

Cedarbank School

SCHOOL IMPROVEMENT PLAN 2022/23



Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities

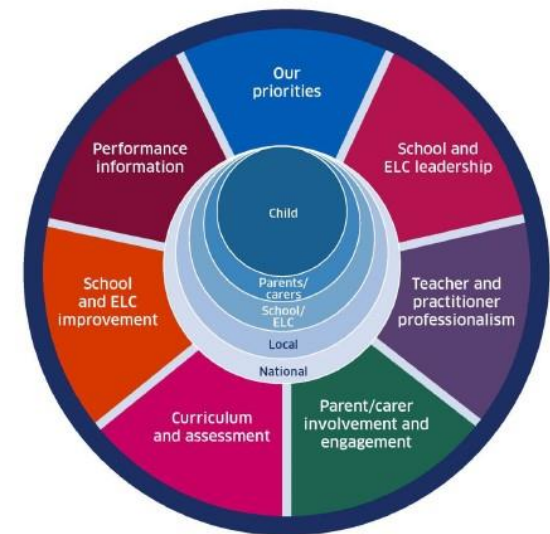
Local Authority Factors

Moving Forward in Your Learning Guidance
Literacy and Numeracy West Lothian Priorities, HWB
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council
[Corporate Plan](#)
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Equity Team and additional allocations, Pedagogy Team

National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school
Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding/Equity Audit
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Realising the Ambition
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Developing Scotland's Young Workforce
Child Protection Procedures
GTCS professional standards and professional update 2021
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.
UNCRC
Presumption to provide education in a mainstream setting 2019

Support for Learning: All our Children and All their Potential (ASL Review) 2020



Vision, Values and Aims:

Confidence

Resilience

Independence

Respect

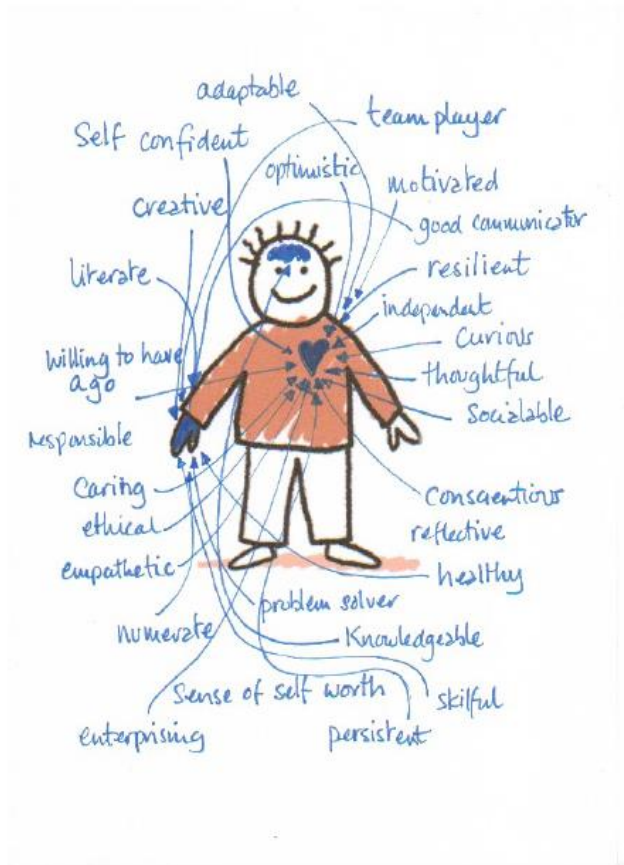
Achievement



Education Scotland Refreshed CFE Narrative (2019)

- In a safe and nurturing environment where each child feels understood and included.
- Experiencing the highest quality of learning and teaching which ensures individualised support and challenge.
- Through flexible curriculum pathways which enable learners to develop the skills and attributes that they require for their lives, future learning and work.
- Supported by a thriving learning community who work collaboratively to ensure the highest quality of learning experience for all.

