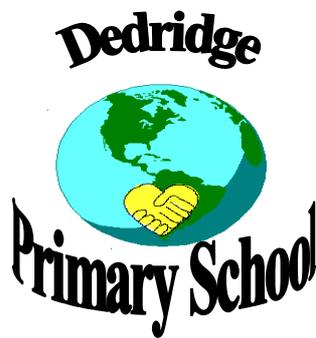




West Lothian
Council

Dedridge Primary School and Glenvue Nursery School



Standards & Quality Report

Session 2014-2015

Introduction

The West Lothian Context

West Lothian Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence (CfE) and Getting it Right for Every Child (GIRFEC).

Within Curriculum for Excellence, every child and young person is entitled to experience a curriculum which is coherent from 3-18. Those planning the curriculum have a responsibility to work in partnership with others to enable children and young people to move smoothly between key transition points, building on prior learning and achievement in a manner appropriate to the learning needs of the individual. This should ensure that young people are well placed to move into positive destinations and adult life.

The Corporate Plan sets the strategic direction and our priorities for West Lothian Council. There are eight priorities that we, and our community, believe can make a lasting and sustainable impact on the local area and improve the lives of residents in West Lothian.

Priority 1: Delivering positive outcomes and early interventions for early years

Priority 2: Improving the employment position in West Lothian

Priority 3: Improving attainment and positive destinations for school children

Priority 4: Improving the quality of life for older people

Priority 5: Minimising poverty, the cycle of deprivation and promoting equality

Priority 6: Reducing crime and improving community safety

Priority 7: Delivering positive outcomes on health

Priority 8: Protecting the built and natural environment

The Corporate Plan informs Education Services Management Plan to ensure our work impacts positively on services for children and young people. Education Services focuses particularly on priorities 1, 2 and 3.

Education Services Management Plan

Education Services works towards achieving the key strategic aims of the council, in partnership with schools. In particular, Education Services aims to improve opportunities for children and young people by:

- Raising standards of attainment and achievement
- Improving employability and positive destinations for all school leavers
- Improving the learning environment
- Promoting equality of access to education
- Developing values and citizenship
- Promoting learning for life and encouraging a creative, enterprising and ambitious outlook.

Working with a range of partners, the key purpose of our work is to continuously raise attainment and achievement for all children and young people in West Lothian, ensuring that our young people succeed in securing a positive and sustained destination after school.

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. In moving forward together we have been asking ourselves - staff, pupils, parents/carers and stakeholders - key questions which are contained within this Standards and Quality Report. Our self-evaluation is in the pages that follow, along with our key areas for development for session 2015-2016. This report is set within the context of CfE and GIRFEC and measured against the quality indicators within *Child at the Centre, How good is Our School 3?* and *CfE National expectations: Self-evaluation resource*.

The progress of the areas we developed in our 2014-2015 School Improvement Plan (SIP) is outlined in *Appendix 1*.

Context of the School

School factors Dedridge Primary School is a non-denominational school. It serves the Dedridge East area of Livingston. In session 2014- 2015 the school roll is 198. This includes 24 in the Autistic Spectrum Resource (ASR) for children from across the local authority with social, communication and language difficulties. There are 21 children full time in the resource and 3 on shared placements.

The school was built in 1974 and accommodates 12 primary classes, 8 main stream and 4 within our Autism provision. The school is organised in 3 semi open plan, defined areas with a closed classroom in each area. There is also an area for the autism resource. Collaborative learning within these areas is encouraged and as many opportunities, as possible, are offered for pupils from the resource to integrate with mainstream children.

Children's attendance was in line with the national average in 2014-2015. The number of pupils registered for free school meals for P4-7 is above the national average at 39% (February 2015).

We have continued to integrate together Dedridge Primary and Glenvue Nursery School as the head teacher manages both schools. Glenvue Nursery provides provision for pre-school 3 to 4 year olds and vulnerable 2 year olds.

The school has a head teacher, depute head teacher, principal teacher, and principal teacher for ASR and support for learning (SFL) principal teacher to the authority.

Our campus includes Dedridge Community Wing which is used by Simply Play After School Club to provide after school provision for all children in the local area.

