

Cedarbank School



PROGRESS REPORT FOR SESSION 2021/22

(Standards & Quality Report)

2 Dedridge North Road

Livingston

EH54 6FW



ABOUT OUR SCHOOL

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 range 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 work with a range of partners to enhance support for young people, widen learning opportunities and develop our values of confidence, independence, resilience, achievement and respect.

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>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2021/22 was to:</p> <p>Ensure effective tracking of progress in Literacy and Numeracy in line with the West Lothian pathways.</p> <p>Improve opportunities for STEM learning</p> <p>Improve pace and challenge of outdoor learning</p> <p>Revise and refresh the Learning and Teaching policy and practice</p> <p>Revise S1-3 curriculum rationale and model to ensure an agile curriculum in partnership with stakeholders</p> <p>Revise and plan the Senior phase curriculum in partnership with the JYHS.</p> <p>NIF Drivers School Improvement. School Leadership Teacher and Practitioner Professionalism Curriculum and Assessment Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>This year all S1 learners completed baseline assessments in Literacy and Numeracy to allow us to identify interventions and effectively track attainment over time. New digital resources were piloted as interventions for raising standards in Literacy and Numeracy. A wide range of new books were selected by pupils and bought for our new library to support reading for enjoyment.</p> <p>We have further incorporated and embedded digital skills and technologies across the curriculum and have revised our digital learning strategy. Young digital ambassadors have taken up their role in supporting digital learning.</p> <p>The Young STEM leadership programme has been incorporated into the curriculum. STEM opportunities are supported by high quality local and national network links.</p> <p>A Learning and Teaching toolkit has been developed based on a Cedarbank shared understanding of what effective learning and teaching looks like within our own individual context. Staff and learner voice contributed to this shared vision.</p> <p>Outdoor learning is an integral feature in our learning approaches in the BGE and forms a large part of wider achievement. The learning is structured through ASDAN and Wider Achievement awards.</p> <p>Our curriculum model has been revised taking into account all contextual information and stakeholder views. We have worked closely with key staff from JYHS to ensure appropriate and flexible curriculum learning pathways.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Assessment information shows most learners have made good progress in Literacy and some progress in Numeracy by S3. • We have been successful in achieving our Digital Schools Award. • Every young person has digital technology set up with accessibility functions that help to reduce/ remove barriers to their learning. • All learners in the BGE have been able to develop the 4 capacities through outdoor learning and wider achievement awards. • Staff have engaged with the new Learning and Teaching Toolkit to support professional reflection and learning. • Curriculum opportunities have maximised coursing with JYHS to support individual learner pathways. • Learners have access to a curriculum that meets their needs and offers progression pathways for all learners. • There is increased personalisation and choice for S3. The S3 course now provides a bridge to the Senior phase.

