



**PROGRESS REPORT FOR SESSION 2023/24**

**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 2023/24 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?4 (HGIOS?4) 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 237 pupils organised into ten classes with a Nursery set for 40, with 39 children currently registered. Our staffing consists of the Head Teacher, Depute Head Teacher, Principal Teacher, 10 class teachers, 1.5 Early Years Officer, 2 x Support for Learning teachers, 4 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>Our measurable outcome for session 2023/24 was to work successfully with teachers and support staff 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> <p>Almost all pupils are able to identify their next steps in Reading, Writing, Listening and Talking and Maths and Numeracy.</p> <p>Pupil Engagement in writing increases by 8%.</p> <p>Increase of 10% in our learners tracking green in fluency and phrasing across our school.</p> <p>Increase of 20% of our learners tracking green in reading comprehension across our school.</p> <p>An increase of between 5% - 10% in Numeracy and Maths attainment across our school.</p> <p>NIF Driver(s): 1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 3.2</p> <p>School Improvement School Leadership Teacher Professionalism Parental Engagement</p>	<p>We have made very good progress.</p> <p>What did we do? What was the Impact?</p> <ul style="list-style-type: none"> <li>Continued to embed our whole school writing, reading and listening and talking programme, ensuring the teaching of writing, reading and listening and talking skills is consistent, progressive and motivating for learners across our school community.</li> </ul> <p>Learners show increased levels of engagement in Reading and Writing. In our Pupil Ethos Survey results, 84% of our learners said that they felt learning was enjoyable in school, in comparison to the West Lothian average of 57%. 87% 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 76%. Our data shows that in almost all classes our overall literacy attainment has improved in terms of our data over time and in comparison to previous year cohorts.</p> <ul style="list-style-type: none"> <li>Embedded Reciprocal Reading strategies across our school, learners engaged with these strategies in a range of motivating contexts.</li> <li>Embedded Bump it up walls for children to continue to engage in discussion around strengths and next steps in learning</li> <li>Embedded the use of Giglets to support the development of reading comprehension skills with age appropriate texts</li> <li>Introduced handwriting progression and revisited grammar progression to ensure consistency of approach across our school</li> <li>Developed bespoke literacy interventions for targeted learners</li> <li>Developed the use of quality questioning via 'Think Alouds' to support reading comprehension across our school</li> <li>Learners continue to engage with a range of motivating contexts for learning</li> </ul> <p>Learners, through observed lessons and learning conversations, show an increased understanding of the skills they are using to engage with a range of texts. Data over time indicates our reading attainment has increased from P2 – P7 shows an increase in reading attainment in terms of our data over time. 85% of our learners can now confidently set targets in their literacy learning and can talk about how they improve in their learning. From our Pupil Ethos Survey results, 95% of our learners said that they feel they are getting along well with their learning in comparison to 71% across West Lothian. In writing, our attainment across all stages from P2 – P7 has increased in our data over time analysis. Our pupil engagement in reading and writing has increased by at least 10% in all stages. In our Scottish National Standardised Assessments (SNSA) in P4 and P7, we saw an increase in attainment across all areas for our children.</p>

Assessment of Children's Progress  
Performance Information

- Staff engaged with Building Thinking Classrooms professional reading, with small tests of changes being established in all classes including the introduction of rich tasks, non-permanent, vertical surfaces and random groupings.
- HT and Numeracy lead attended Building Thinking Classroom masterclasses to support professional dialogue and professional learning around maths and numeracy.
- All teaching staff engaged with cluster staff to plan motivating and challenging learning in division.
- Teaching staff trialled new Deans Mental Maths progression, where children engage with mental maths strategies a minimum of three times per week.

Learners are developing increasingly positive attitudes towards Numeracy, with an increase of 30% from our Maths and Numeracy baseline assessment from June 2023 to June 2024, and are able to discuss a range of strategies to tackle problems confidently. 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.