How well do children and young people learn and achieve? (1.1; 2.1)

The quality of children's learning and achievement is good, attainment is satisfactory. Wider achievement is recorded, shared and widely celebrated.

Strengths

Evidence from the validated self-evaluation undertaken in November 2014 demonstrated that the children continue to engage well in their learning and pupils are increasingly motivated through increased opportunities which allow them to learn in a variety of contexts. The use of vertical learning groups, in a variety of settings, continues to allow our pupils to engage with projects and to work within unfamiliar settings. These learning opportunities are a continued strength of the school. Responsibility groups have been further developed this session with the introduction of Primary 2 pupils. The ongoing organisation of school events and activities by our responsibility groups allows our pupils to engage with, and contribute meaningfully to, the wider life of the school and the community. Through opportunities to develop emerging leadership skills, the use of pupil voice is encouraged and pupils and staff work together to achieve national awards. This session the Sports Leaders and key staff have worked towards achieving silver level in the Sport Scotland Award. This award has enhanced the learning opportunities in PE for our learners, as well as improving partnership working with the denominational school within the local area.

Dedridge welcomes the opportunity to work with others to enhance the learning for our pupils and these experiences help to build their confidence and resilience as well as providing opportunities for application of lifelong learning skills. This session, P3 and P6 benefited from working with Hidden Giants company to explore Risk and Failure within creativity, culminating in an authority wide sharing event. The impact of this on staff has been greater awareness of the importance of providing meaningful contexts for learning which motivate and engage the learner. Through this project, some staff have gained an understanding of child development and how this impacts on learning. This is now an area for staff to investigate further.

We use a variety of formative and summative assessments, including standardised testing, to inform our planning and ensure learners in our school continue to make progress from their

prior levels of attainment. Personal Learning Plans (PLPs) have also been developed this session, allowing our pupils, and parents, to engage in the learning process through setting their own targets. We now need to ensure that the personal learning planning process is impacting on children's daily learning activities and embedded in classroom language. Children requiring additional support are making progress through a range of supportive and structural practices, including a range of personalised tasks. We now need to ensure a consistent approach in every class. Support for learning is planned to support the needs of children in a variety of ways, for example direct teaching, planned programmes of work delivered by pupil support workers, team teaching and targeted interventions based on information gained from summative data. Children are encouraged to share school and personal achievements and success is celebrated at weekly assemblies as well as through regular communication with the school and wider community. Outdoor learning continues to be a strength within the school and has been further enhanced through support of a successful 'Grounds for Learning' bid, enabling us to improve our school grounds further. This has increased the opportunities for meaningful outdoor play for the children and has impacted positively on their physical and emotional wellbeing. Pupils are now consulted on a regular basis and are given opportunities to reflect on their play experiences through writing. This provided opportunities for staff and children to discuss their personal and social development. We are now sharing this work across the cluster and are supporting other schools as they take their outdoor learning forward. Talking and Thinking Floorbooks continue to be used in a variety of contexts and enhance our pupils' learning in a meaningful manner. These have been used very effectively in the ASR this session, allowing pupils to be consulted about the direction of their learning.

In the nursery, children, staff and parents contribute regularly to discussing and evidencing learning. The nursery staff provide a broad range of learning experiences responding to children's interests, allowing them to make decisions and develop independence. This session, we continued to improve the learning environment to provide meaningful, challenging learning experiences, both indoor and outdoor. This has ensured children's entitlements are being met. This session developed our 2 year old provision to support vulnerable children and their families. This has impacted positively on confidence, resilience and language development of the targeted children.

Our school and nursery take a holistic approach to the delivery of health and wellbeing. This permeates across the curriculum and we provide many opportunities to engage in activities associated with the overall wellbeing of a child. For example, The Roots of Empathy programme for our P3 children taught them about the development of a baby from 3 months to 12 months old. This allows the children to explore how a child this age changes and to relate this learning to their own development in a positive manner. Our children can now identify emotions in greater depth and are more understanding to the needs of others.

