, an increase of 2% of our pupils reporting positively on this from last year. 80% of our learners reporting that we make learning enjoyable, an increase of 2% from last session. We will also focus on how well staff regularly work alongside pupils to set targets for learning. This was the only one of our scores which was below the West Lothian average.

d. Engagement

	Reading	Writing	Listening and Talking	Numeracy	Maths
Green	81%	80%	74%	77%	78%
Amber	15%	16%	22%	18%	17%
Red	3%	4%	4%	5%	5%

Participation

SAFE SUPPORTED NURTURED INCLUDED VALUED RESPECTED CHALLENGED

	LTA	OPA	DMG	WC
Green	86%	71%	57%	62%
Amber	13%	13%	40%	33%
Red	1%	6%	3%	5%

Most of our children are showing high levels of engagement across all curricular areas. Listening and talking is identified as the lowest area of engagement within this category. Staff have been working alongside the Literacy Pedagogy Officer to plan motivating programmes of learning to support the teaching of listening and talking skills and we will continue to build on this over the course of this session. Listening and talking skills will feature heavily in our Project Based Learning Planning. As part of our Equity and Excellence meetings, we will continue to discuss levels of engagement for each pupil. We will work alongside our STEM Development Officer to take forward project learning across our school to ensure our curriculum is bespoke to the needs and interests of our learners. We will also sharpen the focus around our Participation Friday Projects to ensure they are meaningful after staff feedback from an survey in June 2023 where 2 staff reported they did not see the value in the projects.

As part of our Equity and Excellence Meetings and through our leadership groups, Participation Friday activities and varied after-school club programme, we will discuss pupil participation across the four arenas. Our current data shows that more work is needed around the range of opportunities we are offering for our pupils to be part of decision making groups as well as their active involvement in the wider community. Our Leadership programme will be expanded to provide opportunities at every level of the school for our pupils to make decisions around learning and school improvement.

c) **What are our universal priorities?** - Identified SIP priorities informed by the above data (detail in SIP plan below)

- To continue to build resilience amongst our learners and families by developing a range of strategies to use to support their learning, social, emotional and mental wellbeing.
- To increase percentage of most children on track within literacy and numeracy by up to 10% across our school with our attainment over time data.
- Most children will be able to identify key skills needed for life, learning and work and have opportunities to develop these skills in a range of contexts.
- To develop a range of motivating, relevant and challenging projects which fit the interests of our Deans learners.
- To continue to develop a robust and motivating Numeracy and Maths curriculum for all learners.
- Almost all pupils continue to report positively against all wellbeing indicators

d) **What are our targeted priorities?** - Identified PEF priorities informed by the above data (detail in PEF plan)

SAFE SUPPORTED NURTURED INCLUDED VALUED RESPECTED CHALLENGED

Deans Primary School and Nursery Class - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p>Continue to build resilience amongst our learners and learning community through positive, supportive and purposeful partnerships.</p> <p>Achieve RRS Silver Award to recognise our learners' growing understanding of them as global citizens and advocates for fairness and rights in our own community and our wider community.</p> <p>Embed a motivating, challenging and progressive PE curriculum to support the health and wellbeing of our learners, achieving our Gold Sports Award.</p> <p>Targeted learners attend school regularly to ensure they are able to access supports in place to promote wellbeing.</p> <p>All staff refresh their knowledge and understanding of trauma informed practice and identify agreed actions for supporting learners who have experienced trauma, reflected in Equity and Excellence professional discussions.</p>	<input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> • Wellbeing and Rights stories embedded by pupil leadership teams to support learners to engage meaningful with the wellbeing indicators. • Teaching teams will build on the work of the SLT in beginning to analyse their own class health and wellbeing self-evaluation data, with built in opportunities to reflect on any trends or patterns, responsively shaping our health and wellbeing curriculum to ensure it is fit for purpose for our learners. • Implement a whole school nurture approach, building on co-regulation, self-esteem and resilience to support learners who have experienced trauma and anxiety. • Refresh our School Positive Relationship Policy with all stakeholders, ensuring our vision, values and rights underpin all aspects. Continue to embed our school values and vision in all aspects of school and wider community life. • Continue to engage with rights through assemblies, displays, project based learning and action planning based on UNCRC Teaching and Learning Toolkit. 		<p>Almost all learners (90%) report positively against wellbeing indicators each term.</p> <p>Almost all learners can identify their One Trusted adult and regularly engage with them on a weekly basis.</p> <p>All stakeholders are actively involved in shaping our Whole School Nurture Approach. Almost all staff and pupils can talk confidently about the mechanisms and supports in place across our school.</p> <p>Pupils reporting positively around how good we are as a school in dealing with bullying increase from most (80%) to almost all (90%+)</p> <p>Almost all members of our school community can confidently identify rights linked to the life and work of our school community.</p> <p>School and Nursery achieve Silver Accreditation from RRS.</p> <p>Almost all staff report positively around professional learning opportunities planned for in school, identifying clear</p>

