

Meldrum Primary School and Deans North Nursery



PROGRESS REPORT FOR SESSION 2024/25

(Standards & Quality Report)

**Westwood Park, Deans,
Livingston EH54 8NW**



ABOUT OUR SCHOOL

Meldrum Primary School is a non-denominational school situated in the Deans area of Livingston. The school sits within the Deans Community High School Cluster. The school roll is currently 153 pupils organised into seven classes. Our staffing consists of the Head Teacher, Principal Teacher and seven class teachers. We also have a PE specialist and Art specialist, Nurture teacher and Support for Learning teacher who complement our team. Pupils are well supported by four 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 attended by pupils from all stages. Currently 25-30 pupils attend daily. The school benefits from a mixed catchment area with a Free Meal Entitlement of 23.16%.

Our attainment data at Primary 1,4 and 7 shows that pupils are performing well across the areas of Reading, Writing, Listening and Talking and Numeracy and Maths. There are a number of pupils across the school who access individual and small group support, including Nurture, additional PSW support and Support for Learning across all quintiles.

Our Nursery is based within Deans Community High School, where we provide quality learning experiences in a nurturing and safe environment for up to 48 children with full day provision, Monday to Thursday. We also have provision for eligible two year old children. Our Nursery team is led by our Early Years Officer, with an additional x4 Early Years Practitioners. Strategic support to the Head Teacher is provided by our ELCASM. Our Early Years team are enthusiastic and work hard to improve their own learning and practises for the benefit of all children. All staff have a specific area of responsibility and work together to ensure this has a positive impact on all learners. Deans North Nursery will close in June 2025.

All members of our school community demonstrate strong collegiality and teamwork and this helps to maintain a positive climate for learning in school for all our learners. Meldrum Primary School and Deans North Nursery strive to develop strong partnerships with parents, carers and the wider community. We work together with our Parent Council to raise money for a variety of initiatives and to improve opportunities and experiences of all learners. We have strong links with community partners including; St Andrew's Parish Church, West Lothian College, local supermarkets and sports coaches, including the Cluster Active Schools Coordinator.

As the Deans Cluster we work well to support all learners across our Primary schools and Secondary school. We currently have two Numeracy development workers leading our Numeracy work and working alongside authority Numeracy leads. Our Cluster work is well established and positive relationships are evident between our staff leading to positive outcomes for our learners.

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, what the impact has been and what our next steps will be to continue to address these priorities in session 2025/26.

We have also 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 (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.

| PRIORITY | HOW DID WE DO? |
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| <p>1.</p> <p>To raise attainment, especially in Literacy and Numeracy.</p> <p>To continue to work with teachers and support staff across the Cluster to ensure high standards of learning in Literacy and Numeracy. This will include the use of effective pedagogies, a range of data sets, relevant CLPL opportunities and improvement methodology.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p> | <p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> Cluster Numeracy development We have continued to be supported by two Cluster Numeracy development post holders this term, held by a primary and a secondary practitioner. Staff have received high quality learning opportunities planned using staff feedback and identified development needs. Staff have also had the opportunity to plan and moderate lessons with Cluster colleagues on specific areas of Numeracy and Maths. This collegiate approach has had a positive impact on learners within the classroom. In particular we now have a rigorous plan in place for the learning and teaching of Numeracy and Maths and also daily mental strategies across Early, First and Second levels. Staff and learners have embedded the use of Numeracy working walls across all stages. Learners are now able to add their learning to the wall and to use shared strategies and resources to help them in their learning. Our two Numeracy development post holders have supported individual class teachers across Cluster schools with bespoke packages of support. In school we have benefited from support with rich tasks and Building Thinking Classrooms methodologies. Building Thinking Classrooms This session almost all class teachers joined a Building Thinking Classrooms book group in school. This professional learning opportunity provided a forum to discuss the key principles of Building Thinking Classrooms and relate them to the learning within our own context. All staff have embedded the first three key principles; vertical surfaces, random groupings and rich tasks. All class teachers have worked with Cluster colleagues to moderate curricular and non-curricular rich tasks for their own stages. Learners across all stages now work very well in their random groups. Learners from Primary 3 to Primary 7 are able to work on their rich tasks independently. All learners within these stages have greatly developed their social skills in order to solve more complex calculations within the rich tasks. Quality Improvement focus on Numeracy In November 2024 we had a Quality Improvement day in school with a focus on Numeracy and Maths. Cluster colleagues observed in all classes and spoke to staff and learners about our Numeracy development work. All classes participated in rich tasks using vertical surfaces and worked in random groups to complete these tasks. Overall our observations were evaluated as good. Particular highlights were the sharing of learning intentions and differentiation across all classes. Learning experiences across all classes were well organised as were the learning environments. Learners were able speak clearly about their learning in Numeracy and Maths and could identify who helps them and how they engage with the Numeracy learning walls. Learners also shared how their learning opportunities in Numeracy and Maths linked to other areas of the curriculum and could also identify a range of jobs that involved Numeracy and Maths for their future. |