Our wide range of after school clubs provides opportunities for children to participate in a number of different activities and, this session, saw the introduction of more physical activity clubs in partnership with another local primary school to enhance the provision and develop community links. The school has also engaged with Awards for All and various visual artists to allow for out of school learning which has extended the children's experience to develop specialist skills in the area of expressive arts. Children have benefitted from working with other professionals, resulting in raised aspirations amongst our learners. The potential of our pupils has been recognised and commented on, throughout this project. This feedback has had a positive impact on our school community, allowing children to gain in confidence and be inspired for their future careers.

Areas for Development

- To continue to raise attainment in literacy through development of teacher knowledge about learning approaches, assessment uses and purposes for each area which will be

consistently applied and analysed to provide a coherent learning experience (including the nursery and Autism Spectrum Resource)

- To further improve our outdoor spaces to enhance learners experiences.
- To further improve learning and teaching strategies that promote deep learning- higher order thinking skills, quality questioning and quality feedback.
- Further develop nursery approaches to learning and teaching through the implementation of national guidance, Building the Ambition, and engage staff in use of professional reading about how children learn with particular relevance for 2 year olds and flexible provision to be introduced in session 15 / 16.

How well is the school helping children and young people to develop and learn? (5.1; 5.3)

Our curriculum approaches are good and there is a clear rationale which is based on delivering the core entitlements for Curriculum for Excellence. Our curriculum focuses on raising attainment and achievement. We have a focus on inclusion, providing a quality of opportunity and meeting the needs of all learners.

Strengths

The school and nursery continue to develop learning and teaching in line with Curriculum for Excellence. Our curriculum has a clear focus on developing the design principles of challenge, enjoyment, breadth, depth, coherence and personalisation and choice. We have a clear focus on learners' entitlements and the development of the four capacities. The learning contexts are meaningful, relevant and current and take account of local and cultural circumstances, influences and opportunities, allowing pupils to make connections across areas of learning and identify themselves as responsible citizens within society. This session, our collaborative, and paired learning, has been influenced by the opportunities from Dedridge celebrating our 40th anniversary. We encourage our pupils to participate in sporting opportunities and events in the local community including ongoing community projects with Dedridge Ecological and Environmental Project (DEEP) developing our pupils to be confident individuals and responsible citizens.

The nursery curriculum is based on active learning and play, both indoors and outdoors allowing a child's nursery experience to develop the whole child.

Staff across cluster schools are working together to moderate standards and this year's focus has been on technologies. Drop in sessions are available to all staff at the James Young High School facilitated by the PTC Technologies who has offered support and advice with project work. This is impacting positively on the confidence level of staff and the quality of learning experiences for learners.

There are progressive programmes in place for some aspects of the curriculum and development of progressive frameworks and exemplification of the significant aspects of learning will form future improvements for the curriculum.

We plan carefully and in consultation with stakeholders making adaptations to meet the needs of learners, including seeking advice from partner agencies, effective use of individual education programmes (IEPs), target setting and profiling. Outside agencies also work 1:1 with pupils as well as in an advisory capacity to ensure pupils' needs are clearly identified and met appropriately.

Staff work hard to address barriers to learning and aim for all children to achieve at the highest

level of learning of which they are capable. ASR pupils benefit from a wide range of integration opportunities with their mainstream peers. It has been identified that an integration strategy policy is created in order to ensure that integration opportunities are offered based on individual assessment of the child's ability to function and participate in the setting. For some of our children challenging behaviour has been a barrier to accessing elements of the curriculum fully. Some staff have been trained in positive behaviour strategies to support behaviour.

We ensure that when our learners transfer to or from our school, or when they have a shared placement between our school and another they maintain continuity and progression in their learning. Communication between the autistic spectrum resource and mainstream schools is good to enable positive and smooth transition for individual children. Transition meetings and procedures are arranged prior to a pupil transferring to Dedridge. One of our key strengths is in reviewing and improving our transition programmes to ensure continuity and progression at key stages for all children. Our arrangements for vulnerable children at transition are very good as we provide tailored 1:1 programmes and ensure that relevant information is shared openly with all key professionals, parents, carers and the child. This ensures that children are well prepared, happy and supported in managing change.

