

Dedridge Primary School and Glenvue Early Learning and Childcare Setting



PROGRESS REPORT FOR SESSION 2022/23 (Standards & Quality Report)

*Dedridge Primary School / Glenvue Nursery,
Dedridge East,
Livingston
EH54 6JQ*



ABOUT OUR SCHOOL

Dedridge Primary School has a current role of 189 which includes 30 children who are supported in our Enhanced Resource Base (ERB). Glenvue ELC is part of the campus and has a role of 40 children which includes eligible 2 year olds. The Head Teacher is supported by a Depute Head Teacher, a Principal Teacher who has a specific remit for PEF priorities and a Principal Teacher for mainstream. A Health and Wellbeing ethos permeates our school values and is at the core of learning within both Dedridge Primary School and Glenvue ELC. Both the nursery and the school are proud to offer an evolving and agile curriculum, with a play-based and exploratory approach to skills development placed firmly at the centre of our curriculum. Pupils are encouraged to think for themselves and skills such as creativity and critical thinking are a continuous focus throughout our conversations with pupils.

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 2019/20, what the impact has been and what our next steps will be to continue to address these priorities in session 2020/21.

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?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2021/22 was to</p> <p>By June 2023, data gathered from 'family events' will show an increase in participation within the school community for 50% of our families</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> • Asked families how they would like us to support them and acted upon the information we received, allowing us to try and get a broader range of family activities • Family conferences have been introduced, allowing us to discuss elements of the school improvement plan and gather a wide range of opinions about the school • A regular newsletter ensures that all families receive regular communication from the school. • Seesaw has been further developed in Primary 1 to 3 and most of our families are able to access information about their child regularly • More regular parent's evenings have been introduced into the Autism Unit, allowing families to be more involved in target setting for their child • Parents evenings have been adapted to include a learning exhibition, providing an opportunity for families to see the work of all children across the school <p>Evidence indicates the impact is: (written in bullet points)</p> <ul style="list-style-type: none"> • Feedback from parents has been positive, ensuring that we are continuing to build strong relationships within our parental body • Events have been increasingly better attended over the session, with families enjoying the activities we have offered
<p>ELC</p>	<p>(bullet points and must include impact)</p> <ul style="list-style-type: none"> • PEEP sessions have supported our new families to engage with the new nursery team and to build positive relationships • Families have been invited into the nursery for an increasing range of family events including Christmas activities, Burns celebration, Valentine's day celebration, pancake day and an opportunity to explore 'safe sally' with the fire pit. These always involved activities to do with numeracy and literacy • Communication within the nursery and displays have ensured that families are more aware of what is going on within the nursery and, as such, feel more involved in the nursery • Planning is displayed and parents are invited to contribute to the planning allowing their voice to be heard in all aspects of the nursery • Renfrew vocabulary resource has been used to develop the vocabulary of our learners • Word boost with our pre-school learners ensuring that children's understanding of key vocabulary remains a priority within the nursery
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2021/22 was to</p>	<p>We have made very good progress. What did we do? (bullet points and must include impact)</p> <p>Example</p> <p>The school was awarded £96, 775 of Pupil Equity Funding (PEF) The new PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning.</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>19 priorities were planned and 74% of these priorities were fully achieved with 16% making good or better progress (10% moderate progress).</p> <p>PEF was used effectively to recruit a PEF Principal Teacher to oversee all equity priorities across the school, to provide training for a member of support staff in numeracy approaches, to place an Early Years Practitioner in Primary 1 and 2 who focused on vocabulary development and to fund an extra class teacher for part of the year.</p> <p>Interventions this year have focused on addressing gaps in literacy and numeracy and supporting life skills. Through these projects, we developed the children's understanding of the four capacities and they are now able to use these to evaluate progress in learning. Examples include the outdoor learning project, Youth Scotland awards, UNCRC project, Health and wellbeing minichamps, Virtual Nature project and targeted interventions in literacy and numeracy.</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"> • Identified pupils increased the number of Fry's words they could read and write. • All identified pupils increased their ability to successfully meet at least 8 of the writing benchmarks. • Identified pupils have shown an increase in confidence and were able to successfully lead projects such as the silver level award in UNCRC which they were successful in gaining • All pupils achieved the Youth Scotland Award, demonstrating new skills and confidence • Identified pupils showed an increase in transferring the use of the meta-skills from a small group setting to the wider classroom • Drawing and talking interventions allowed children to explore their emotions in a safe environment
<p>ELC</p>	<ul style="list-style-type: none"> • Introduced a smaller clothes rack into the nursery. This has allowed families to easily access items that they may need