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| | <ul style="list-style-type: none"> • Implement four context plan in Literacy This session we have continued to implement the four context plan in all areas of Literacy; Reading, Writing and Listening and Talking. We have utilised digital technology to motivate learners across all areas of Literacy, including the use of Giglets. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Staff report that they are more confident using Building Thinking Classrooms methodologies. • Building Thinking Classrooms methodologies are being consistently utilised across all stages at Meldrum Primary School. • Classroom observations evidenced high quality learning and teaching opportunities in Numeracy and Maths across all stages in school. • Classroom observations evidence learner's ability to work in random groupings on rich tasks. • Learners are able to talk clearly about their learning in Numeracy and Maths. They were also able to suggest improvement to their learning in these areas. <p>Next steps:</p> <ul style="list-style-type: none"> • To continue to implement Building Thinking Classrooms across the Deans Cluster. • To create an assessment strategy within Numeracy and Maths. • To continue to follow the four context plan in Literacy and to provide opportunities for moderation. • To continue to develop our Reading strategy. |
| ELC | <p>In Literacy children have shown development in mark making, increasing detail through a variety of learning contexts; All About Me. Word mats have been used to good effect to encourage letter formation and extending vocabulary. Most children are developing an awareness of letters and sounds by creating their own alphabet through taking pictures of real objects. Literacy resources and interactive displays are supporting the development of initial sounds both indoors and outdoors. There has been a focus on Listening and Talking opportunities through focus days including Work Book Day. All children visit the library regularly and participate in Book Bug sessions with their parents. Songs, stories and physical activities sessions are helping to develop children's listening skills through active participation. Our Big Bedtime Read and the lending library encourage reading and listening at home. This session we have introduced Reading ambassadors who are responsible for selecting the book of the week, help to look after the books and keep the library in good order.</p> <p>In Numeracy all children are learning to count, supported through books, songs, interactive games and rhymes. Numeracy is a great focus during forest walks where all children have the opportunity to collect and count using natural resources. We have used Number Blocks resources to support learning of numbers 0 to 10. Learning in Maths has focused on weight and measurement using height charts, scales and interactive displays to provide practical learning opportunities for all children.</p> |
| 2. To close the attainment gap between the most and least disadvantaged children | <p>We have made good progress. What did we do?</p> <p>The school was awarded £34,222 of Pupil Equity Funding (PEF) for session 2024/25. The PEF planning tool was used effectively to identify gaps for</p> |

