



PROGRESS REPORT FOR SESSION 2024-25

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 2024-25 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 (HGIOS4) 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 210 pupils organised into ten classes with a Nursery set for 50, with 39 children currently registered. Our staffing consists of the Head Teacher, Depute Head Teacher, 10 class teachers, 1.5 Early Years Officer, 2 x Support for Learning teachers, 6 Early Year Practitioners and a Family Support Worker 3 days per week. Pupils are well supported by 8 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>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> Further embedded Reciprocal Reading strategies across our school, learners engaged with these strategies in a range of motivating contexts. The use of Giglets continues to support the development of reading comprehension skills with age appropriate texts Embedded handwriting and grammar progression to ensure consistency of approach across our school Developed bespoke literacy interventions for targeted learners Staff member piloted small test of change in writing using the CQI model in partnership with the equity team Staff continued to engage and embed Building Thinking Classrooms pedagogy Rich tasks continued to be embedded across the school All staff engaged in professional enquiry projects with a focus on numeracy All staff developed and piloted Deans cluster numeracy and maths planners All teaching staff engaged with cluster staff to plan motivating and challenging learning in fractions, decimals and percentages Embedded Deans Mental Maths progression, where children engage with mental maths strategies a minimum of three times per week. Staff worked together to develop numeracy and maths strategy to ensure consistency of approach and expectation <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> Learners show increased levels of engagement in Reading and Writing. In our Pupil Ethos Survey result. 90% of our learners said that they felt learning was enjoyable in school, in comparison to the West Lothian average of 75%. 89% of our learners also said that they felt they had a say in how they make learning in school better in comparison to the West Lothian average of 79%. 90% of our learners say they regularly set targets with staff and can talk about how they improve in their learning. From our Pupil Ethos Survey results, 94% of our learners said that they feel they are getting along well with their learning in comparison to 85% across West Lothian.

<input type="checkbox"/> School and ELC Improvement.	<ul style="list-style-type: none"> • In writing, our attainment across all stages from P2 – P7 has increased in our data over time analysis. • Through observations and staff dialogue during Equity and Excellence meetings, it has been noticed that there has been an increase in engagement in reading and writing and pupils being able to talk about their targets. • Teachers are more able to identify gaps to ensure development needs of individuals are met through regular tracking and monitoring meetings and bespoke interventions. • Our Numeracy data shows increased progress across P2 – P7 in our data over time picture. • Teachers confidently support learners to engage in a range of rich tasks to support problem solving and critical thinking. • 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. • 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 almost all stages. • Our overall evaluation of the quality of learning teaching and assessment has gone from good to very good over the course of this session. <p>Our next steps will be to:</p> <ul style="list-style-type: none"> • 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. • Develop a range of motivating and relevant projects where key literacy and numeracy skills can be challenged in unfamiliar contexts.
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ELC	<p>We have made every good progress</p> <p>What did we do?</p> <ul style="list-style-type: none"> Skills time activities focussed on specified KAL's identified from data trends throughout the year to ensure children were given opportunities to develop key literacy and numeracy skills. Staff engaged with Local Authority EY network programme which developed staff knowledge and understanding of planning and progress in ELC Staff audited and evaluated ELC resources and refreshed the environment to reflect current pedagogy Distributed leadership roles with a focus on literacy, numeracy and outdoor learning were continued Wordboost programme embedded to enhance pupil vocabulary and share the stories and key vocabulary with parents and carers on a weekly basis Introduced 'rhyme of the month' and shared this with families to enhance our children's phonological awareness. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> In numeracy, we increased the number of pre-schoolers tracking green by at least 30% for our identified KAL's: being able to recognise (subitise) a small number of objects without counting, and read numerals zero to at least ten Staff have a greater awareness of gaps in children's learning and are able to ensure that further opportunities are available to support these areas <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> Continue to refresh and relaunch our use of big floor books, ensuring we capture and build on our children's interests and views which will encourage them to make choices and lead learning Wordboost, rhyme time and big bedtime read initiatives will continue to be promoted to support early literacy development Skills time activities will continue to focus on KALs' identified through data trends throughout the year to ensure children are given opportunities to develop key literacy and numeracy skills

	<ul style="list-style-type: none"> Practitioners will develop the use of digital technologies to enrich and support learning through relevant and interesting contexts
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <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>We have made good progress.</p> <p>What did we do?</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. 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. 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. Learners are being supported to overcome barriers to learning through a number of carefully measured interventions Most of our learners (with the exception of Primary 3) are meeting expected national level for literacy and numeracy. Most of our learners in Quintile 1 are on track across literacy and numeracy. There has been an increase in attendance for targeted pupils in quintile 1. <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, to enhance their learning Continue to use our in-depth knowledge of our learners and families to target pastoral and financial support Continue to focus on ways to support learners to participate widely in the life of the school and the local community Engage with cluster numeracy group action plan to deliver professional learning for staff