<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>Literacy/Numeracy interventions will be put in place for identified learners at Early /First level.</p> <p>Identified learners will receive tailored enhanced support to promote positive mental health and wellbeing.</p> <p>Additional vocational supports will be put in place to help ensure young people achieve a positive and sustained destination.</p> <p>NIF Drivers School Improvement. School Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>Targeted Literacy interventions were put in place for Individual learners. Enhanced literacy support including the 5 minute Black Box, reading comprehension supports and decoding support through IDL Literacy.</p> <p>A digital numeracy programme was successfully piloted with identified learners and is now ready to be rolled out further this year.</p> <p>Information from pupil Health and Wellbeing check ins and parental feedback helped us to identify a range of Health and Wellbeing interventions. These included an S1 Nurture group, craft groups aimed at building confidence and self-esteem and activities groups which aimed to support the development of friendships and relationships. The employment of an additional Pupil Support worker has allowed us to carry out enhanced individual interventions to support wellbeing.</p> <p>We worked with partners such as Ponies Help Children and Personal Best to improve the mental health and wellbeing of young people. These partners in addition to the Larder allowed us to extend and enhance curricular opportunities.</p> <p>Our partnership with CAMHS and Enable have helped to ensure the right supports are in place for identified learners in school, at home and at points of transition. Both partners have worked with the school and the families.</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 learners made progress in Literacy such as decoding, reading, comprehension and spelling. • Specific Health and Wellbeing interventions have helped young people with confidence, self-esteem, building relationships and in supporting positive mental health. • Personal Best has helped to improve the physical and mental wellbeing of the young people. • CAMHS have ensured mutual regulation strategies are in place in school and at home for identified young people. • Enable has helped to secure work experience and positive destinations for all leavers. • The cost of the school day has been minimised. All young people have had access to free transport, school meals and all excursions.
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<p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2021/22 was to:</p> <p>Improve the relevance, progression and coherence of the learning experiences in H&WB courses</p> <p>Ensure appropriate interventions are in place to support learner H&WB.</p> <p>Build staff confidence in SCERTS and MAPA approaches</p> <p>NIF driver(s) School Improvement. School Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>Our school vision, values and aims have been revised this year as different year groups have come together as a result of the school move. We have moved from three learning sites across West Lothian into one purpose built building: a much improved environment for learning. Learner voice is central to the development of our systems and practice. Our revised aims underpin our priorities, planning and policy.</p> <p>The S1 to 3 Lifeskills course was revised and continues to be updated to ensure learning is relevant, coherent and is regularly refreshed to include current issues. The programme is also relevant to age and stage. The UNCRC Rights of the Child has been an integral part of the Lifeskills curriculum this year.</p> <p>In the Senior phase, the Mental Health and Wellbeing Award has now been now developed and fully implemented. All stakeholders have been consulted regarding our Mental Health policy which will be implemented next session.</p> <p>Staff are confident in MAPA de-escalation approaches and collaboration between staff, parents and partner agencies supports individual strategies for young people.</p> <p>Learner health and wellbeing is tracked across all year groups with learner voice remaining central to this process. Interventions are planned and reviewed timeously to ensure improvements are made.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Most young people consistently report positively in most wellbeing indicators • All S5/6 achieved the Mental Health and Wellbeing Award • Young people have benefited from targeted interventions to support health and wellbeing and there is evidence of the impact of those interventions. • A case study using the SCERTS approach has helped to support a young person in the initial phase of implementation. • The school has a strong commitment to children's rights and positive relationships underpin learning. The young person's voice is at the centre of planning. • Where appropriate, learners in the Senior phase are accessing mainstream classes.
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<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>Embed DYW opportunities and the skills framework into the BGE</p> <p>To reintroduce DYW activities into the Senior phase</p> <p>NIF Drivers School Improvement. School Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>Despite the COVID restrictions over this year, the number of developing the Young Workforce (DYW) opportunities for learners in the BGE and Senior phase were re-introduced. All young people have had the opportunity to make links with real life careers and to experience activities in business and work related contexts.</p> <p>Curricular projects and events have been delivered in partnership with BAM, the Larder, Hard Landscaping, West Lothian College, the Dalmahoy Hotel, Balfour Beattie, BEAR Scotland and Edinburgh Zoo.</p> <p>A focus on DYW has been embedded through the S1-3 Lifeskills curriculum allowing young people to make connections between skills and their futures.</p> <p>We have worked with Enable to help secure positive destinations and work experience opportunities suitable for our learners.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • All learners had completed the SQA Employability Award by the time of leaving school. • All learners completed the Independent Living Course by the end of S6. • All learners complete the Personal Finance Award by the end of S6. • All S6 learners completed work experience this year and some S5 learners also got a work experience opportunity. • Most young people are able to talk about the skills they have learned. • Almost all young people have a positive destination for this year.
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Attendance in school is good for the majority of learners. Exclusion figures remain very low.

The school has engaged in regular communication with parents and other stakeholders during session 2020-21 with regard to the move and transition to the new building. The softening of the pandemic restrictions since Easter has meant that all parents/carers have had an opportunity to visit the new building. Prior to this all meetings were remote and communication was mainly virtual.

Parents and other stakeholders have given their feedback through questionnaires and in person which has continued to inform our improvement journey. Parents are keen to be involved in the life of the school again and would like to work in partnership to develop independent living skills for their young people. Our Family Champ is working closely with the school and other parents on developing the Mental Health policy and practice.

School performance and individual successes and awards are celebrated and shared mainly through the school website and Twitter although S1-3 parents were able to join us at cafes to celebrate Wider Achievement Awards and the S6 parents joined us for a celebration of achievement at the Leavers ceremony.

Our Wider Achievements this year:

- All S1 learners achieved the John Muir Discovery Award.
- Almost all learners achieved Bronze or Silver ASDAN Awards in S1-3.
- All S1-2 learners achieved the Blue Peter Badge.
- All S2 Learners achieved the Woodland Trust Green Tree Bronze Award.
- Almost all S3 learners achieved the ASDAN short course Gardening Award.
- All learners doing a national qualification in Science also received a CREST award.
- All pupils studying Rural skills also received a certificate from the Royal Horticultural Society.
- There was a marked increase in learner achievement at SCQF level 4.
- Learners achieved an NPA (SCQF level 3) Practical Cookery with the Larder
- Achievement of the Digital Schools Award
- Achievement at Bronze and now working towards Silver Rights Respecting Schools Award.
- Achievement of the Woodland Trust Green Tree Award.
- Transition to a new purpose built learning environment.
- All S6 learners have had a work experience opportunity.
- Almost all school leavers have left into a positive destination.

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

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

*(Indicators used in How good is our school? 4th Edition, Education Scotland 2015