



SCHOOL IMPROVEMENT PRIORITY

Deans Primary School and Nursery Class



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WHAT IS THE KEY PRIORITY FOR SCHOOL IMPROVEMENT THIS ACADEMIC YEAR?

PRIORITY:

To continue to improve our curriculum offer to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future.

(THIS PRIORITY WILL BE BROKEN DOWN INTO SEPARATE ACTIONS. ATTEMPT TO ARTICULATE AN OVERARCHING PRIORITY)

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*ALL SCHOOLS HAVE A SEPARATE PUPIL EQUITY FUNDING PLAN TO ENSURE THAT CHILDREN AND YOUNG PEOPLE AFFECTED BY POVERTY ACHIEVE THEIR FULL POTENTIAL FOCUSING ON TARGETED IMPROVEMENT ACTIVITY IN LITERACY, NUMERACY, AND HEALTH AND WELL-BEING



SCHOOL IMPROVEMENT PRIORITY

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CONTEXT & FACTORS

PRIORITY:

To continue to improve our curriculum offer to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future.



WHAT FEATURES OF SCHOOL CONTEXT, LOCAL AUTHORITY FACTORS, AND NATIONAL FACTORS CONNECT TO THE SPECIFIC IMPROVEMENT PRIORITY?

| SCHOOL (LEARNERS) | LOCAL AUTHORITY & CLUSTER | NATIONAL |
|--|--|--|
| Very good rating across LTA – QI Activity 2024-25 Pupil Voice Surveys, Learning Conversations, Wellbeing Self-evaluations Service Design Tools – Pupil Voice Leadership Action Plans Pupils Leading Learning in After-school club programme School's Equity Ambassadors | Cluster shared approach in delivering high quality LTA in Literacy and Numeracy Moving Forward in Learning Together Literacy and Numeracy West Lothian Priorities, HWB Priorities, WLC Raising attainment, including closing the gap West Lothian Raising Attainment Strategy 2023-28 Project Based Learning Approach Numeracy Development Post Holder appointment Active WL Champions Positive Relationship Policy Outdoor learning Pathways | Teaching Learning and Assessment Moderation Cycle (Education Scotland) National Improvement Framework How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare? Particular focus on 2.3 Learning Teaching and Assessment. Getting it Right for Every child (GIRFEC) Curriculum Improvement Cycle Quality Improvement Cycle for ELC Learning for Sustainability Realising the Ambition, GTCS professional standards and professional update 2021, Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan UNCRC, Support for Learning: All our Children and All their Potential (ASL Review) 2020, and All Learners in Scotland Matter - The National Discussion Report |



STANDARDS AND QUALITY REPORT



SCHOOL IMPROVEMENT PRIORITY

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VISION & VALUES

PRIORITY:

To continue to improve our curriculum offer to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future.



HOW DOES THE SPECIFIC IMPROVEMENT PRIORITY FURTHER THE VISION AND VALUES OF THE SCHOOL?

SCHOOL VISION

A love of learning, for life, for all

SCHOOL VALUES

Supported, Safe, Respected, Nurtured, Challenged, Included and Valued

CURRICULUM RATIONALE

- To ensure a broad and balanced curriculum that provides young people with the best possible learning opportunities and experiences.
- To ensure that all learners are able to realise their potential through the promotion and recognition of achievement across all areas of the curriculum
- To provide the highest quality of learning and teaching experiences that enable pupils to plan effectively for their learning

Our overarching priority aims to ensure that all of our learners are given a range of exciting opportunities to engage with a school and local community based curriculum, where effective partnerships continue to impact on these experiences, with our vision and values at the heart of all improvement work.

PROVIDE A BRIEF BLURB CONNECTING THE SCHOOL VISION, VALUES, AND CURRICULUM RATIONALE TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.



SCHOOL IMPROVEMENT PRIORITY

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SUPPORTING DATA

PRIORITY:

To continue to improve our curriculum offer to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future.



WHAT DATA HAVE YOU COLLECTED AND ANALYSED THAT SUPPORTS THE FOCUS ON THE SPECIFIC IMPROVEMENT PRIORITY?

