



PROGRESS REPORT FOR SESSION 2019/20

(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. In session 2019-2020 the school roll is 182. This includes 30 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 12 primary classes, 7 main stream and 5 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.

The number of pupils registered for free school meals for P4-7 is 20%

We have continued to integrate together Dedridge Primary and Glenvue Early Learning and Childcare Setting (ELC) as the head teacher manages both schools. Glenvue Nursery has space for 64 children between the ages of 2 and 5 and primarily serves a similar Dedridge community to the school. The Nursery is open all year and children attend on a variety of patterns including morning or afternoon sessions and full day options, with a similar provision for eligible 2-year olds. Our Nursery is line managed by the Depute Head Teacher and an Early Years Officer and supported by a team of experienced Nursery Nurses and Pupil Support Workers. The Nursery also has its own Excellence and Equity Lead who focuses on improving attainment within the Nursery and is supported by an Area Support Manager.

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.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>All children receive regular, well-planned learning in Expressive Arts.</p> <p>Children will be supported through a calm, structured and predictable learning environment and a consistent approach to identifying, addressing and supporting their varied needs.</p> <p>Increased staff confidence in the teaching and assessment of writing</p> <p>Increased opportunity for staff collaboration through targeted CLPL, focussing on outdoor learning</p> <p>ELC: Planning to be focussed and timely, reflecting on the needs of all within the nursery</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> school improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information 	<p>We have made satisfactory progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Ensured a co-ordinated, focussed approach to the Support for Learning agenda • Developed a more robust and consistent practice within our approaches to learning and teaching • Maintained a continued focus on Expressive arts, led by a specialised teacher • Engaged teachers in professional learning projects; such as outdoor learning and 'effective feedback' • Further developed a peer support program for teachers • Audited, and developed, current provision for Literacy and Numeracy in the nursery • CLPL provided for Nursery staff to improve planning, tracking and assessment of benchmarks. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners are experiencing more consistent learning and teaching approaches, especially in writing, and are more confident when discussing the vocabulary associated with this • Learners continue to benefit from creative learning and teaching approaches, including digital technologies • Learning activities and linked assessment in the nursery are more focused on children's progress and achievement <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Respond to learner's needs in terms of a 'recovery plan', in line with national and local guidance, following the Covid-19 pandemic • Continue to embed consistent approaches across literacy, numeracy and HWB • Continue to develop effective tracking and monitoring in 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 2019/20 was to</p> <p>Through targeted interventions 85% of our young people in Quintile 1 are achieving First Level in Literacy and Numeracy by the end of P4</p> <p>Increase and sustain attendance for young people in Quintile 1 to above 90%</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information 	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Engaged with a speech and language therapist to support our early intervention approach • Developed approaches in Literacy and Numeracy, including targeted interventions • Supported targeted pupils to develop their overall engagement within the curriculum through specific, innovative interventions • Worked alongside 'Hidden Giants' to further develop our creative approach to learning and teaching • Engaged with a family worker to support our most vulnerable families • Engaged in play therapy for targeted pupils • Expanded the use and exposure of Word Boost, TCTL and vocabulary development in the Nursery, particularly with regard to the most vulnerable learners, led the E&E Lead <p>....</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"> • Most learners engagement has improved • Learners across the school have benefitted from targeted interventions in literacy and numeracy • Increased engagement from children in the nursery within the focus group • Improvement in listening skills in identified children in the nursery <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • To continue to focus on the engagement and self-esteem of pupils • Expand Box Clever with targeted children

<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2019/20 was to</p> <p><i>An increased understanding of the importance of respect to all and how the lack of respect impacts upon their wellbeing</i></p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information 	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Developed our curriculum to further meet the needs of our learners • Developed the use of pupil voice in the school • Developed the use of partners within the school, including our multi agency working • Developed approaches to learning and teaching within HWB • Engaged all stakeholders in a focussed theme of #ChooseRespect • Developed 'family learning' through a 'Family Friday' approach • Feel Good Friday approaches introduced and developed • Outdoor audit of provision for children's play outdoors in nursery • Nursery menu adjusted according to national guidelines (Food Matters) and parent consultation; Big Breakfast and Afternoon Tea to promote healthy eating • Sid and SHANARRI purchased to develop understanding of wellbeing indicators • PEEP courses run for parents and families <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners are more emotionally literate • Learners have benefitted from the creative approaches to the curriculum • Learners are beginning to develop a more respectful approach to staff and peers within the school <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • To develop the 'one trusted adult' approach • To develop the use of all data to inform next steps in line with WL guidance • Roll out Sid and SHANARRI across the nursery
<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 2019/20 was to</p> <p>Increased opportunities for children to transfer their understanding of employability skills into practical opportunities</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information 	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Made links to DYW skills in lessons to promote relevance and to encourage pupils to think about job roles and the skills required. • Developed the use of the Cluster Skills progression framework • Introduced a skills afternoon in P6/7 • Developed the use of school trips in order to increase children's understanding of the workplace • Engaged in GAP paperwork to ensure a positive transition experience for our learners • Developed the use of schemes such as the JASS awards in order to recognise achievements throughout the school • Engagement with local establishments, shops and libraries with the nursery pupils • Purchase of new role play materials and resources <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners have an increased understanding of the skills for lifelong learning and work • Learners throughout the school are able to show more autonomy within their learning • Learners are able to make links between their achievements and the relevant skills <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Further develop approaches to celebrating achievements within the school

Children’s attendance was in line with the national average in 2019-2020. However, data shows that children being late to school is an issue and one which we have begun to address. Exclusion rates have fallen over this session and this is largely due to the work we have undertaken within our Health and Wellbeing curriculum, as well as our restorative approach to managing challenging behaviours.

Continued evaluation has shown that Dedridge Primary has made very good progress when working with partners and a variety of stakeholders. Data shows that communication with all stakeholders has improved and that this has further enhanced the curriculum within Dedridge Primary and Glenvue Nursery.

Our Wider Achievements this year have included:

- Remote assemblies during the lockdown period
- Variety of staff achieving awards in many different areas – huge commitment from all staff to their CLPL this session
- Pupils engaged in outdoor learning opportunities
- Signalong – expanding staff and children’s knowledge
- Development of many creative ways of learning
- Involvement of a wider range of partners including West Lothian College and care homes
- Bike-ability introduced for the upper school
- Creative approach to learning and teaching during lockdown
- Family engagement sessions further developed throughout the school
- Christmas Singalong for Local care home residents
- Further development of ‘clubs’ for children
- Wider use of educational visits to engage our pupils
- Further development of life skills to enhance our curriculum
- New School App launched

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

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

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	Satisfactory
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Securing children’s progress	Satisfactory

+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)