

# **Dedridge Primary School SCHOOL IMPROVEMENT PLAN**

**2025/ 2026**



## **Factors Influencing the Improvement Plan**

### School Factors



**Courage**

**Relationships**

**Relevance**

**Values**

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? 4<sup>th</sup> Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Quality

Framework for day care of children

Getting it Right for Every child (GIRFEC)

Curriculum for Excellence Refresh

Realising the Ambition

Developing Scotland's Young Workforce

Child Protection Procedures

GTCS professional standards and professional update 2021

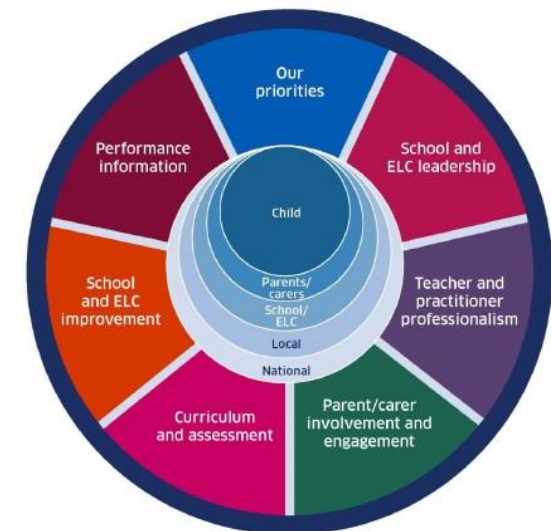
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan

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



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- 1.
2. Vision, Values and Aims

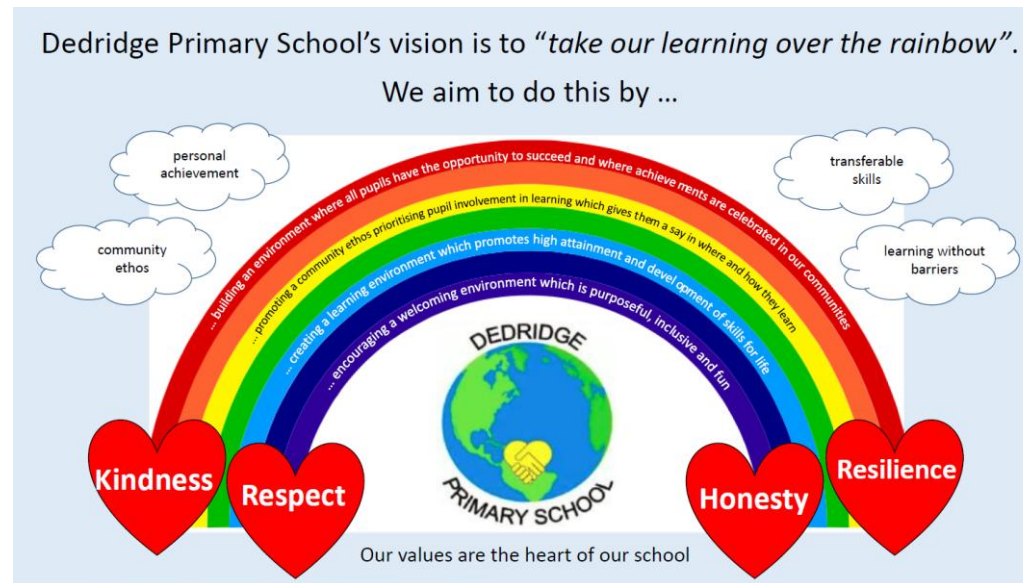


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## Curriculum Rationale

(Insert a page or a link to school's Refresh Curriculum Rationale)



All schools should consistently revisit the curriculum rationale that takes account of the most recent national and local guidance.