DATA ANALYSIS STATEMENT:

Attainment data for Listening and Talking is 6.61% below the West Lothian average

| PEOPLE'S VIEWS | DIRECT OBSERVATION | QUANTITATIVE DATA |
|-------------------------|------------------------|------------------------|
| <i>E&E Meetings</i> | <i>QI Observations</i> | <i>Attainment Data</i> |

Most learners from P5 – P7 report learning is enjoyable, we want to see an increase to almost all learners across our school

| | | |
|-------------------------------|------------------------|---------------------|
| <i>Learning Conversations</i> | <i>QI Observations</i> | <i>Ethos Survey</i> |
|-------------------------------|------------------------|---------------------|

Learning, Teaching and Assessment 2.3 will continue to be validated as very good .

| | | |
|-------------------------------------|-----------------|---------------------------------------|
| <i>Focus Groups, Learning Walks</i> | <i>QI - VSE</i> | <i>QI Results Numeracy Attainment</i> |
|-------------------------------------|-----------------|---------------------------------------|

Learners would benefit from more opportunities to extend their learning in their community through outdoor learning experiences

| | | |
|-----------------------|------------------------|---------------------|
| <i>Pupil Feedback</i> | <i>QI Observations</i> | <i>Ethos Survey</i> |
|-----------------------|------------------------|---------------------|

Most learners from P5 – P7 report that they have a say in how to make learning better, we want to see an increase to almost all across our school

| | | |
|-------------------------------|------------------------|---------------------|
| <i>Learning Conversations</i> | <i>QI Observations</i> | <i>Ethos Survey</i> |
|-------------------------------|------------------------|---------------------|

HIGHLIGHT IMPORTANT HEADLINE DATA ANALYSIS STATEMENTS RELEVANT TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.

- IDENTIFY TRIANGULATING DATA SOURCES USED TO VALIDATE ANALYSIS STATEMENT
- CONSIDER DATA SOURCES THAT REPRESENT YOUNG PEOPLE AS CITIZENS, AS INDIVIDUALS, AS CONTRIBUTORS, AND AS LEARNERS
- ENSURE LEARNER VOICE IS REPRESENTED



SCHOOL IMPROVEMENT PRIORITY

Deans Primary School and Nursery Class



ACTIONS & INDICATORS

PRIORITY:

To continue to improve our curriculum offer to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future.



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 1. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 1. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 2

FUTURE ACTIONS ACTIONS:

Equity Data Engagement

IDL Planners with a focus on pupil voice

Pupil Profiling

Gold Reading School Award

UNCRC Silver Accreditation

PLANNED ACTIONS:

1 Literacy focus on Listening and Talking, using Wordboost, PM Oracy and Think Aloud and staff moderation activity

2 All teachers to identify community and outdoor learning opportunities within planning for a 6 week period

3 Review and refresh the school's Positive Relationship Policy in line with new WL guidance

4 Ensure consistency of approach across all stages in the planning and delivery of high quality numeracy lessons and assessments

5

Teaching Staff
December 2025

Teaching Staff
October 2025

All Stakeholders
Dec 2025

Teaching Staff
October 2025



SUCCESS/IMPACT INDICATOR:

Listening and Talking attainment across the school will increase to the WL average

During learning conversations almost all children will be able to explain how they have taken their learning outside or in the community

Measure level of engagement from all stakeholders in the consultation phase of refreshing the positive behavior policy

Evidence in Q1 visit that almost all learners are receiving high quality numeracy lessons

RAG:



BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMEDIATELY - ORDERED BY IMPORTANCE.

CLEARLY DEFINED MEASURE OF SUCCESS.
ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

REVIEW
SUCCESS



SCHOOL IMPROVEMENT PRIORITY

Deans Primary School and Nursery Class



ACTIONS & INDICATORS

PRIORITY:

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WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 2. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 2. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 3

FUTURE ACTIONS ACTIONS:

PLANNED ACTIONS:

Develop our Positive Relationships Policy based on our unique context



All Stakeholders
April 2026

SUCCESS/IMPACT INDICATOR:

In partnership with all stakeholders we will produce a valued Positive Relationship Policy unique to our setting

RAG:



Review Pupil Profiling across the school



All Staff & Pupils
April 2026

High quality discussion about pupil's learning will take place and learners will be profiling their achievements



Collaborative data analysis to be carried out by to increase engagement with our data



Staff
April 2026

Staff will be confident in using data to identify areas of strength and potential issues



Achieve our Silver Rights Respecting School Award



RRS Champion
April 2026

Increased confidence in talking about and displaying the UNCRC Rights of the child



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REVIEW
SUCCESS



SCHOOL IMPROVEMENT PRIORITY

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ACTIONS & INDICATORS

PRIORITY:

To continue to improve our curriculum offer to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future.