SAFE SUPPORTED NURTURED INCLUDED VALUED RESPECTED CHALLENGED

		<ul style="list-style-type: none"> • Embed a motivating and challenging food and health curriculum to ensure learners have an increased understanding of the importance of a healthy diet. • Through a motivating and innovative school and targeted group assembly programme, build on key resilience skills, supporting pupils, staff, parents/carers and the wider community to add to their resilience toolkit. • Engage with parents/carers and our wider community to explore key learning around resilience, trauma, positive mental health and community issues. • Develop a wide range of opportunities for learners to take responsibility for their own learning through a motivating and diverse leadership, Participation Friday, Junior Dukes and after-schools programme. • Track participation of all learners across the four arenas, identifying and addressing any gaps for learners. • Engage in professional reading, learning and learner driven enquiry around the development of auditory memory for our learners. • Develop a suite of attendance strategies as part of our Positive Relationship Policy to support attendance. 	<p>impact on how their practice has developed. Most stakeholders report positively using our Pupil Power Resilience questions to continue to focus on resilience and self-esteem.</p> <p>Most pupils track green across the four participation arenas.</p> <p>Attendance for quintile 1 children increases by 10% with targeted interventions.</p> <p>Almost all members of our school community can confidently identify rights, can show where rights are planned for as part of our wellbeing curriculum and motivating projects, linked to the life and work of our school community and beyond.</p> <p>Almost all staff report positively in response to staff wellbeing questionnaires and are able to identify appropriate supports to support their own wellbeing and the wellbeing of their colleagues.</p> <p>Almost all staff report positively in response to staff wellbeing questionnaires and are able to identify appropriate supports to support their own wellbeing and the wellbeing of their colleagues.</p>
--	--	---	--

SAFE SUPPORTED NURTURED INCLUDED VALUED RESPECTED CHALLENGED

		<ul style="list-style-type: none"> • All staff take part in professional learning to refresh understanding of impact of trauma and to develop suite of key strategies to support learners who have experienced trauma in a Trauma Based Action Plan. • Regular formal and informal staff dialogue around wellbeing, help to provide tailored and universal supports for our staff team as session progresses. <p><u>Our ELC</u></p> <ul style="list-style-type: none"> • Continue to embed our values and extend children/ parents/carers understanding of the wellbeing indicators and the UNCRC. • Build and develop positive relationships across our Nursery with new staff team, learners and our families to ensure wellbeing needs of our learners and families are being addressed. • Practitioners will build and strengthen parental partnerships and relationships through family learning opportunities, stay, play and learn sessions, seesaw, borrow bags and other initiatives • GIRFEC overview for all pupils will be discussed at monthly EYO and SLT 		<p>Through observations, most children are able to refer to 'Sally Safe' 'Norman Nurtured' and 'Ruby Respected'</p> <p>Almost all Nursery parents/carers respond positively to Informal Ethos</p> <p>Most of our parents/carers engage with Stay and Play or PEEP sessions over the course of the session.</p> <p>All ELC children have a responsive personal plan in place.</p> <p>Almost all actions from Health and wellbeing action plan are executed during course of school session.</p>
--	--	---	--	--