Curriculum Rationale



Our Cedarbank curriculum aims to recognise, understand and address the barriers that our young people have to learning whilst at the same time providing them with the skills, knowledge and understanding they will require as they embark on their journey into adulthood.

Programmes of work are tailored to suit pupils learning needs and we work closely with our partner agencies to enrich our curriculum. Our young people are supported across the curriculum to develop their literacy, numeracy and mental health & wellbeing alongside many other learning and social skills.

To meet the demands of an increasingly changing world, our use of digital technology in school is so important. Pupils study a range of IT related topics across the curriculum and have use of a digital platform that gives them access to the digital supports they need as individual learners.

Upon leaving Cedarbank, it is intended that metaphorically speaking, all pupils will carry with them their bag of skills for life, skills for learning and skills for work.

Background: Cedarbank School is a non- denominational secondary school, situated in the campus of James Young High School in the Dedridge area of Livingston. Our brand new school building makes provision for 110 young people in West Lothian who have a variety of additional support needs. The school offers a full secondary curriculum and has its own well-equipped gym hall and Art, Music, Science, CDT, Lifeskills and Home Economics rooms. The school also benefits from natural woodland and outdoor learning areas of the playground which help to enrich the sustainability element of the curriculum. Partnership with James Young High School ensures some inclusive curriculum pathways and opportunities.

Our teaching staff include primary teachers, subject specialists, a Head Teacher, a Depute Headteacher who oversees the Broad General education, a Depute Headteacher for the Senior Phase and two Principal teachers. Class sizes are 10 and each class is supported by an Advanced Pupil Support Worker. A fulltime Administrative Assistant and a Business Manager also support the school. Cedarbank School has a supportive Parent Council and a Pupil Council in operation. We have moved from three sites to one building and currently work with a range of partners to enhance support for young people and broaden learning opportunities. This year we aim to extend parental engagement, family learning and partnership work to support our new school community.

All of the young people who attend Cedarbank School have moderate learning needs, social and communication barriers to learning, a high level of vulnerability and other additional support needs. Currently, the school has a significantly higher number of boys than girls across almost all year groups. Exclusion data has remained low over the last four years and attendance has been effected by the pandemic but is improving through recovery measures. Recent data analysis shows that almost all S1-3 learners are making good progress in Literacy and some progress in Numeracy. There has been steady improvement in attainment and achievement for learners in the Senior Phase over the last four years with all leavers achieving at least 5 qualifications/ awards. The school is committed to ensuring Developing the Young Workforce pathways and almost all learners over the last few years have gone into positive destinations. Half of the school population are in quintile 1 and 2 and a targeted approach has been developed to ensure that as a school we are addressing poverty related barriers to learning. There are regular Health and Wellbeing check ins with our young people and a range of appropriate interventions are currently being reviewed and developed in response to the needs of the young people.

What are our improvement priorities? - Identified SIP priorities informed by the above data (detail in plan below)