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 3. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 3. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 4

FUTURE ACTIONS ACTIONS:

PLANNED ACTIONS:

SUCCESS/IMPACT INDICATOR:

RAG:

| |
|--|
| |
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| |

| | | | | |
|--|--|--|-------------------------------------|--|
| | <i>Literacy Champions will lead the school community in working towards our Gold Reading Accreditation</i> | | <i>Literacy Champions June 2026</i> | |
| | <i>Review planning for interdisciplinary learning to ensure that pupil voice is evident</i> | | <i>All Teaching Staff June 2026</i> | |
| | <i>Youth Voice Charter - Review</i> | | <i>All Stakeholders June 2026</i> | |
| | <i>Embed the Skills Framework throughout whole school</i> | | | |
| | | | | |

| | |
|---|--|
| <i>School will be accredited with the Gold Reading School Award</i> | |
| <i>There will be evidence of pupil voice being used in the planning of interdisciplinary learning and curricular areas</i> | |
| <i>Pupils, staff and parents will have engaged in the Youth Voice Charter</i> | |
| <i>Staff are using the skills framework effectively when planning. Pupils can identify and discuss the skills they are using.</i> | |
| | |

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMEDIATELY - ORDERED BY IMPORTANCE.

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REVIEW
SUCCESS



SCHOOL IMPROVEMENT PRIORITY



NATIONAL IMPROVEMENT FRAMEWORK

PRIORITY:

To continue to improve our curriculum offer to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future.



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY CONNECT WITH NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES AND DRIVERS?



SCHOOL AND ELC IMPROVEMENT



SCHOOL AND ELC LEADERSHIP



TEACHER AND PRACTITIONER PROFESSIONALISM



PARENTAL ENGAGEMENT



CURRICULUM AND ASSESSMENT



PERFORMANCE INFORMATION

Placing the human rights and needs of every child and young person at the centre of education

Improvement in all children and young people's health and wellbeing

Improvement in skills and sustained, positive school leaver destinations for all young people

Improvement in attainment, particularly in numeracy and literacy

Closing the attainment gap between the most and least disadvantaged children and young people

THROUGH

THROUGH

THROUGH

THROUGH

THROUGH



(SELECT NIF PRIORITIES AND THE RELATED DRIVER(S) THAT YOU ARE CONFIDENT WILL BE STRONGLY IMPACTED BY THE ACHIEVEMENT OF THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY)



SCHOOL IMPROVEMENT PRIORITY

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A CURRICULUM
for EXCELLENCE

PRIORITY:

To continue to improve our curriculum offer to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future.



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY SUPPORT THE CURRICULUM FOR EXCELLENCE PURPOSE OF FULFILLING THE 4 CAPACITIES?

LEARNERS:

| | |
|-------|--|
| 2 | Enthusiasm and motivation for learning |
| 1,4 | Determination to reach high standards of achievement |
| 2,4 | Openness to new thinking and ideas |
| 2,4 | Use literacy, communication and numeracy skills |
| 1,2,4 | Use technology for learning |
| x2,4 | Think creatively and independently |
| 1,2,4 | Learn independently and as part of a group |
| 2, | Make reasoned evaluations |
| 1,2,4 | Link and apply different kinds of learning in new situations |

INDIVIDUALS:

| | |
|-------|---|
| 2,3 | Self-respect |
| 2,4 | A sense of physical, mental and emotional well-being |
| 3 | Secure values and beliefs |
| 1,2,4 | Ambition |
| 2,3 | Relate to others and manage themselves |
| 2 | Pursue a healthy and active lifestyle |
| 2,3 | Be self-aware |
| 3 | Develop and communicate their own beliefs and view of the world |
| 2 | Assess risk and make informed decisions |
| 1,2,4 | Achieve success in different areas of activity |

CITIZENS:

| | |
|---------|--|
| 2,3 | Respect for others |
| 2,3 | Commitment to participate responsibly in political, economic, social and cultural life |
| 2 | Develop knowledge and understanding of the world and Scotland's place in it |
| 3 | Understand different beliefs and cultures |
| 1,2,3,4 | Make informed choices and decisions |
| 2 | Evaluate environmental, scientific and technological issues |
| | Develop informed, ethical views of complex issues |
| | Make reasoned evaluations |