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ELC	<p>We have made good progress</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Enhanced quality interactions to extend vocabulary • Cultivated planting and growing areas in the outdoor space to allow children a wider range of activities <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners are observed to ensure they are being given opportunities to thrive • Learners experience high quality interactions to promote curiosity and enquiry <p>Our next steps will be to:</p> <ul style="list-style-type: none"> • Further develop STEM activities within the setting • Further develop the learning environment to ensure we are addressing barriers to learning

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3. To improve children and young people's health & wellbeing	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Used our data to inform universal and targeted interventions • Tracked and monitored our learners' wellbeing through regular self-reporting to inform targeted support so that barriers to wellbeing were addressed. • Support for Learning guidance and policy developed, to ensure clarity of staff roles to support pupils. • Continue to develop trauma sensitive practice • Tracking wider achievements and recording. • Continued to ensure our school values were at the forefront of school life through weekly pupil assemblies and talking newsletters <p>Evidence indicates the impact is:</p>
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	<ul style="list-style-type: none"> • Short weekly together time to celebrate children's successes and learn about our values and rights to be continued • Monthly family learning sessions with a focus on UNCRC will be embedded
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • STEM/Technology lead learner organised STEM week activities and supported staff to deliver • Our Digital Leaders supported learners in a range of motivating clubs including our Lunch Time Coding Club • Continued to work in partnership with Cambridge University to support coding study across our P6 stages • Dream Big at Deans skills booklet with bespoke challenges designed around our values was introduced across the school • Learners across our school engaged in a range of leadership opportunities, engaging with school improvement priorities in reading, sports, values ambassadors, health and wellbeing and digital technologies <p>What was the impact?</p> <ul style="list-style-type: none"> • Almost all learners are able to talk about key DYW (Developing the Young Workforce) skills and how they underpin learning as evidenced from our most recent classroom observations and pupil learning conversations. • 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 • Learners engaged in a range of leadership opportunities to be able to actively engage with the ethos and wider life of our school. <p>Our next steps will be to:</p> <ul style="list-style-type: none"> • 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 opportunities across the school • Embed Dream Big at Deans across all stages with key challenges planned for all learners, underpinning our values and skills for life, learning and work • Staff to engage with West Lothian Outdoor learning pathways, building on current good practice, to ensure learners at all stages are able to access learning outside

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ELC	<p>We have made good progress</p> <p>What we did?</p> <ul style="list-style-type: none"> Observations and self- evaluation tasks were carried out to ensure we were promoting a range of play types in a high quality environment A range of family learning sessions/activities, were planned to strengthen relationships with families and equip them to support their children's learning and aspirations A refresh of our garden space took place in partnership with local building company Outdoor learning sessions beyond ELC grounds were established <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> Learners have opportunities to engage in learning outdoors using diverse open ended resources daily <p>ELC Next Steps</p> <ul style="list-style-type: none"> Practitioners will audit and develop the use of digital technologies to enrich and support learning through relevant and interesting contexts

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. 99% 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 with 93% 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:

- ✓ Achieving our Silver Reading School Award
- ✓ World Book Day events
- ✓ Charity Work including raising money for West Lothian Food Bank, Deans Primary School, Food Bank, Save the Children
- ✓ Sharing the Learning Events including our well attended Learning Breakfasts
- ✓ Our Prep for Prom Event
- ✓ 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 Inclusion and Support Service and With Kids
- ✓ Reading Ambassadors, Deans Value Ambassadors, Digital Ambassadors, Sports Leaders and Health and Wellbeing pupil leadership groups
- ✓ Group of learners supported our Parish Church Soup Kitchen and Swap Shop throughout the session
- ✓ 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
- ✓ A wide range of lunch and after school clubs
- ✓ A successful P7 Residential Experience to Newby Wiske Hall, Yorkshire
- ✓ 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 – The Wizard of OZ
- ✓ P1 Mill Farm Visit
- ✓ Upper school attended West Lothian Cross Country
- ✓ Successful Sport-A-Thon raising over £1000 for Support Squad
- ✓ Successful Christmas Fayre raising over £1700 for Support Squad
- ✓ Successful Halloween disco run by our Support Squad
- ✓ Range of classes taking part in Cluster Sporting events
- ✓ School Football team competed at Cluster events
- ✓ School Netball Team won regional league
- ✓ ELC end of year fun day
- ✓ Successful, supporting and nurturing buddy programme in place for our P1 learners

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

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Very 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

+Delete if not relevant

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