Our next steps will be to:

- 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.
- Embed whole school handwriting strategy.
- Continue to develop suite of professional reading opportunities around Maths and Numeracy, working alongside our Numeracy Development Post Holder to promote professional discussion around how to effectively teach key maths and numeracy skills.
- Provide opportunities for all cluster teaching staff to work together on designing a range of motivating and challenging, quality assured Maths

	<p>and Numeracy learning in decimals, fractions and percentages and analysing and interpreting data.</p> <ul style="list-style-type: none"> <li>• Develop a range of motivating and relevant projects where key literacy and numeracy skills can be challenged in unfamiliar contexts.</li> <li>• Develop a range of effective maths and numeracy assessments.</li> <li>• All teaching staff to take forward a literacy or maths based practitioner enquiry.</li> </ul> <p><u>ELC Progress and Impact:</u> In Literacy, we reduced the number of pre-schoolers tracking red by at least 60% for our identified KAL's: being able to listen and identify words that rhyme; being able to recognise their name and some letters/ words, and being able mark make with increasing detail.</p> <p>In numeracy, we reduced the number of pre-schoolers tracking red by at least 70% for our identified KAL's: being able to recognise (subitise) a small number of objects without counting, and being able to recite backwards and forwards number sequences from zero to at least 10</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Staff engaged with Local Authority EY network programme which developed staff knowledge and understanding of planning and progress in ELC</li> <li>• Staff audited and evaluated ELC resources and refreshed the environment to reflect current pedagogy</li> <li>• Distributed leadership roles with a focus on literacy, numeracy and outdoor learning were re- established</li> <li>• Evaluated and refreshed our delivery of our wordboost programme to enhance pupil vocabulary and shared the stories and key vocab with parents and carers on a weekly basis</li> <li>• Introduced 'rhyme of the month' and shared this with families to enhance our children's phonological awareness.</li> <li>• Staff introduced a planning wall to ensure children were more involved in the planning process</li> </ul> <p>ELC Next Steps</p> <ul style="list-style-type: none"> <li>• We will 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</li> <li>• Wordboost, rhyme time and big bedtime read initiatives will continue to be promoted to support early literacy development</li> <li>• 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</li> <li>• Practitioners will audit and develop the use of digital technologies to enrich and support learning through relevant and interesting contexts</li> <li>• Pupil 'Focus fortnight' will be piloted to enable staff to moderate and share observations on individual pupils to ensure progress and next steps</li> </ul>
2.	

<p>To close the attainment gap between the most and least disadvantaged children</p>	<p>We have made very good progress.</p> <p>What did we do? What was the impact?</p>
<p>Our measurable outcome for session 2022/23 was 75% or above of learners achieve appropriate levels across Literacy and Numeracy</p>	<ul style="list-style-type: none"> <li>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.</li> <li>Targeted learners benefitted from a range of interventions, including Five Minute Box and small group/one to one support with Support for Learning and Pupil Support Team.</li> </ul>
<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>Learners’ attainment in all areas continues to improve. 77% of our learners are on track for Literacy and 80% are on track for Numeracy across our school. When we focus on our quintile 1 learners, 80% of our learners are on track in literacy and 81% are on track in Numeracy.</p> <ul style="list-style-type: none"> <li>Learners, families and the wider school community benefitted from targeted and universal financial and pastoral support throughout the session.</li> </ul>
<p>NIF Driver(s): 1.1, 1.5, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2</p>	<p>Within our most recent Ethos Survey, almost all of our parents/carers (96%) responded positively to the statement that school staff know our learners and support them well, in comparison with 86% response rate at West Lothian level. Almost all of our parents/carer (94%) felt that we were helping them to reduce day to day school costs, in comparison with 75% response rate at West Lothian level. 99% of our parents stated that they felt we were welcoming and approachable in comparison to the West Lothian overall return rate of 84%.</p>
<p>School Improvement School Leadership Teacher Professionalism Parental Engagement Assessment of Children’s Progress Performance Information</p>	<p>A relentless focus on supporting the wellbeing of our learners and families through extraordinarily challenging times resulted in us thinking creatively around how to sensitively and discreetly support our families. This was achieved in a number of ways, including:</p> <ul style="list-style-type: none"> <li>Over the Festive Period, we partnered with a local entrepreneur, a local business, as well as our DHT and HT taking part in a 5k a day sponsored event in November, to provide Christmas Meals, presents, food hampers and vouchers for over 50 families across our school community.</li> <li>We worked with local churches, West Lothian Uniform Bank and River Kids to provide a range of Christmas gifts and clothing for our families.</li> <li>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.</li> <li>Targeted support to ensure a successful P7 Residential experience was also in place.</li> <li>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.</li> </ul>
	<p>As a school community, we continued to complete monthly checks on attendance to ensure that we continue to be in line with overall West Lothian</p>