Areas for Development

- To develop and embed practice and strategies for consistent approaches for reading and literacy.
- To continue to develop approaches to Stages of Early Arithmetical Learning (SEAL)
- To continue to develop progression for learning across all areas of the curriculum.
- To continue to develop tracking and monitoring procedures
- To continue to encourage staff to engage in collaborative planning, teaching and moderation.
- To develop and improve accessibility to the curriculum for pupils with additional learning needs across the school

How well is the school improving the quality of its work? (5.9)

Self-evaluation is good and staff are increasingly engaged in a variety of quality assurance activities between schools and clusters. All staff, learners, parents, pupils and relevant partners are included in evaluating the impact of actions to improve the quality of education. They are aware of resulting strengths and developmental needs.

Strengths

The school has a well-planned approach to evaluating the quality of education it provides. The head teacher and other members of the management team observe learning and provide staff with useful feedback to improve staff understanding and clarity of expectations for learning and teaching across the school.

Opinions of all staff and pupils are sought regularly and this feedback is used to improve the learning and teaching environment for the children. Pupils are proud of their school and of their various roles and responsibilities.

Staff understanding of the purpose and benefits of collegiate time continues to improve and is now carefully planned in order to take forward improvement priorities more effectively. Staff are leading small working parties and leadership projects in line with the school improvement plan which involves pupils, parents and staff to impact on the work of the school. Teachers are becoming more confident in influencing the direction of the school and are benefitting from increased opportunities to lead and take the school forward. Staff feel that they have greater ownership of improvements within the school and an increased understanding of leadership and leadership roles at all levels. There is a consistent approach to leadership which supports the continued effective implementation of change to improve outcomes for learners.

Learners are increasingly involved in decisions about their learning in setting targets and next steps to secure improvements in achievement and attainment through the use of Learning logs and Personal Learning Plans (PLPs). Learners benefited from participating in Investing in Children consultation which allowed learner's views to be gathered without prejudice and also influenced decisions within the school. This has informed staff's approaches to consulting with children.

Wider achievements are recognised and celebrated through regular assemblies and the development of wider achievement folders (class and individual), allowing recognition of learning outside of school and opportunities to share the success of our pupils. This year, highlights of wider achievement have included a P5 pupil winning the road safety competition and our current probationer recognised as being West Lothian's commended probationer for session 14/15.

Areas for Development

- Consistent development of the use of the personal learning planning process and pupil evaluation across the school.
- Continue to develop a consistent approach to tracking and monitoring and recording wider achievements
- Further implement the Professional update process and continue to provide CLPL for staff, including professional reading and practitioner enquiry.
- Review approaches to quality assurance across school and cluster and devise improved self-evaluation at all levels.

How well is the school working with partners? (8.1)

The school has a very good approach to working consistently with all relevant partners. There are committed, creative and supportive partnerships which impact positively upon the school.

Strengths

The school is continuing to build on existing partnerships and has established new partnerships this session to further enhance learning opportunities offered. Examples of new partnerships include Universal School Tardeo – Mumbai, Songbird Theatre company, Sally-Ann Provan, Hidden Giants, community artists, Mandarin teachers from the Confucius hub and Save the Children, Families and Schools Together programme (FAST).

Partner agencies feel valued by school staff and parents. This session partnership working has been enhanced with Children and Young Persons Team (CYPT) supporting alongside school staff and parents to successfully introduce the Families and Schools Together (FAST) programme to support families to develop positive relationships with their own children which develops their wellbeing and has allowed parents to feel a stronger connection with the school community. The school benefits from a Parent Staff Association which recognises the importance of improving opportunities for children. Parents are involved appropriately in setting learning targets for their children and participate fully in reviews. Regular school newsletters and class web-based blogs keep parents well informed about school events and the impact of activities on our children's learning. There are regular opportunities for parents to engage and be involved in the learning of their child both in the school and nursery.

Cluster partnerships continue to be a strength through increased opportunities to engage in professional dialogue for staff improving understanding of the significant aspects of learning.

Areas for Development

Further develop critical friendships, learning rounds and best practice visits in school and across the cluster

Capitalise on learning from partner agencies.