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| <p>Targeted interventions are tailored to meet the needs of individual learners through the curriculum and wider learning opportunities.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p> | <p>learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning.</p> <p>11 priorities were planned, 36% of these priorities were fully achieved with 45% making good progress and 18% moderate progress.</p> <p>PEF was used effectively to provide Cluster support in Numeracy, providing high quality CLPL opportunities and individual school support. Staff engaged in training on rich tasks and had the opportunity to moderate Numeracy learning activities. Individual class teachers received support to improve their confidence and practises using rich tasks.</p> <p>In school, interventions this session have focused on improving individual attendance, supporting learner's emotional needs and providing a variety of after school clubs. Nurture provision has supported individual learners in Primary 3,4 and 6. Sessions have focused on improving learner's confidence and self-esteem. Learners have engaged in a variety of individual and small group activities including preparing food for their peers. Pupil Support Workers have had training opportunities on Inclusion and Numeracy strategies.</p> <p>We have provided an increased number of after school clubs this session and extended these to all classes within school. The clubs on offer have included: Technology, Football, Netball, Dance, Athletics and Ball Skills. Learners in Quintile 1 are supported to attend our after school clubs.</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • All staff report an increase in confidence and knowledge of Building Thinking Classrooms methodology including rich tasks. • All staff in school are using the Cluster Numeracy and Maths planners and Daily Mental Strategies on a daily basis. • Attendance for some of our identified pupils has increased to over 85%. • All pupils support workers have utilised strategies learning through Inclusion training. • Increased number of after school clubs on offer. • Increased number of learners attending after school clubs. |
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| <p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>All stakeholders will have a clear understanding of children's right and these will be visible throughout the school.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> | <p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Review of vision, values and aims This session we have reviewed our vision, values and aims in school with our children, parents and staff. Our children know and use our values very well and all stakeholders agreed to keep our values of respect, kindness, perseverance, responsibility and honesty. We have update our vision and aims to better represent our current school community. • Zones of Regulation training and implementation All staff in school have participated in Zones of Regulation training and are working with classes to improve their understanding of each zone and the strategies to support. All classes in school are now using the Zones of Regulation to support their emotional wellbeing in the classroom and in the playground. Individuals and class groups have identified specific strategies that will support them within each zone. |
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| <ul style="list-style-type: none"> ☑School and ELC Leadership ☑Teacher and Practitioner Professionalism ☑Parental Engagement ☑Curriculum and Assessment ☑Performance Information | <ul style="list-style-type: none"> • Whole school development of UNCRC Our rights group have led the development of children's rights throughout the school. Almost all learners are able to talk about their rights and how they provide these rights to others. The rights are visible throughout the school and are taught through curriculum lessons and whole school assemblies. Meldrum Primary School achieved the UNCRC Silver Accreditation in March 2025. • Improving opportunities for regular physical activity We have increased regular opportunities for physical activity in school by participating in the Daily Mile. All classes in school participate regularly by walking or running within our playground. We have also increased the number of After School Clubs on offer for all stages in school. This session these have included: Football, Netball, Dance, Athletics and Ball Skills. The After School Clubs have been run by teaching staff and by high school pupils participating in coaching awards. • Food for Thought Meldrum Primary School received £2500 from the Scottish Government Food for Thought fund. This was spent on providing planters for each class, two trolleys of cooking equipment and a variety of other resources for composting and growing seeds. We worked together with the Skills Centre at DCHS who built planters and helped renovate the mud kitchen. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • All stakeholders have been consulted on and agreed our school values. • Our staff have reviewed our vision and aims in order to make this more accessible to our learners and families. • We now have a consistent approach to supporting emotional wellbeing through Zones of Regulation across all stages. Learners are beginning to talk about their supporting strategies. • Our rights are embedded in learning opportunities and through wider whole school activities; assembly, sharing the learning events. All learners are able to talk about their rights. • All classes now participate in the daily mile on at least two occasions within the week. • All classes have planted flowers and vegetables and have learned more about growing. • Primary 2 – Primary 7 have prepared food using their own vegetables and have experienced new kinds of foods. <p>Next steps:</p> <ul style="list-style-type: none"> • To relaunch our vision, values and aims (September 2025). • To review our Positive Relationships Policy in line with national guidance. |
| <p>ELC</p> | <p>All children in nursery participate in daily outdoor activities including community walks, forest walks and in the outdoor play areas. Our Yoga sessions have focused on body posture, balance and positional language. Our preschool children are able to take the lead in our Yoga sessions. All children regularly participate in indoor physical activities focusing on the development of gross motor skills through a range of basic moves activities.</p> |