	<p>attendance. Bespoke packages for families and learners were in place to support increased attendance. Our attendance is slightly up on last session at this time (90.61%) in comparison to 2022/23 (90.43%) but still remains lower than 2018/19 (92%).</p> <p>Our next steps will be to:</p> <ul style="list-style-type: none"> <li>• Continue to use learner attainment data to plan targeted interventions to support Literacy and Numeracy</li> <li>• Empower our learners to use digital technologies in a range of curricular areas, continuing on our digital schools journey</li> <li>• Continue to use our in-depth knowledge of our learners and families to target pastoral and financial support well</li> <li>• Continue to focus on ways to support learners to participate widely in the life of the school and the local community</li> <li>• Consult on School day – look at alternative arrangements for school photographs</li> <li>• Develop a range of bespoke parents/carers Friday workshops to encourage school attendance on Friday and to tackle identified areas of concern by our parents/carers – Sleep Hygiene, Cost of Living Crisis and Positive Mental Health</li> </ul>
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<p>3.</p> <p>To improve children and young people’s health &amp; wellbeing</p> <p>Our measurable outcome for session 2021/22 was for almost all learners to be reporting positively against the wellbeing indicators</p> <p>NIF Driver(s): 1.1, 1.3, 2.4, 2.5, 3.1</p> <p>School Improvement School Leadership Parental Engagement</p>	<p>We have made very good progress.</p> <p>What did we do? What was the impact?</p> <ul style="list-style-type: none"> <li>• Tracked and monitored our learners’ wellbeing through regular self-reporting and have robust systems in place for follow up and interventions in place, where required.</li> </ul> <p>Learners have developed an increased understanding of the wellbeing indicators and can confidently evaluate their wellbeing against the wellbeing indicators. Learners continue to develop a range of strategies to support their own wellbeing when dealing with change or challenge. All staff attended Trauma Informed Practice 2 professional learning sessions to continue to give all staff skills and strategies to utilise when supporting learners and their families with trauma.</p> <ul style="list-style-type: none"> <li>• Continued to build positive relationships within and across our ELC and school community. Our Positive Relationship policy was refreshed, to align with our school values, in consultation with our school community.</li> <li>• Continued to ensure our school values were at the forefront of school life through weekly pupil and parent/carers assemblies, whole school challenges.</li> <li>• Developed 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-school programme.</li> <li>• Achieved our Gold Sports Award</li> <li>• Continued to deliver a progressive and challenging PE programme</li> </ul>
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- Teaching staff took forward professional enquiry around a group of learners in their class with a focus on improving wellbeing

Learners are being nurtured, supported, valued, respected, challenged, included and kept safe using our Positive Relationship Policy. Learners are able to talk with confidence about our school values and what they mean to them as part of our Deans family. Learners, through a range of mechanisms, report that they feel well supported and cared for in school impacting positively on their mental health and wellbeing. Through our Pupil Ethos Survey, 99% of our learners said they feel they have someone to talk to in school if they are worried about something in school. 99% of learners said that staff treat them fairly and with respect. 100% of our parents/carers said that they feel their child is safe and respected in our school.

- Pupil participation and decision making is more inclusive, with most children being consulted, around school improvement and their learning.
- Continued to develop the role of our Pupil Empowerment Health and Wellbeing and Rights Group, led by our Principal Teacher, class teacher, mini champions and learners across our school.

Learners benefitted from a clear and progressive curriculum which enables them to develop their understanding and ability to cope with changes, choices, challenges and relationships.

- Continued to work in partnership with Wellbeing Scotland, With Kids, Inclusion and Support Service and our Family Link Worker to ensure learners had appropriately targeted support, when needed.