Refreshed curriculum rationales should reflect the local authority commitment to Agile Learning approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the 'Resources to support the refreshed CfE Narrative'. <https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>

## Contextual Data Analysis and Rationale for 2025/26 School Improvement Plan (maximum one side A4)



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### a) Background - The context for the learners in your school

Dedridge Primary School has a current role of 163 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 part time 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. Our school is 18th on the West Lothian Deprivation scale and 42.59% of our learners are eligible for free school meals.

### b) Data to identify the universal and targeted school Improvement Plan Priorities (SIP)

Evidence clearly shows that our pupils have performed well at the end of the key reporting stages in P1, P4 and P7: by the end of Primary 1 the majority of our pupils have achieved Early level in Literacy and most of our pupils have achieved the expected standard in Numeracy; in Primary 4 the majority of learners achieve First level in Literacy and Numeracy; and in Primary 7 the majority of learners are on track to achieve Second level Literacy and the majority have achieved Second level in Numeracy. Attainment in **a few** stages of the school has increased for the current cohort of pupils and we have seen a decline in our attainment in writing. In terms of our SIMD breakdown, 25.93% of our learners live in Quintile 1, 50.62% live in Quintile 2, 15.43% live in Quintile 3, 6.17% live in Quintile 4 and 1.85% of learners live in Quintile 5. Overall, our Quintile 1 learners outperform our Quintile 2, 4 and 5 learners in both Literacy and Numeracy but do not perform as well as our Quintile 3 learners. Our girls significantly outperform the boys in literacy whereas the boys outperform in Numeracy in the school overall. In our June survey of health and wellbeing indicators, 59.5% of learners reported themselves as all greens, with 28.8% reporting with some ambers and 11.8% with some reds. This data is reporting an increase in the amount of reds and ambers from last session and a decrease in the amount of greens. In our nursery almost all of our N5 learners have shown an improvement in Literacy, Numeracy and Health and wellbeing.

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

- Ensure that approaches to Health and Wellbeing are representative of all characteristics of learners within the school and lead to improved outcomes for all
- Ensure a robust approach to the teaching, learning and assessment of literacy and numeracy across the school, including a focus on the approaches of differentiation and moderation
- Ensure we continue to develop our approaches to ensure equity and that we continue to tackle the poverty related attainment gap.
- Further develop our approaches to IDL to ensure that we develop a more progressive approach, whilst building on the recognised strengths of our unique curriculum model



School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
<p><b>Improvement in all children and young people's wellbeing:</b></p> <p>Ensure that approaches to Health and Wellbeing are representative of all characteristics of learners within the school and lead to improved outcomes for all</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></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><b>How will an Agile approach to strengthening the 4 capacities support all learners?</b></p> <p>How will you support student and staff HWB?            How will this reflect the UNCRC (areas within the UNCRC toolkit)?            How will this reflect learners at the centre?</p> <p>Engage with the 'Young Leaders' Training for P5 with a focus on 2.2 curriculum numeracy (in line with Cluster plan). This will help to further develop pupil voice within the school (UNCRC work) as well as support the 'creative connections' agenda within the cluster (transition)</p> <p>Review Health and wellbeing curriculum to ensure that it meets the HWB needs of all learners within the school. Consider 'characteristics' of all learners when devising new curriculum</p> <p>Review Dedridge's relationship guidance in line with local and national documentation in order to ensure that the rights of the child remain prominent in all interactions within the school. Consider the voice of all stakeholders when devising new guidance</p> <p>Develop a staff 'anti racist' curriculum working group as part of the WTA procedures within the school. Staff will be trained to ensure that STAR models capture the positive impact of this work in a targeted measure.</p> <p>Ensure that the literacy champions pupil leadership includes EAL learners. This will ensure that this group of learners are able to 'see themselves' in key resources (such as within the library) in the school. A star model will be used to capture the positive impact of this work.</p> <p>Develop approaches to inclusion by ensuring a focus on learners such as our EAL learners, young carers and care experienced children are represented within the inclusion ambassador pupil leadership group</p>	<p>Sept 25 – June 26</p> <p>Aug 25 – Dec 25</p> <p>Aug 25 – May 26</p> <p>Aug 25 – June 26</p> <p>Aug 25 – June 26</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>By June 2026, targeted Primary 5 learners will show an increase by at least one star on each of the questions on the P5 creative connections survey.</p> <p>By November 2025, a repeated staff audit (from baseline in June 25) will show an increase in confidence for all teachers when delivering the HWB curriculum</p> <p>By May 2026, ethos surveys (p5-7 learners) will show an increase to 'almost all' of learners commenting positively when asked about bullying and managing behaviours within the school.</p> <p>By October 2025, all 'other curriculum area' plans will show how an increased understanding on how to plan for an 'anti racist' approach in all areas of the curriculum (when compared to plans in August 25)</p> <p>By June 2026, all teaching practitioners will have increased their knowledge and understanding of an anti-racist curriculum by at least 1 point (on the 1-10 scale taken in August 2025)</p> <p>By June 2026, star models developed throughout the year will reflect an increase in the variety of learners we have focussed on as part of our 'Being me in Dedridge' agenda</p>