<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2021/22 was to</p> <p>By June 2023, self-reporting data for the SHANARRI indicators will reflect an increase in the amount of 'greens' for 100% of our pupils</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Reviewed our positive relationships policy, with a particular focus on our anti-bullying strategy, enabling us to introduce consistent procedures across the school • Achieved the silver level of the UNCRC, ensuring that the rights of the child are a continuous focus across the school • Carried out trauma informed practice training for ALL staff which has enabled us to improve our understanding of the learners we support • Promoted Signalong as a communication tool for our pre- verbal learners as well as our younger learners • Health and wellbeing of our learners has been further enhanced through a collaborative approach between our staff, family and mini champions <p>Evidence indicates the impact is:</p>
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<p>ELC</p>	<ul style="list-style-type: none"> • Achieved the silver level of the UNCRC, ensuring that the rights of the child are a continuous focus across the nursery • A focus of the wellbeing indicators, as well as vocabulary linked to emotions, has allowed our learners to understand how they can express the way they are feeling and carry out practical health and wellbeing procedures such as risk assessments
<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 2021/22 was to ...</p> <p>By June 2023, through continuing to design our agile learning approach, almost all of learners will report an increase in confidence when analysing the skills of creativity, curiosity, critical thinking, collaborating, communicating and adapting.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/>School and ELC Improvement. <input checked="" type="checkbox"/>School and ELC Leadership <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism <input checked="" type="checkbox"/>Parental Engagement <input checked="" type="checkbox"/>Curriculum and Assessment <input checked="" type="checkbox"/>Performance Information</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> • Pupil voice, parental voice and the expertise of a range of partners has been used to develop a curriculum model which allows skills to be developed throughout the school • Profiling systems have been developed to allow pupils to evaluate their progress against the four capacities • There has been an increased focus on meta-skills throughout the school allowing the children to be more confident when discussing skills in relation to their learning • Developing Young Workforce has had an increased focus within the school and children have had the opportunity to work alongside people from different careers. This has allowed pupils the opportunity to learn about different jobs and to consider the associated skills. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Four capacity data across the school shows an improvement in how the children view themselves against the four capacities • Meta skills are an increased focus and pupils are more able to talk about them in relations to their learning
<p>ELC</p>	<ul style="list-style-type: none"> • Children within the nursery setting are now able to develop a wider range of skills through an increased curriculum offer. These include sewing, gardening and woodwork skills

	<ul style="list-style-type: none"> Floorbook evidence shows us the increased participation of learners in their learning, allowing them to further develop skills of collaborating and critical thinking
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Evaluative comment on school's attendance and exclusion data required.

This session our overall school attendance is 90.32%. We have had no exclusions over the past session.

Evaluative statement on the effectiveness of the school's engagement with parents and other stakeholders in improvement planning and on reporting school performance.

- Engagement with some of our parents has been good and we are able to use results from surveys and conversations to inform school improvement
- We have seen an improvement in parental attendance at events and will hope to build on this next session

Our Wider Achievements this year have been:

- Achievement of 7th Eco flag.
- We have been a pilot school for the LEAF award
- We have completed the Edina Trust Bulb Project.
- We have continued our partnership with the Five Sisters Zoo, WAPCA and the Ghanian school to learn about animal conservation.
- We have finished our research project with the Royal Society and our STEM partner, the University of Edinburgh.
- We have expanded our textiles curriculum with new sewing machines so more children are able to use them to sew.
- X factor show at Howden park was a huge success
- Developed a new curriculum model alongside children, parents and partners

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

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

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

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

+Delete if not relevant

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