Learners and their families benefitted from targeted 1:1 support, when needed, to ensure that their social, mental and emotional wellbeing was supported effectively.

#### Next Steps

- All learners continue to critically reflect on wellbeing indicators with teachers planning bespoke health and wellbeing curriculum opportunities to best meet the needs of their learners
- All learners, staff, parents/carers and our wider community continue to deepen their understanding of our school vision and values and show a commitment to the rights of the child and how they underpin all aspects of our lives with the introduction of 'Dream Big At Deans'
- All stakeholders given planned opportunities to reflect on our current health and wellbeing curriculum to support the development of our curriculum rationale from ELC to P7
- Work with targeted groups of learners to develop self, esteem, confidence and resilience with our Family Link Worker and pupil support team
- Develop a range of bespoke, relevant and motivating projects with our learners, families and community at the heart of planning
- Develop a Class Nurture Charter in each class
- Apply for Silver and Gold Accreditation as a Rights Respecting School



	<p><u>ELC Progress and Impact:</u> In health and wellbeing, we reduced the number of pupils tracking red by at least 50% for identified KAL's: being able to confidently express my needs and ask for help, and developing friendships with peers</p> <ul style="list-style-type: none"> <li>• We continued to embed our values and began to extend children/parents/carers understanding of the wellbeing indicators and the UNCRC using wellbeing stories, values stickers and our sway newsletter</li> <li>• Practitioners strengthened parental partnerships and relationships through family learning opportunities such as stay, play and learn sessions, seesaw, wordboost and the introduction of PEEP sessions.</li> <li>• A leadership role focussing on promoting and developing wellbeing and the UNCRC was established</li> <li>• All staff took part in professional learning to refresh understanding of impact of trauma and to develop a suite of key strategies to support learners who have experienced trauma in a Trauma Based Action Plan.</li> <li>• Regular formal and informal staff dialogue around wellbeing and care plans, helped to provide tailored and universal supports for our staff team as session progresses.</li> </ul> <p>ELC Next Steps</p> <ul style="list-style-type: none"> <li>• Our EYO will run the PEEP accreditation course for parents/carers</li> <li>• Wellbeing leadership role will continue</li> <li>• Short weekly together time to celebrate children's successes and learn about our values and rights to be introduced</li> </ul>
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2023/24 was for learners to be able to identify and practice key skills needed for life, learning and work and how they underpin learning.</p> <p>To plan effectively to stimulate our learners' curiosity, creativity and enquiry to support</p>	<p>We have made good progress.</p> <p>What did we do? What was the impact?</p> <ul style="list-style-type: none"> <li>• Our digital lead worked alongside upper school learners to evaluate our current digital technologies position and achieved our Digital Schools Award</li> <li>• Class teacher supported school staff to deliver motivating digital technology lessons.</li> <li>• Our Digital Leaders supported learners in a range of motivating clubs including our Lunch Time Coding Club</li> <li>• Won a National Digital Competition around coding</li> <li>• Began a partnership with Cambridge University to support coding across our P6 stages</li> </ul> <p>In almost all classes, there is evidence that teachers are making effective use of digital technologies to enrich learning.</p> <ul style="list-style-type: none"> <li>• Learners are able to identify key skills needed for future world of work and how these skills underpin current learning opportunities.</li> </ul>