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		Ensure that outcomes for the HWB of learners are analysed in a strategic manner (link to development of 3.2 strategy throughout the school year)	Aug 25 – June 26	<p>By September 2025, introduced documentation will show an improved approach to the analysis of data across the school, providing a baseline for the tracking of the experiences of different groups of learners across the school</p> <p>By April 2026, data analysis approaches will show an increased understanding of how different characteristics are impacting on learners</p> <p>By June 2026, established practices in data analysis will show an improved outcome for targeted groups of learners (from September 2025)</p>
<p><b>Raising attainment for all, particularly in literacy and numeracy(universal):</b></p> <p>Ensure a robust approach to the teaching, learning and assessment of literacy and numeracy across the school, including a focus on the approaches of differentiation and moderation</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p>	<ul style="list-style-type: none"> <li>☑School and ELC Improvement</li> <li>☑School and ELC Leadership</li> <li>☑Teacher and Practitioner Professionalism</li> <li>☑Parental Engagement</li> <li>☑Curriculum and Assessment</li> <li>☑Performance Information</li> </ul>	<p><b>How will an Agile approach to strengthening the 4 capacities support all learners?</b></p> <p>Building on available data (including CfE levels) outline proposed actions to support and challenge all learners?</p> <p>How will this reflect the UNCRC (areas within the UNCRC toolkit)?</p> <p>How will this reflect learners at the centre?</p> <p>Develop the use of story kitchen throughout the school</p> <p>Further develop approaches to the teaching of writing through ensuring a robust and progressive approach to the teaching of tools for writing</p> <p>Increase pupil's 'writing stamina' through using approaches such as crick software, adobe express and microsoft accessibility tools to support learners</p> <p>Use approaches such as the collaborated Improvement Cycle (CQI) to ascertain how we can support learners to be more engaged in writing</p> <p>Use PEF approaches to support interventions in writing</p> <p>Develop a leadership role to support writing across the school</p> <p>Using a teacher sprint approach as well as the sessions led by the PEF team improve differentiation throughout the school, particularly in the area of process and product. This will initially focus on writing approaches across the school</p>	<p>Aug 25- June 26</p> <p>Aug 25 – December 25</p>	<p>How will you baseline where you are in order to measure next steps and impact?</p> <p>Regularly review and analyse data from your measures.</p> <p>By September 2025, all writing / literacy jotters will reflect an improved approach to the consistent teaching of writing across the school (when compared to moderation of jotters in May 25)</p> <p>By November 2025, all teaching practitioners will show an improvement in confidence by at least 2 stars (on a 1-10 scale) in the teaching of writing approaches from August 25</p> <p>By May 2026, learners will show an increase of at least 3 of the writing genre targets when compared to August 2025</p> <p>By November 2025, quality assurance procedures (planning) will show an improved approach to differentiation when compared to May 2025.</p>



