



SCHOOL IMPROVEMENT PRIORITY



Deans Primary School and Nursery Class

CONTEXT
& FACTORS

PAGE 2

VISION
& VALUES

PAGE 3

SUPPORTING
DATA

PAGE 4

ACTIONS
& IMPACT

PAGE 5-8

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

PRIORITY:

To establish a continuous, evidence informed cycle of curriculum design, delivery, and evaluation that ensures equity, coherence, and high quality learning for all learners.

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

ELC
ACTION PLAN

PAGE 13

PEF
STATEMENT

PAGE 14

CURRICULUM
for EXCELLENCE

PAGE 9

QUALITY
INDICATORS

PAGE 10

NATIONAL
IMPROVEMENT
FRAMEWORK

PAGE 11

BIGGER
PICTURE

PAGE 12

*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

YEAR:

COURAGE RELATIONSHIPS VALUES RELEVANCE



CONTEXT
& FACTORS

PRIORITY:
To establish a continuous, evidence informed cycle of curriculum design, delivery, and evaluation that ensures equity, coherence, and high quality learning for all learners.

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

SCHOOL (LEARNERS)

Good rating across LTA – QI Activity 2025-26

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

STANDARDS AND QUALITY REPORT

LOCAL AUTHORITY & CLUSTER

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

Active WL Champions

Positive Relationship Policy

Outdoor learning Pathways

Curriculum Improvement Cycle – Cluster/School Level

NATIONAL

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

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

YEAR:

SCHOOL IMPROVEMENT PRIORITY

Deans Primary School and Nursery Class



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.

YEAR:

COURAGE RELATIONSHIPS VALUES RELEVANCE

SUPPORTING
DATA

PRIORITY:

To establish a continuous, evidence informed cycle of curriculum design, delivery, and evaluation that ensures equity, coherence, and high quality learning for all learners.

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

DATA ANALYSIS STATEMENT:

Learner's wider achievements and participation should be tracked to ensure equity and inclusion

Learners would like more 'fun, active and exciting learning experiences.' Most of our learners say that learning is enjoyable. We want to increase this to almost all of our learners.

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

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

Strengthening the assessment framework will support a more coherent, consistent and progressive approach to LTA across all stages

TRIANGULATING SOURCES:

PEOPLE'S VIEWS

DIRECT OBSERVATION

QUANTITATIVE DATA

Pupil Feedback

QI - VSE

Ethos Survey

Learning Conversations

QI Observations

PEF Survey

Focus Groups, Learning Walks

QI - VSE

Attainment Data

Pupil Feedback

QI Observations

Ethos Survey

VSE Team

QI -VSE

Ethos Survey

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

YEAR:



ACTIONS & INDICATORS

PRIORITY:

To establish a continuous, evidence informed cycle of curriculum design, delivery, and evaluation that ensures equity, coherence, and high quality learning for all learners.

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:

Primary 7 to begin using World of Work as a profiling tool

Embed outdoor learning across the curriculum

Develop the use of ICT to enhance learning experiences in all areas of the curriculum

Whole school moderation using WL exemplifications

Engage with the Young Leaders of Learning Programme

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

PLANNED ACTIONS:

- 1 Engage with Education Scotland's National Improvement in Writing Programme  P3 and SfL Teacher Jan 2026
- 2 Refine new planning formats to explicitly show planned assessment opportunities and differentiation.  All Teaching Staff October 2026
- 3 Agree and introduce a consistent digital tracking system to record wider achievement, leadership roles and participation  SLT Oct 2026
- 4 Meeting the needs of all learners through inclusive and impactful pedagogy with a particular focus on curriculum making.  All Staff June 2027
- 5 Engage with WL BTC Cluster offer 

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

SUCCESS/IMPACT INDICATOR: RAG:

By June 2027 we will see a measurable improvement in writing attainment in Primary 3 with at least 65% of learners achieving expected CfE levels in writing.

Assessment will be embedded within planning and learning and teaching demonstrating that all teachers use assessment information to provide differentiated support and challenge

By Dec 2027 tracking data will evidence that 100% of learners have their wider achievements recorded

All staff will engage in professional learning relating to Education Scotland's Technical Frameworks by June 2027.

All teachers will have an increased confidence in using the BTC practices in Maths and Numeracy lessons

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

REVIEW SUCCESS

YEAR:



SCHOOL IMPROVEMENT PRIORITY



Deans Primary School and Nursery Class

ACTIONS & INDICATORS

PRIORITY:

To establish a continuous, evidence informed cycle of curriculum design, delivery, and evaluation that ensures equity, coherence, and high quality learning for all learners.



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:

All staff to participate in Trauma Informed Practice Level 2

PLANNED ACTIONS:

6



*All Teaching Staff
Dec 2026*

7



*Staff and Pupils
Oct 2026*

8



*All Teaching Staff
Dec 2026*

9



*All Staff
Nov 2026*

10



*Pupils & Staff
Oct '26*

SUCCESS/IMPACT INDICATOR:

RAG:

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

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

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

REVIEW
SUCCESS

YEAR:



SCHOOL IMPROVEMENT PRIORITY



Deans Primary School and Nursery Class

ACTIONS & INDICATORS

PRIORITY:

To establish a continuous, evidence informed cycle of curriculum design, delivery, and evaluation that ensures equity, coherence, and high quality learning for all learners.