<p>purposeful play and learning.</p> <p>Increase the achievements and skill development of all learners, within and beyond the classroom.</p> <p>NIF Driver(s): 2.2, 2.5, 3.2, 3.3</p> <p>School Improvement School Leadership Parental Engagement</p>	<ul style="list-style-type: none"> <li>• A range of community partners engaged in our virtual Curriculum Café where we examined the skills employers are currently looking for as well as any skills gaps.</li> <li>• A range of Participation Friday enterprise projects took place across the school to provide our learners with the opportunity to practice a range of employability skills.</li> <li>• Two classes worked towards Junior Duke Awards</li> </ul> <p>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. A range of community partners engaged in our Curriculum Café where they were able to identify our school values as being essential for all future employment opportunities. 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.</p> <ul style="list-style-type: none"> <li>• Learners engaged in Project Based learning approaches across the session, planned for as part of our cluster moderation project for this session in collaboration with Nicola Connor, STEM Development lead.</li> <li>• P1 teachers engaged in continued professional learning to develop approaches in play pedagogy to develop creativity and independence using woodwork.</li> </ul> <p>Learners benefitted from an increased range of play based opportunities in our class. Teacher confidence around play continues to grow. We invested in a range of resources to support the development of play.</p> <ul style="list-style-type: none"> <li>• Learners engaged in a range of leadership opportunities to be able to actively engage with the ethos and wider life of our school.</li> </ul> <p>Learners across our school engaged in a range of leadership opportunities, engaging with school improvement priorities in reading, Peer Mediation, health and wellbeing and digital technologies.</p> <p>Our next steps will be to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Develop leadership pathways across the school</li> <li>• Continue to develop Play Strategy, with focus on impact of play within early and first level, as part of Strategic Change Initiative</li> <li>• Introduce Dream Big At Deans across all stages with key challenges planned for all learners, underpinning our values and skills for life, learning and work</li> <li>• Staff to engage with West Lothian Outdoor learning pathways, building on current good practice, to ensure learners are able to access learning outside</li> </ul>
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	<ul style="list-style-type: none"> <li>• Work in partnership with a range of partners, charities and stakeholders to develop a range of motivating, challenging and relevant projects for and with our learners.</li> <li>• Work in partnership with a pilot group of West Lothian schools to develop a robust tracker of all other curricular areas</li> <li>• Develop a motivating range of learning opportunities across Drama, Music and Expressive arts to support our learners to be creative</li> </ul> <p>ELC Progress</p> <ul style="list-style-type: none"> <li>• Observations and self- evaluation tasks were carried out to ensure we were promoting a range of play types in a high quality environment</li> <li>• A range of family learning sessions/activities, including the introduction of PEEP, were planned to strengthen relationships with families and equip them to support their children’s learning and aspirations</li> <li>• A distributed leadership role with a focus on outdoor learning was established</li> <li>• Our staff and children partnered with another ELC in the community to share and observe best practise in outdoor learning</li> </ul> <p>ELC Next Steps</p> <ul style="list-style-type: none"> <li>• Practitioners will audit and develop the use of digital technologies to enrich and support learning through relevant and interesting contexts</li> <li>• Links with local community/businesses will be established and strengthened to provide children with real life experiences and insight into the world of work and their place in the local community</li> <li>• Outdoor learning leadership role will continue to be in place</li> </ul>
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***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 School Gold Sports Award

- ✓ Achieving our Digital Schools Award
- ✓ World Book Day events
- ✓ Charity Work including raising money for West Lothian Food Bank, Our 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 over time for our learners
- ✓ 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 Wellbeing Scotland, Inclusion and Support Service and With Kids
- ✓ Successful partnerships with a range of community and West Lothian wide employers for our Curriculum Café
- ✓ Reading Ambassadors, Deans Decision Makers, Digital Ambassadors, Sports Leaders and Health and Wellbeing pupil leadership groups, P7 Leadership groups continue
- ✓ 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
- ✓ An exciting 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 – Cinderella Rockafella
- ✓ Well attended School Community Values Day
- ✓ P1 Mill Farm Visit
- ✓ Exciting range of Participation Friday Project
- ✓ ELC fire pit sessions
- ✓ 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
- ✓ Successful ELC sponsored walk
- ✓ Range of classes taking part in Cluster Sporting events
- ✓ School Football team competed at Cluster events
- ✓ Re-introduction of PEEP for ELC families
- ✓ ELC end of year fun day
- ✓ ELC trip to Regal Theatre to see 'Boxed up'
- ✓ Partnership with Social Enterprise Scotland to develop Participation Friday projects
- ✓ P5/4 and P7 successfully engaged with Junior Dukes Awards
- ✓ P7 – S1 Conflict Project to support transition
- ✓ 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	Very Good
2.3 Learning, teaching and assessment	Very Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Raising attainment and achievement	Very 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? 4<sup>th</sup> Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)