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		<p>Cluster moderation of writing and numeracy (see Cluster Improvement Plan for details of moderation)</p> <p>Ensure the continued focus on 'reading through pleasure' through achieving the gold award in reading</p> <p>Ensure that outcomes for the attainment learners are analysed in a strategic manner (link to development of 3.2 strategy throughout the school year)</p>	<p>Nov 25 – May 26</p> <p>Aug 25 – Nov 25</p> <p>Aug 25 – June 26</p>	<p>By February 2026, teacher observations will show an improvement in the way that differentiation is being used compared to September 2025</p> <p>By May 2026, ethos surveys will show an improvement to 'almost all' when learners are asked about their experiences across the school e.g how well their teacher knows them</p> <p>By November 2025, staff confidence scales taken in August 2025, will show an increase of 1 star (on a 1-10 scale) when asked about how confident they are in their professional judgement</p> <p>By November 2025, learners' surveys on attitudes to reading will have improved by at least one point from June 2025</p> <p>By September 2025, introduced documentation will show an improved approach to the analysis of data across the school, providing a baseline for the tracking of the experiences of different groups of learners from across the school</p> <p>By April 2026, data analysis approaches will show an increased understanding of how different characteristics are impacting on learners</p> <p>By June 2026, established practices in data analysis will show an improved outcome for targeted groups of learners (from september 2025)</p>
<p><b>Tackling the attainment gap between the most and least advantaged children (targeted):</b></p> <p>Ensure we continue to develop our approaches to ensure equity and that we continue to tackle the poverty related attainment gap.</p>	<p><input checked="" 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><i>'All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's <b>PEF Summary</b> provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions.'</i></p>		<p>Documented in PEF Plan</p>



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<p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p><input checked="" type="checkbox"/> Performance Information</p>	<p>Please follow this link <a href="#">2025 06 13 PEF Summary Statement Dedridge Primary.pptx</a> to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</p>		
<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p>Further develop our approaches to IDL to ensure that we develop a more progressive approach, whilst building on the recognised strengths of our unique curriculum model</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p><input checked="" 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>How will you ensure the four fundamental capacities are strengthened with an Agile Learning approach to the Curriculum?</p> <p>COURAGE/RELEVANCE/RELATIONSHIPS/VALUES  STEM  IDL  OUTDOOR LEARNING  PLAY  1+2 LANGUAGES  SKILLS  UNCRC (areas within the UNCRC toolkit)?  Learners at the centre</p> <p>Ensure that transition arrangements continue to develop across the cluster through the 'Creative connections' project. This will include the Primary 5 'leading learning' project as well as a Primary 6 transition day, building on the work we completed last session</p> <p>Ensure a progressive approach to the teaching of IDL, ensuring that learners remain at the centre of this new development. This will be the focus of a working party within our planned CAT sessions  Use the 'Chapters model' to further develop our skills approach across the curriculum</p> <p>Ensure that outcomes for learners are analysed in a strategic manner through the further tracking of wider achievement for learners (link to development of 3.2 strategy throughout the school year)</p>	<p>June 26</p> <p>Aug 25 – June 26</p> <p>Sept 25 – June 26</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>By June 2026, targeted Primary 5 learners and P6 learners will show an increase by at least one star on each of the questions on the P5 / P6 cre8tive connections survey.</p> <p>By June 2026, all teaching practitioners will have increased their knowledge and understanding of a progressive curriculum by at least 1 point (on the 1-10 scale taken in September 2025)</p> <p>By September 2025, introduced documentation will show an improved approach to the analysis of data across the school, providing a baseline for the tracking of the experiences of different groups of learners across the school</p>



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				<p>By April 2026, data analysis approaches will show an increased understanding of how different characteristics are impacting on learners</p> <p>By June 2026, established practices in data analysis will show an improved outcome for targeted groups of learners (from september 2025)</p>
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