

Dedridge Primary School



PROGRESS REPORT FOR SESSION 2024/25

(Standards & Quality Report)

Dedridge Primary

Dedridge East

Livingston



ABOUT OUR SCHOOL

Dedridge Primary School has a current role of 163 pupils 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 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.

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>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2024/25 was <i>To embed current strategies within the school, ensuring that all learners have access to high quality, creative learning experiences with health and wellbeing approaches at the core (articles 12,13 , 28,29, 30 and 31)</i></p> <p>NIF Driver(s):</p> <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>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> • Worked alongside parents, partners and pupils to further develop our assessment guidance within the school • Developed 'building thinking classrooms' within the Primary 3 to 7 classes • Staff received training on differentiation and how to implement a variety of approaches into learning and teaching. This will be a continued focus next session • Engaged with cluster colleagues to moderate our writing approaches • Engaged in training opportunities from the Digital Learning team on how to use accessibility tools to better support our learners. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Feedback within the jotters is now more consistent across the school ensuring a shared approach to raising attainment for all. Learners are benefitting from this consistent approach as is evident in the recent ethos survey • Pupil surveys have shown the positive impact that Building Thinking Classrooms is having on pupil's attitudes to numeracy • Developed procedures in differentiation is beginning to be evident through the planning and delivery of learning and teaching throughout the school • Moderation within the cluster has supported teaching staff in making accurate professional judgements in the attainment of writing • Feedback from staff training sessions has shown the improved confidence in staff when using accessibility tools. Digital learning remains a strength within our school with many creative approaches being used to enhance learning and teaching
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2024/25 was to ... To narrow the attainment gap by setting ourselves the stretch aim of moving our Q1 cohort of pupils from majority on track to most on track, placing the human rights and needs of every child and young person at the centre of education</p> <p>NIF Driver(s):</p> <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>	<p>We have made very good progress. What did we do?</p> <p>The school was awarded £ 96,775 of Pupil Equity Funding (PEF) The new PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning. 21 priorities were planned and 81% of these priorities were fully achieved with 100% making good or better progress. PEF was used effectively to provide pedagogy support in Literacy, Numeracy and Health and Wellbeing to oversee all equity priorities across the school, to provide training for staff to tackle poverty related attainment gaps and to fund an additional pupil support worker to support learners in a music intervention as well as a part time teacher to help support the needs of identified learners. Interventions this year have focused on increasing attendance, addressing gaps in literacy and numeracy and supporting life skills. Examples include a writing intervention for identified learners in P3 to P7, a numeracy intervention for identified learners in P3 – P7, a music therapeutic intervention for P5-7 learners, a wide range of experiences including a trip to the theatre and Stirling Castle as well as an approach to building confidence through a range of pupil leadership opportunities.</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 report an increase in confidence and enjoyment of numeracy • Identified learners increased their ability to demonstrate an increase of at least 2 core writing targets. • Attendance of most identified pupils increased by at least 5%. • Identified learners report an increase in confidence and participation through the music intervention • All teachers reported an increase in confidence when approaching assessment techniques to tackle the equity gap. Tools such as the class data analysis sheet has supported teachers to understand their learners better and, so, to provide interventions that are better suited to their needs as evidenced in Excellence and Equity meetings.
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<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2024/25 was <i>To embed current strategies within the school, ensuring that all learners have access to high quality, creative learning experiences with health and wellbeing approaches at the core (articles 12,13 , 28,29, 30 and 31)</i></p> <p>NIF Driver(s):</p> <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>	<p>We have made very good progress. What did we do?</p> <ul style="list-style-type: none"> • Completed training with the ADHD foundation and achieved our 'ADHD friendly school award' • Achieved our Gold UNCRC Award (Rights of the Child) • Completed our training on the 'Trauma informed 2' approach with the cluster <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • All learners are benefitting from increased movement breaks. Our new approach to inclusive practices ('Being me in Dedridge') ensures that learning environments are conducive to supporting all learners • The Gold UNCRC award has had a significant impact on our staff and children's understanding of their rights and how we ensure that these are embedded into the work we do within the school • Staff now have an increased awareness of trauma and the impact that this can have. Practices discussed at this training have been implemented into the school day
<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 2024/25 was <i>To embed current strategies within the school, ensuring that all learners have access to high quality, creative learning experiences with health and wellbeing approaches at the core (articles 12,13 , 28,29, 30 and 31)</i></p> <p>NIF Driver(s):</p>	<p>We have made very good progress. What did we do?</p> <ul style="list-style-type: none"> • Trained all staff in the forest school's approach • Further developed our approaches to the meta skills throughout the school <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Training in the 'Forest School's' approach has further developed our approaches to outdoor learning. This is now a sustainable part of our curriculum allowing learners to spend more time outdoors and develop skills which will translate into the workplace

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- This session our overall school attendance is 91.97% which is a decrease from 92.45 % in June 2024. We have had no exclusions over the past session.
- Our recent ethos survey showed that almost all of our parents feel that their views and opinions are sought when making changes and almost all parents feel that staff are approachable and that the school is welcoming.
- Effective partnerships ensure that we are able to offer a wide range of wider achievement opportunities within our curriculum. Through this, the meta skills are meaningfully developed for our learners.

Our Wider Achievements this year have been:

- Working alongside the ADHD foundation to achieve our 'ADHD friendly school award'
- Achieving our Silver Level Reading Schools Award
- Achieving our Gold UNCRC award
- Engaged with Broxburn Unyted football club to develop football throughout the school
- Engaged with Broxburn Unyted football club to deliver a 'youth club' to our learners
- Offered a range of after school clubs
- Engaged with 'Kids Gone Wild' to further develop our approaches to outdoor learning
- Primary 5 learners engaged with 'Cre8tive connections' in the High School (an early approach to transition)
- All children participated in performances this session
- Our choir was a huge success with children developing in confidence
- All learners who attended school camp achieved their NOLA (National Outdoor Learning Award).
- All Primary 5 children were offered the opportunity to take part in Bikeability Level 1.
- 15 Primary 3 and Primary 4 learners represented the school at the West Lothian Dance Festival.
- School was represented at the Livingston South Football Tournaments by learners from P5-P7