Cedarbank School Improvement Planning for Ensuring Excellence and Equity				
School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p>The school community will have a shared understanding of the schools vision, values and aims including UNCRC and the rights of the child.</p> <p>Ensure mechanisms are in place to ensure pupil voice is embedded in all school systems and practice</p> <p>All stakeholder voices will be heard and be reflected in self evaluation and improvement practice.</p> <p>Increased numbers of parents/carers will become active partners in the school community.</p> <p>The H&WB of all learners is supported the effective, tracking and monitoring of interventions.</p>	<p>School Improvement. School Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p>School Community Embed the common vision, values and aims into practice in the new school through collaborative and collegial working practices and leadership at all levels (teaching staff and PSWs).</p>	Dec 2022	Stakeholder feedback, questionnaires, minutes, Outcomes of working groups, leadership at all levels.
		<p>Increase family learning and parental engagement opportunities increasing parental involvement in school life through:</p> <ul style="list-style-type: none"> • An increased number of events welcoming parents into the school and to celebrate their child's learning. • Sharing independent living task ideas with families. • Introduction of a wellbeing network 	April 2023	<p>Number of parents/carers attending and engaging in events/ offers.</p> <p>Parental questionnaires/ focus groups/ Parent Council.</p> <p>Evidence of parental voice shaping self evaluation and improvement practice</p>
		<p>Wellbeing Further develop tracking, monitoring and intervention system for H&WB Introduce and implement the Mental health and Wellbeing policy Further develop and embed Zones of Regulation as a mutual regulation strategy across the school. Extend SCERTS case study approach</p>	Nov 2022	System further developed to demonstrate clear evidence of Tracking and Monitoring of wellbeing.
			Dec 2022 Sept 2022	<p>Staff and young people are using Zones of Regulation as a mutual regulation strategy.</p> <p>Review of SCERTS case studies</p>
		<p>UNCRC Continue to progress through the Rights Respecting School Framework so embedding UNCRC recommendations. Develop agreed classroom charters and outdoor area charters; created and owned by learners. Review approaches to recording incidents and restorative conversations</p>	April 2023	<p>Silver Rights Respecting Schools Award</p> <p>Annual Learner questionnaire comparison</p> <p>Evidence of learner leadership and learner voice across the 4 contexts of the school curriculum.</p>

		Further develop and embed leadership and wider participation roles for learners across the curriculum and in the life and ethos of the school. Re-establish the assembly programme based on UNCRC, pupil leadership and school values.		
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Curriculum Pupils have access to a curriculum that meets their needs and provides coherence, personalisation and choice and breadth and depth.</p> <p>IDL learning opportunities are accessible to all pupils in the BGE.</p> <p>Learning, Teaching and Assessment</p> <p>Further increase staff and learner confidence in digital learning approaches.</p> <p>Skills language is further developed into the BGE curriculum so establishing a culture of Achievement, Creativity and Enterprise (ACE)</p>	<p>School Improvement School Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p>Curriculum Evaluate the introduction of S2/3 options and new courses in S3.</p> <p>S1 curriculum to be revised in line with IDL approach for next session supported by short term working groups.</p> <p>Develop termly IDL events this year for S1 and 2 on themes of sustainability, STEM and DYW.</p> <p>All curriculum areas should re-establish partnership links (e.g. businesses) to enhance curricular opportunities.</p> <p>Develop opportunities for subject moderation in the BGE with other schools</p> <p>Further develop partnership working with the JYHS and action plan to maximise inclusive pathways.</p> <p>Learning, Teaching and Assessment The quality of learning, teaching and assessment will be improved through 4 working groups:</p> <p>Digital Skills:</p> <ul style="list-style-type: none"> to continue to embed digital skills across the curriculum and in daily learning and teaching support the use of new digital resources ensure information is shared with parents regarding digital learning Further develop the role of Digital ambassadors Work towards Digital Wellbeing Award <p>Skills development (DYW):</p> <ul style="list-style-type: none"> Building skills language into the four contexts of learning Sharing skills/ career links in practice – what works? How do we make it fun and active in the BGE Ensuring systems reflect approaches e.g. excursions/ events) 	<p>Mar 2023</p> <p>April 2023</p> <p>Oct 2023</p> <p>April 2023</p> <p>Oct 2022</p> <p>Feb 2023</p> <p>By May 2023</p>	<p>Stakeholder evaluation of S2/3 options and new S3 courses</p> <p>IDL experiences next sessions and review by stakeholders.</p> <p>IDL approach to S1 curriculum in timetable session 23/24. Evidence of partner engagement in all subject areas.</p> <p>All subject specialists will have a moderation partner.</p> <p>Attainment data and pupil/ staff feedback will indicate whether courses are relevant and accessible to learners.</p> <p>Digital Wellbeing Award Active digital ambassador feedback Lesson observations will see digital learning in practice across the curriculum.</p> <p>Learners recognise career links and skills in different learning experiences. Learner conversations and profiles will demonstrate evidence of this.</p>