Continue to develop links with the local community

To complete evaluation process of FAST to allow us to become a certificated provider of FAST for future sessions.

Develop the partnership with the parent council to impact more positively on the school

How does the school ensure equality and inclusion and promote diversity across the school?

We take positive and pro-active steps to ensure barriers to learning are promptly identified and addressed effectively. We work very closely with partners and parents to provide valuable support to address specific needs and provide positive outcomes for children in the school, nursery and Autism

Spectrum resource. Learning support staff, including pupil support workers, provide good advice and support to teachers to ensure that all learners' needs are met. Support for all learners is embedded as a responsibility for all, with all staff planning to meet the needs of all pupils well. Staff have greater awareness of individual needs and have developed understanding of how to support them, for example children with Attention deficit hyperactivity disorder (ADHD) autism and dyslexia.

We work within and use the Getting It Right For Every Child (GIRFEC) and West Lothian Council (WLC) Continuum of Support guidelines to support all pupils including those in the ASR. We identify groups of pupils and individuals and respond by tailoring and creating supportive strategies and alternative curricular experiences for them to participate in through effective deployment of support and teaching staff.

The school uses formative and summative data to secure improvement in attainment and achievement for its pupils. There are arrangements in place to track progress and identify individuals and areas of need.

Through achieving Rights Respecting Schools Award: Level 1 children are clear on what rights they have and are now able to articulate their rights, understanding that these are unconditional. We are currently working towards Rights Respecting Schools Award Level 2 through fully embedding the principles of United Nations Convention for the Rights of the Child.

As part of our work to achieving the Intermediate International Award we developed a newly established link with The Universal School, Mumbai. We have developed links with the school allowing us to welcome staff members as guests in the school to observe learning and inform future projects. Children have an increased awareness and understanding of differences and similarities within the different cultures and how these can be celebrated.

Improvement Priority 2015 -2016: Raising Attainment

Our key areas for development to take this priority forward are:

Area for development 1. Learning and teaching: To work collaboratively both in school and across the cluster to further develop and implement curricular frameworks in reading and literacy. To establish effective approaches to learning, teaching and assessment. To develop a consistent understanding of standards through moderation of reading and writing.

- **Area for development 2: Assessment and moderation.** To improve tracking and monitoring in the BGE to further raise attainment. To work collaboratively in Cluster curricular teams focusing on developing other areas of the curriculum to promote high aspirations and similar approaches. To continue to develop SEAL approach at all levels.

To work with cluster colleagues to share an agreed system for Tracking and Monitoring.

Area for development 3: Learning and Teaching. To develop and improve accessibility to the curriculum for pupils with additional learning needs across the school. To improve strategies for managing challenging behaviour. To ensure clear and consistent practice around the use of IEPs. To provide further training for staff to support pupils with autism, ADHD and dyslexia within the school.

Based on the above information, at this point in time, we evaluate ourselves against the quality indicators as follows:

Our school:

1.1 Improvements in performance	Satisfactory
2.1 Learners' experience	Good
5.1 Curriculum	Good
5.3 Meeting learning needs	Good
5.9 Improvement through self-evaluation	Good
8.1 Partnership with the community, educational establishments, agencies and employers	Very good

Our Nursery:

1.1 Improvements in performance	Good
2.1 Learners' experience	Good
5.1 Curriculum	Good
5.3 Meeting learning needs	Good
5.9 Improvement through self-evaluation	Good
8.1 Partnership with the community, educational establishments, agencies and employers	Very good

Appendix 1

In session 2014- 2015, Raising Attainment was the overarching priority in the SIP. This appendix details the progress made with the specific areas for development and again is set within the context of CfE and measured against the quality indicators within *Child at the Centre, How good is Our School 3?* and *CfE National expectations: Self-evaluation resource*.

Progress made with our areas for development Session 2014/ 2015

Area for development 1: Area for Development 1: Learning and Teaching

To ensure a consistent approach to teaching of literacy and numeracy across the school
 To introduce WLC curricular frameworks as a means of ensuring progression across the school

To develop a consistent approach to improve learning and teaching through embedding use of Assessment is for learning strategies. Focusing particular on

- sharing learning intentions and success criteria,
- effective use of plenaries
- effective use of feedback to support learning

To ensure that pace and challenge are appropriate to meet the needs of all learners.