SAFE SUPPORTED NURTURED INCLUDED VALUED RESPECTED CHALLENGED

		<p>meetings to ensure appropriate timely interventions and support are put in place.</p> <ul style="list-style-type: none"> Engage with parents/carers and our wider community to explore key learning around resilience, trauma, positive mental health and community issues. All staff take part in professional learning to refresh understanding of impact of trauma and to develop suite of key strategies to support learners who have experienced trauma in a Trauma Based Action Plan. Regular formal and informal staff dialogue around wellbeing, help to provide tailored and universal supports for our staff team as session progresses. 	<p>All ELC children have a responsive personal plan in place.</p> <p>Almost all parents/carers report positively around transition processes.</p> <p>Almost all staff report positively in response to staff wellbeing questionnaires and are able to identify appropriate supports to support their own wellbeing and the wellbeing of their colleagues.</p> <p>All staff regularly implement actions from Trauma Based Action Plan to ensure learners are appropriately supported.</p>
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Work with teachers and our support team to ensure high standards and understanding of pedagogy, 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>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/>School and ELC Improvement <input checked="" type="checkbox"/>School and ELC Leadership <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism <input checked="" type="checkbox"/>Parental Engagement <input checked="" type="checkbox"/>Curriculum and Assessment <input checked="" type="checkbox"/>Performance Information 	<ul style="list-style-type: none"> Deliver high quality, evidence based CLPL to promote a 'Guided Reading Approach' in reading from P4 upwards. Embed Reader/Leaders. Key focus on core writing skills in term 1 to ensure almost all learners are making appropriate progress. Staff identify gaps in their class and take forward a professional enquiry to address gaps, monitoring progress appropriately Embed teaching in each stage of the Guided reading model – Think alouds for 2/3 weeks, ready to read, Guided read and writing to read 	<p>Increase of up to 5% across all literacy measures across all stages.</p> <p>Most pupils are able to identify their next steps in Reading, Writing, Listening and Talking, Numeracy and Maths.</p> <p>Pupil engagement in writing increases from 80% by up to 10% across session.</p> <p>Increase of 20% or more of our learners tracking green in fluency and phrasing across our school</p>

SAFE SUPPORTED NURTURED INCLUDED VALUED RESPECTED CHALLENGED

		<ul style="list-style-type: none"> • Continue to develop a range of high quality reading tasks to develop inferential and applied knowledge learning. • Use coaching model with Reader/Leaders - coach to coach support, coach to peer. • Create a range of high quality assessments in reading and listening and talking. • Embed whole school handwriting policy as last step to full implementation of our literacy strategy. • Embed Oracy in key stages to develop and enhance listening and talking skills across learning. • Create a range of high quality assessments in Numeracy and maths, using baseline Maths and Numeracy data to support this professional learning. • All staff engage in moderation cycle, planning exciting, motivating and progressive Maths and Numeracy learning opportunities for all learners, across our cluster. • Pupil support team trained on how to effectively use Numicon to support our learners in making appropriate connections between numbers. • All staff analyse Maths and Numeracy assessment data and pupil learning to identify appropriate next steps for learners. • All staff engage in professional reading and dialogue around a range of teaching and learning strategies in Maths and 	<p>Increase of 30% or more of our learners tracking green in reading comprehension across our school</p> <p>Within pupil learning conversations, almost all pupils can identify their strengths and next steps in listening and talking.</p> <p>An increase of between 5% - 10% in Numeracy and Maths attainment across our school.</p> <p>Almost all learners show increase in Maths and Numeracy engagement and confidence from Maths and Numeracy Survey results (June 2023, December 2023, June 2024)</p> <p>All staff take part in Professional Enquiry in Literacy or Maths and Numeracy and can show appropriate progress made by learners.</p>
--	--	--	--

SAFE SUPPORTED NURTURED INCLUDED VALUED RESPECTED CHALLENGED

		<p>Numeracy using Building Thinking Classrooms in Mathematics by Peter Liljedahal, Mathematics Explained for Primary Teachers by Derek Haylock and Teaching Sprints by Simon Breakspear.</p> <ul style="list-style-type: none"> Using Maths and Numeracy Audit as baseline, Maths develop a range of professional learning sessions to support staff to plan effective learning episodes across our Maths and Numeracy curriculum. <p><u>Our ELC</u></p> <ul style="list-style-type: none"> Group time activities will continue be focussed around specified KAL's (identified from data trends throughout the year) to ensure children are given opportunities to develop key literacy and numeracy skills. Local Authority EY network programme will develop staff knowledge and understanding of planning and progress in literacy and numeracy Staff will audit and evaluate resources and provision linked to literacy and numeracy data priorities and using environment audit tools. Distributed leadership roles with a focus on HWB and outdoor learning are in place. Continue our journey on the Digital School Award (ELC-p7). continue to follow the wordboost programme to enhance pupil vocabulary 		<p>Literacy: Less than 20% of pre-schoolers will be tracking red for:</p> <ul style="list-style-type: none"> *listen and identify words that rhyme * recognise their name and some letters, words <p>Numeracy: Less than 20% of pre-schoolers will be tracking red for:</p> <ul style="list-style-type: none"> * recognise (subitise) a small number of objects without counting * recite backwards and forwards number sequences from zero to at least 10 <p>Less than 20% of pre-schoolers will be tracking red in HWB for</p> <ul style="list-style-type: none"> *Confidently express my needs and ask for help * developing friendships with peers
--	--	--	--	--