<p>Teaching staff lead the development of learning and teaching using collaborative and enquiry approaches.</p> <p>Staff are confident in the use of robust pupil assessment data to inform progress and plan learning and teaching.</p> <p>Learners and parents have an improved understanding of progress and next steps</p> <p>Literacy and Numeracy</p> <p>There is a consistent approach to tracking learning progression in Literacy and Numeracy.</p> <p>There is a consistency in the targeting and measuring of Literacy and Numeracy interventions.</p>		<ul style="list-style-type: none"> Consider the use of a Skills Passport Develop the role of World of Work Ambassadors <p>CLPL supporting Pedagogy</p> <ul style="list-style-type: none"> Review the effectiveness of the Teacher toolkit Creation of professional reading/ research support to support toolkit Support for enquiry approaches Sharing of impact of professional learning/ things to be learnt <p>TMR:</p> <ul style="list-style-type: none"> Tracking and monitoring systems to be set up for each curriculum area to ensure holistic assessment of progress and evidence capture. Group to ensure continuity and understanding of approaches. Reporting system to be reviewed and updated to ensure parents/cares have a good understanding of learner progress. <p>Literacy and Numeracy</p> <ul style="list-style-type: none"> A consistent approach to recording progress In Literacy and Numeracy tracker to ensure learner progress is understood by all. Ensure robust baselining and follow up assessment in Numeracy to ensure progression over time is clear. Further develop the use of IDL as a Literacy and Numeracy Intervention. <p>Implement revised bridging S3 course to allow smooth progression to Senior phase for Literacy and Numeracy courses.</p>	<p>Oct 2022</p> <p>April 2023</p> <p>Sept 2022</p> <p>Aug 2022</p>	<p>PRD records Evidence of teacher toolkit in practice and impact of targeted action plans</p> <p>Clear TMR systems in each subject area. Revised reporting system. Parental and pupil feedback from reports.</p> <p>Evidence from Literacy and Numeracy trackers. Analysis of attainment progress for the year and over time. Analysis of IDL results.</p> <p>Stakeholder feedback on S3 course.</p>
--	--	---	--	---

<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>The barriers to learning will be reduced for identified learners, leading to improvements in :</p> <ul style="list-style-type: none"> Mental health Wellbeing Achievement Attainment Positive destinations (as appropriate) 	<p>School Improvement School Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p>All schools have a separate Pupil Equity Funding Plan to ensure that children and young people affected by poverty achieve their full potential, focusing on targeted improvement activity in literacy, numeracy and health and wellbeing.</p>		<p>How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures.</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>All learners from S1-6 experience a curriculum that enables them to develop the 4 capacities and DYW skills.</p> <p>The Senior Phase work experience pathway is widened.</p> <p>Outdoor learning and sustainability themes are further embedded into the curriculum.</p>	<p>School Improvement School Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<ul style="list-style-type: none"> • Embed the Careers Education Standard into S1-3 learning and teaching through the Skills (DYW) group. • Evaluate the introduction of SfW, NPA and Independent Living courses with Senior Phase. • Further develop partnership with local businesses to enhance curriculum pathways and opportunities for Senior pupils • Extend work experience opportunities. <p>Further embed learning for sustainability into teacher development and subject planning by:</p> <ul style="list-style-type: none"> • Ensuring a consistent focus in the subject curriculum • A focus through IDL learning • A focus through Wider Achievement and outdoor learning • Sustainable choices, routines and decisions are made by all stakeholders. <p>Promotion of sustainability activity (e.g. through Twitter feed).</p>	<p>By May 2023</p> <p>By May 2023</p>	<p>Feedback from all stakeholders. Increase in work experience and number/ range of partners working the school. Increase in career linked learning opportunities.</p> <p>Evidence through learning walks, observations, pupil voice, Twitter feed.</p>