To develop appropriate use of ICT to enhance learning further.

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Evidence from quality improvement procedures undertaken by Senior Management and from staff, pupil and parental feedback indicates that good progress was made in this area.

Evidence indicated:

- The quality of teacher planning for Literacy, Numeracy, Health and wellbeing and Technologies has improved through informed use of curriculum progression pathways.
- Current staff now have a better understanding of teaching and learning in the school, a consistent approach to teaching methodology has been established ensuring, for learners, that key subjects are taught regularly through similar activities.
- Some progress has been made in the area of ICT with the introduction of iPad, the revisiting of the benefits of WLC standard build resources and introduction of subscription services for staff and pupils.
- Increased opportunities for staff to monitor the work of own pupils against agreed standards has ensured a more consistent assessment of learners across the school.
- Staff use of Assessment for learning strategies has improved through professional development activities to improve understanding and the learner is more involved in the learning process as a result.

Next steps:

- To continue to improve teaching and learning consistently in the focused area of reading including assessment and moderation, effective use of new resources and for staff to demonstrate a clear understanding of what a good reading lesson consists of and how to support learners at all stages.

- To continue to develop and embed Technologies in the curriculum including focused planning for Craft and Design, Textiles and Food Technology across the school.
- To continue to develop and embed use of ICT to support and enhance learning across the curriculum.

Area for development 2:

To develop improvements through self-evaluation.

We are continuing the development of Personal Learning Planning (PLPs) in order to track pupil's learning and to further develop opportunities for pupil evaluation of learning across the school. We will implement a robust tracking and monitoring system and further develop use of self-evaluation information to improve outcomes for children and parents. We will encourage and support staff professionally through further development opportunities, including leadership programmes and the introduction of the General Teaching Council of Scotland professional update, and will engage in Validated Self-Evaluation (VSE) of our own practices.

Evidence from quality improvement procedures undertaken by Senior Management and from staff feedback show we have made good progress in this area.

Evidence indicated:

- PLPs and pupil self-evaluation activities have been introduced and embedded throughout the school from P2-P7.
- Impact of PLPs and use of target setting has shown improved outcomes for pupil learning and parental involvement.
- Parental feedback from parent consultations shows a better understanding of the learning process and the value of the learner being part of this process.
- Almost all staff have engaged with the professional update profiling as part of their self-evaluation and reflection. This has increased staff understanding and knowledge of the GTCS standards.

Next steps:

- Continue to embed PLP process and pupil self-evaluation throughout the school.
- Further implement the Professional update process and continue to provide Continuous Lifelong Professional Learning for staff.
- Further develop pupil profiling/enrichment diary to record pupils learning experience.

Area for development 3:

To develop and improve indoor and outdoor learning spaces for play and play activities to support health and wellbeing across the school.

Evidence indicated:

- Learners have benefitted from increased outdoor learning opportunities through the development of the school playgrounds including project funded by Grounds for Learning.
- Learners evaluate impact of play for own learning through use of play journal and outdoor learning floor book activities.
- Children are developing skills in literacy and numeracy, expressive arts through outdoor play and there has been an improvement in pupil's own use of a wider range of vocabulary and expression which has been transferred into other curricular areas such as writing.

- In the early years learners are benefitting from thematic planning for play and creation of a play zone to support curricular learning.
- Staff learners and parents have a greater awareness of the importance of play and outdoor learning as an entitlement of curriculum for excellence.
- FAST has successfully ran this session for a group of parents and children. Parental, staff and children's feedback indicates that families are more able to actively promote and engage in play with their children.

Next step

- Continue to improve indoor and outdoor learning spaces for play activities to support health and wellbeing across the school.
- Continue with FAST works follow up programme and use of ideas to further develop parental involvement across the school.
- To further staff knowledge and understanding on the value of social play and to provide opportunities to plan for activities that will develop this in our learners.