

Dedridge Primary School



PROGRESS REPORT FOR SESSION 2018/19

(Standards & Quality Report)

Dedridge Primary School

Dedridge East

Livingston

EH54 6JQ



ABOUT OUR SCHOOL

Dedridge Primary School is a non-denominational school. It serves the Dedridge East area of Livingston. Dedridge Primary School consists of a mainstream, Autistic Spectrum Resource (ASR) and a nursery. This includes 24 in the Autistic Spectrum Resource (ASR) for children from across the local authority with social, communication and language difficulties.

The school was built in 1974 and accommodates 11 primary classes, 7 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.

We have continued to integrate together Dedridge Primary and Glenvue Early Learning and Childcare Setting (ELC) as the head teacher manages both schools. The ELC provides provision for pre-school 3 to 4 year olds, eligible 2 year olds as well as flexi-provision.

The school has a head teacher, depute head teacher, principal teacher and principal teacher for ASR.

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.

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 2018/19, what the impact has been and what our next steps will be to continue to address these priorities in Session 2019/20.

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.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf.

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School?4 (HGIOS?4) 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 2018/19 was to</p> <p>Raise attainment through increasing opportunities for staff to engage in professional learning opportunities</p> <p>Increase pupil and staff opportunities to engage in digital literacies</p> <p>NIF Driver(s):</p> <p>School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information</p>	<p>We have made satisfactory progress.</p> <p>What did we do?</p> <p><u>Numeracy</u></p> <ul style="list-style-type: none"> • Number Talk audits • Targeted interventions through DHT in Numeracy. • Member of staff employed to support targeted children. • Cluster moderation session in Numeracy. • Staff training • Digital Literacies developed to enhance children's learning <p><u>Literacy</u></p> <ul style="list-style-type: none"> • SALT intervention • Word Boost Training • Author visits and whole school published book • Mighty Writer introduced • Higher Order Thinking interventions on Targeted PEF children • Leading a RIC group for developing a reading culture • School Moderation in writing • Digital Literacies developed to enhance children's learning <p><u>General</u></p> <ul style="list-style-type: none"> • Staff have further engaged in tapestry in order to develop understanding of learning and teaching methods <p>Evidence indicates the impact is:</p> <p>Learners have further developed their skills in reading and have developed an enjoyment for writing through the free writing books that we have engaged with. Learners have also enjoyed having their work published in a variety of books. This has had a positive impact upon attainment.</p> <p>Learners have further developed skills in using concrete, pictorial and abstract methods in numeracy. This has had a positive impact on attainment.</p> <p>Learners have benefitted from the enhanced understanding that teachers have developed in learning and teaching methodology</p> <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Development of writing skills – tools for writing (spelling, grammar and punctuation.) • Development of numeracy skills through identified staff engaging in learning on 'mindfulness in maths' . • Further engagement in discussion on learning and teaching methodology • Engage with staff CLPL on 'Learning through Landscapes' • Increase opportunities to engage pupils in expressive arts activities
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Community Café Dedridge Does Café • Outdoor Learning interventions • Lunchtime Values groups • Targeted interventions through cluster DHT in Numeracy. • Higher Order Thinking interventions on Targeted PEF children • SALT intervention

<p>2017/18 was to</p> <p>Increase family engagement</p> <p>Increase pupil engagement and participation</p> <p>Improve writing skills in P3, P4, P6 and P7.</p> <p>Engage with problem solving approaches in numeracy</p> <p>NIF Driver(s):</p> <p><u>School Improvement</u></p> <p><input checked="" type="checkbox"/>School Leadership</p> <p><input checked="" type="checkbox"/>Teacher Professionalism</p> <p><input checked="" type="checkbox"/>Parental Engagement</p> <p><input checked="" type="checkbox"/>Assess. of Children's Progress</p> <p><input checked="" type="checkbox"/>Performance Information</p>	<ul style="list-style-type: none"> • Writing interventions for targeted children • Family worker focussed on engagement with identified families <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Attainment in writing and numeracy has risen for our quintile 1 children. This has also had a positive effect on our combined literacy attainment • Children's enjoyment of writing has increased • Identified learners are supported through the work of the family worker • Hidden giants are working alongside key member of staff to increase engagement through creative methods <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Writing intervention for targeted children • Numeracy intervention for targeted children • A focus on engagement, particularly with the Primary 6 and 7 cohorts
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<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2017/18 was to</p> <p>Develop an increased understanding of the effects of Adverse Childhood Experiences on a child for all staff</p> <p>Develop an increased understanding of the effects of cortisol on their body and strategies they can use to support their own mental health</p> <p>Adapt school procedures to reflect a trauma experienced school</p> <p>NIF Driver(s):</p> <p>School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>Restorative Behaviour policy Bubble Promise Resilience programme Emotion works Sleep awareness program Play therapy Outdoor Learning Family Worker Forrest School Learning through Landscapes</p> <p>Evidence indicates the impact is:</p> <p>Learners are more able to discuss strategies relating to resilience and to relate this to our own experiences Learners are, on the whole, more engaged in their learning Learners are increasingly aware of how to keep themselves healthy</p> <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Further engage our learners in learning through a variety of techniques • Engage in the 'one trusted adult' cluster work • Engage with the 'Health and wellbeing' champion work from the moving forward in learning • Focus on our value of respect within the school community • Ensure that our policies and practices are in line with West Lothian guidance and are shared with all
<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 2017/18 was to</p> <p>Develop an increased awareness of skills for life, learning and work</p> <p>NIF Driver(s):</p> <p>School Improvement <input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information</p>	<p>We have made satisfactory progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Shared an employability skills framework to all practitioners • Engaged in opportunities to highlight the importance of these skills to our learners <p>Evidence indicates the impact is:</p> <p>Learners are more able to discuss skills and the importance of them Learners are able to relate skills learned in the classroom to their wider life</p> <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Engage partners in our skills agenda to ensure that pupils are able to transfer their skills. • Further engage teachers in the skills framework to ensure this has a positive impact on all

Evaluative comment on schools attendance and exclusion data required.

Recent evaluation shows that Dedridge Primary has made good progress when working with partners and a variety of stakeholders. We now need to further engage parents and other stakeholders in our improvement planning. Communication needs to improve and we need to plan to meet with all stakeholders on a more regular basis.

Our Wider Achievements this year have included:

- Publishing a book on our values
- Various children having writing published in books
- Engaging in the 'Oor Wullie' work for Edinburgh Sick Kids
- Sharing our knowledge and understanding of Digital literacies with a variety of schools
- Being invited to speak at a number of events on digital technologies
- Opening our 'imagination station'
- Performances such as our nativity and Easter show
- Residential experiences for a variety of our children have been very successful
- Basketball teams and football teams have engaged in a variety of events across West Lothian
- Colour run was a huge success!
- Fundraising has been undertaken for a variety of charities.
- Children have engaged in events such as school discos
- Children have engaged in a variety of after school clubs
- 'Food Friday' has been very successful and has provided many items for the West Lothian Foodbank

Capacity for Continuous Improvement

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities.

Can add statement of validation from HMI or authority supported VSE.

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

How good is our leadership and approach to improvement?	1.3 Leadership of Change	Satisfactory
How good is the quality of the care and education we offer?	2.3 Learning, teaching and assessment	Satisfactory
How good are we at ensuring the best possible outcomes for all our learners?	3.1 Ensuring wellbeing, equality and inclusion	Good
	3.2 Raising attainment and achievement	Satisfactory

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