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:

	 <i>Numeracy Champ March 2027</i>
	 <i>All Staff June 2027</i>
	 <i>All Staff June 22027</i>

SUCCESS/IMPACT INDICATOR:

RAG:

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

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

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

REVIEW
SUCCESS

YEAR:

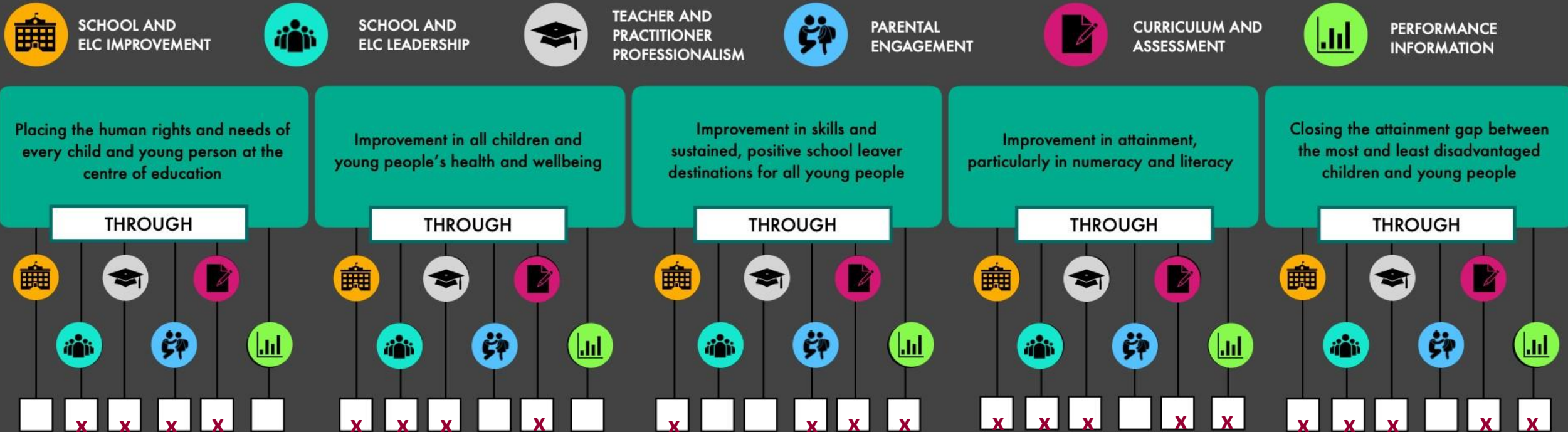


NATIONAL IMPROVEMENT FRAMEWORK

PRIORITY:

To establish a continuous, evidence informed cycle of curriculum design, delivery, and evaluation that ensures equity, coherence, and high quality learning for all learners.

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



(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)

YEAR:



A CURRICULUM for EXCELLENCE

PRIORITY:

To establish a continuous, evidence informed cycle of curriculum design, delivery, and evaluation that ensures equity, coherence, and high quality learning for all learners.

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

LEARNERS:

1,4	Enthusiasm and motivation for learning
1,7	Determination to reach high standards of achievement
3	Openness to new thinking and ideas
1,2,6	Use literacy, communication and numeracy skills
5	Use technology for learning
1,3	Think creatively and independently
4	Learn independently and as part of a group
4	Make reasoned evaluations
4	Link and apply different kinds of learning in new situations

INDIVIDUALS:

	Self-respect
3,4	A sense of physical, mental and emotional well-being
	Secure values and beliefs
1	Ambition
1,3,4	Relate to others and manage themselves
	Pursue a healthy and active lifestyle
1	Be self-aware
1	Develop and communicate their own beliefs and view of the world
4	Assess risk and make informed decisions
1,3,5	Achieve success in different areas of activity

CITIZENS:

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

CONTRIBUTORS:

1	An enterprising attitude
4	Resilience
	Self-reliance
1,3	Communication in different ways and in different settings
4	Work in partnership and in teams
4	Take the initiative and lead
4	Apply critical thinking in new contexts
1,4	Create and develop
4,5	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)



QUALITY INDICATORS

PRIORITY:

To establish a continuous, evidence informed cycle of curriculum design, delivery, and evaluation that ensures equity, coherence, and high quality learning for all learners.

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

1.3 Leadership of change

1

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

2,3,5,6,8

Strategic planning for continuous improvement

2,5,7

Implementing improvement and change

2.2 Curriculum

2,5,7

Rationale and design

2,3,4,7

Development of the curriculum

2,4

Learning pathways

1,3,4,6

Skills for learning, life and work

2.3 Learning, teaching and assessment

2,4,7

Learning and engagement

2,5,7

Quality of teaching

7

Effective use of assessment

2,5,7

Planning, tracking and monitoring

3.1 Ensuring wellbeing, equality and inclusion

1,3,4

Wellbeing

Fulfilment of statutory duties

1,3,4,6,8

Inclusion and equality

3.2 Raising attainment and achievement

1,2,3

Attainment in literacy and numeracy

1,2,3

Attainment over time

1,2,3

Overall quality of learners' achievement

1,2,3

Equity for all learners

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)

YEAR:

COURAGE RELATIONSHIPS VALUES RELEVANCE



BIGGER PICTURE

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

YEAR2

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

YEAR3

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

YEAR4

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.**

YEAR:



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