CONTRIBUTORS:

| | |
|-------|---|
| 2 | An enterprising attitude |
| 2,4 | Resilience |
| | Self-reliance |
| | Communication in different ways and in different settings |
| 1,2,4 | Work in partnership and in teams |
| 1,2,4 | Take the initiative and lead |
| 2 | Apply critical thinking in new contexts |
| 1,2,4 | Create and develop |
| 2,4 | Solve problems |

(IDENTIFY 1,3,4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE ABILITY OF YOUR CURRICULUM TO DEVELOP AND DELIVER THE 4 CAPACITIES AND ATTRIBUTES)



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QUALITY INDICATORS

PRIORITY:

To continue to improve our curriculum offer to ensure children in our learning community experience engaging, high quality learning and teaching across the curriculum delivered through meaningful and exciting contexts, to allow all children to develop a range of skills for learning, life and work for now and in the future.



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY CONNECT WITH FOCUS HGIOS QUALITY INDICATORS?

1.3 Leadership of change

Developing a shared vision, values and aims relevant to the school and its community

3

Strategic planning for continuous improvement

1,2,3,4

Implementing improvement and change

2,3,4

2.2 Curriculum

Rationale and design

2

Development of the curriculum

1,2,4

Learning pathways

1,2,4

Skills for learning, life and work

1,2,3,4

2.3 Learning, teaching and assessment

Learning and engagement

1,2,4

Quality of teaching

1,2,4

Effective use of assessment

1,2,4

Planning, tracking and monitoring

1,2,4

3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

1,3

Fulfilment of statutory duties

2,3

Inclusion and equality

1,2,3,4

3.2 Raising attainment and achievement

Attainment in literacy and numeracy

1,2,3,4

Attainment over time

1,4

Overall quality of learners' achievement

1,2,4

Equity for all learners

1,2,4

DETAIL ANY OTHER FOCUS QUALITY INDICATOR:



SCHOOL SELF EVALUATION SUMMARY

(IDENTIFY **1,3,4** THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE DEVELOPMENT OF HGIOS QUALITY INDICATORS)



BIGGER PICTURE

WHAT (POSSIBLE) FUTURE SCHOOL IMPROVEMENT PLANS ARE **IMPORTANT TO NOTE?**



YEAR2

Trauma Informed Training Level 2

Extend and develop pupil leadership groups and pupil voice

Embed outdoor learning within the curriculum

Effective and purposeful planning across the curriculum

Build partnerships with local businesses/parents to enhance our Developing Young Workforce action plans

YEAR3

Review of Vision, Value and Aims to ensure they are still relevant and reflect the view of our school community and stakeholders

Develop meta skills assessment framework

UNCRC RRS Gold Accreditation

Review Social Studies curriculum to ensure there is coverage of areas and clear development of skills

YEAR4

Review Literacy Strategy in line with Literacy Attainment over time and Audit Literacy/Communication experiences from ELC – P7

Review numeracy Strategy in line with Numeracy Attainment over time and Audit Numeracy and Mathematics experiences from ELC – P7.

Develop play/STEM throughout the school, with a particular focus on upper school

YOU MAY CHOOSE TO INCLUDE PLANNED OR EXTENDED PARTNERSHIPS, KNOWN DEVELOPMENTS AND CONTINUATIONS OF THE CURRENT PRIORITY, AND SPECIFIC AREAS (E.G. CURRICULUM, NIF, UNCRC, ETHOS) IDENTIFIED FOR ATTENTION. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN FUTURE PLANS.**



ELC
ACTION PLAN



ELC settings are a distinct and important part of the school community. ELC settings have a separate Action Plan which details current and planned actions intended to improve the learning and experiences of children accessing this service.

Please follow this link  [Deans PS ELC Action Plan.pdf](#) to view our ELC Action Plan.



PEF
STATEMENT

PUPIL EQUITY FUNDING: Tackling the attainment gap between the most and least advantaged children



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 to improve literacy, numeracy and health and wellbeing.

Please follow this link



[Deans PS PEF 2025-26.pdf](#)

to view our PEF Summary and find out more about our use of funding.