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| | <p>Our Forest Walks are embedded in practise. Through consultation these have been extended to include parents and our families. Feedback from families is overwhelmingly positive about their experiences. We have also focused on 'Seed to Plate' this session. All of our children have planted vegetables and have had the opportunities to make food with the produce. This has helped to further their understanding of where their food comes from.</p> |
| <p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Pupils across all stages will benefit from an improved digital offer, ensuring a more relevant and skills based curriculum.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p> | <p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> Professional Learning opportunities for staff All staff have participated in a range of professional learning opportunities focused on their own digital development. This has included the use of Microsoft tools to support learning in Literacy, creativity through the use of Adobe Express and learners profiling using My World of Work. Learners in all classes have had the opportunity to use a wider range of digital tools to support their learning across the curriculum. There has been a greater focus on learner's skills and growing independence using digital tools. Learner profiling Primary 4 to Primary 7 staff have participated in training using an online platform My World of Work. Primary 4 to Primary 7 learners have utilised My World of Work this session to begin to build their individual online profiles. Individuals have begun to identify their own skills and abilities and relate these to future jobs. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> All learners in Primary 4-Primary 7 now have access to a digital platform in order to build their skills and learning profile. All staff have increased their confidence using a variety of digital tools to support pupil learning across all areas of the curriculum. <p>Next steps:</p> <ul style="list-style-type: none"> To continue to develop learner profiling using My World of Work. To continue to develop digital skills of staff, learners and families through the Digital Schools Award. |
| ELC | <p>Digital resources have been used across all areas of the nursery to support and to share children's learning. Resources have been shared with parents to encourage self-care including handwashing. All children are now able to use the Promethean panel to order their own snack in order to further their independence. Most children have created used digital applications to create pictures and animations and to learn about sequencing. QR codes are now regularly shared with parents which focus on learning in Literacy and Numeracy. All children are confident using Ipads to take photos and record their experiences in nursery and on forest walks.</p> |

Attendance:

Meldrum Primary School has very good attendance. Current figures show the overall attendance for session 2024/25 is 93.92%.

Exclusions:

At Meldrum Primary School we have had no exclusions for session 2024/25.

Parental Engagement:

Overall we have very good engagement with our families in school and in nursery. On average we had over 90% of parents attending events such as our big breakfast event with a focus on learning in Numeracy. With over 95% of parent's attending parent's consultations. We have positive engagement with our Parent Council who support the school financially and through discussion on curricular developments with a focus on Health and Wellbeing.

Our Wider Achievements this year have been:

- Meldrum Primary School achieved our 9th Eco Schools Scotland Green Flag Award (February 2025).
- Meldrum Primary School achieved our Silver UNCRC Accreditation (March 2025).
- Primary 6 won the Giglets competition and produced their own online Giglets book. They organised a book launch for our school and wider community in January 2025.
- Meldrum Primary School Parent Council have bought and installed playground equipment this session.
- Food for Thought grant has had a positive impact on our Health and Wellbeing curriculum.
- Groups of learners in Primary 5 and 6 have support our local church soup café.
- Our netball team participated in the Cluster Netball league.

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

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| 1.3 Leadership of Change | Very Good |
| 2.3 Learning, teaching and assessment | Good |
| 3.1 Ensuring wellbeing, equality and inclusion | Good |
| 3.2 Raising attainment and achievement | Good |

How good is our Early Learning and Childcare? The quality indicators* evidence that:

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| 1.3 Leadership of change | Good |
| 2.3 Learning, teaching and assessment | Good |
| 3.1 Ensuring wellbeing, equality and inclusion | Good |
| 3.2 Securing children's progress | Good |

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