<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Achieve equity for all learners through a strategy of universal and targeted support.</p> <p>Ensure on track quintile 1 learners make accelerated progress in targeted areas.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<p><i>'All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's PEF Summary provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions.</i></p> <p><i>Please follow this link (INSERT HYPERLINK) to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p>		<p>Documented in PEF Plan</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> • Continue to take forward Junior Dukes Award Scheme in targeted classes to promote wider achievement and develop life skills. • DYW Development Role to take forward leadership group looking at 12 identified skills and what they look like from Nursery to P7, supporting staff to plan appropriately using the WL Skills Progression Framework. • Develop Participation Friday to ensure all learners have the opportunity to develop a range of skills in a motivating, community based project, working in partnership with 'The Outsider' 		<p>Almost all pupils from Pupil Participation Survey, show high levels of engagement within Participation Friday, Leadership and Junior Duke opportunities (baseline August 2023, December 2023 – update, June 2023)</p> <p>Almost all pupils within targeted groups track green across wider community involvement and opportunities for personal achievement.</p> <p>Achieve Digital Schools Award</p>

SAFE SUPPORTED NURTURED INCLUDED VALUED RESPECTED CHALLENGED

		<ul style="list-style-type: none"> • Develop progressive and motivating IDL curriculum by taking forward project based learning approaches in collaboration with STEM lead officer. • Engage in professional learning across our cluster with WL STEM Lead and Science Team at Deans Community High School, moderate a range of learning opportunities. • Embed STEM learning walls in all classrooms. • Continue to develop Play Strategy, with focus on impact of play within early and first level, as part of Strategic Change Initiative. • Engage with Outdoor learning progression pathways to ensure consistent, motivating outdoor learning opportunities are planned for. • Begin to ensure consistency of approach to embedding French from P1 – P7 and Spanish from P5 – P7 across our school across a range of projects, where languages are embedded. <p>Our ELC</p>	<p>Almost all staff plan appropriately, using the Skills Progression Framework, where our 12 meta-skills underpin appropriate learning episodes.</p> <p>75% of learners track green against Wider community involvement participation arena.</p> <p>75% of learners track green against Wider community involvement participation arena.</p> <p>70% of learners track green against Decision Making Group participation arena.</p> <p>All classrooms display a STEM Learning wall showing moderation journey and pupil learning.</p> <p>Almost all learners within focused pupil learning conversations can identify key skills they have developed through STEM.</p> <p>QI observations and learning walks throughout the session show there are clear opportunities for the 3 aspects of Fisher’s Triangle to be explored by learners.</p> <p>Most learners, as part of Learner focus groups, are able to identify their role in planning motivating IDL learning.</p>
--	--	--	--

SAFE SUPPORTED NURTURED INCLUDED VALUED RESPECTED CHALLENGED

		<ul style="list-style-type: none"> • Quality assurance methods (observations, self- evaluation tasks) will ensure we continue to promote a range of play types in a high quality environment with stimulating, well planned provocations and high quality resources • Staff will continue to engage with How Good is our Play for Learning document to evaluate provision, identify areas for improvement and continue to develop their understanding of how to plan learning experiences that extend and sustain children’s interests, help them make decisions and develop their curiosity and creativity • Family learning sessions/activities will be planned to strengthen relationships with families and equip them to support their children’s learning and aspirations • Distributed leadership roles with a focus on STEM and outdoor learning are in place • All practitioners will support children to understand and assess risk in their play and children will be actively involved in the risk assessment process 	<p>Literacy: Less than 20% of pre-schoolers will be tracking red for:</p> <ul style="list-style-type: none"> *listen and identify words that rhyme * recognise their name and some letters, words * mark making <p>Numeracy: Less than 20% of pre-schoolers will be tracking red for:</p> <ul style="list-style-type: none"> * recognise (subitise) a small number of objects without counting * recite backwards and forwards number sequences from zero to at least 10 <p>Less than 20% of pre-schoolers will be tracking red for</p> <ul style="list-style-type: none"> • Confidently express my needs and ask for help • Developing friendships with peers
--	--	--	---