# SCHOOL IMPROVEMENT **PRIORITY**

Dedridge Primary School

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WHAT IS THE KEY PRIORITY FOR SCHOOL IMPROVEMENT THIS ACADEMIC YEAR?

## PRIORITY:

By June 2027, all staff will demonstrate improved understanding of inclusive and equitable curriculum design.

(THIS PRIORITY WILL BE BROKEN DOWN INTO SEPARATE ACTIONS. ATTEMPT TO ARTICULATE AN OVERARCHING PRIORITY)

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*ALL SCHOOLS HAVE A SEPARATE PUPIL EQUITY FUNDING PLAN TO ENSURE THAT CHILDREN AND YOIUNG PEOPLE AFFECTED BY POVERTY ACHIEVE THEIR FULL POTENTIAL. FOCUSSING ON TARGETED IMPROVEMENT ACTIVITY IN LITERACY, NUMERACY, AND HEALTH AND WELL-BEING

YEAR: 2026-27

COURAGE RELATIONSHIPS VALUES RELEVANCE

# SCHOOL IMPROVEMENT **PRIORITY**

Dedridge Primary School

## CONTEXT & FACTORS

**PRIORITY:**

By June 2027, all staff will demonstrate improved understanding of inclusive and equitable curriculum design.

## WHAT FEATURES OF SCHOOL CONTEXT, LOCAL AUTHORITY FACTORS, AND NATIONAL FACTORS **CONNECT TO THE SPECIFIC IMPROVEMENT PRIORITY?**

### SCHOOL (LEARNERS)

HMIe identified a need to ensure all our learners can see themselves reflected in our curriculum.

Quality assurance activities show that our learners are engaged in their learning through our Chapters Curriculum. Opportunities for play across the curriculum can be enhanced.

A focus on Literacy has strengthened approaches and consistency across the school.

Learners do not perform as well in Numeracy as they do in Literacy.

STANDARDS AND QUALITY REPORT

### LOCAL AUTHORITY & CLUSTER

3 main priorities from the Local authority. These are:

- Meeting Learners needs
- National Curriculum Improvement Cycle
- Early years / Primary 1

### NATIONAL

Curriculum Improvement Cycle

United Nations Convention on the Rights of the Child (UNCRC)

ASN review

How Good is our School (4th edition). Focus on 2.3 Learning, Teaching and Assessment and 2.4 Personalised Support.

Getting it Right for Every Child (GIRFEC)

Developing Scotland's Young Workforce

# SCHOOL IMPROVEMENT **PRIORITY**

Dedridge Primary School

## VISION & VALUES

**PRIORITY:**

By June 2027, all staff will demonstrate improved understanding of inclusive and equitable curriculum design.

## HOW DOES **THE SPECIFIC IMPROVEMENT PRIORITY** FURTHER THE VISION AND VALUES OF THE SCHOOL?

### SCHOOL VISION

Learners at Dedridge Primary School are

"Taking our Learning over the Rainbow"

### SCHOOL VALUES

Kindness

Resilience

Honesty

Respect

### CURRICULUM RATIONALE

Our vision to take learning over the rainbow is inspired by the range of opportunities which learners enjoy to experience success in learning. The rainbow is a universal symbol for inclusivity and encompasses our approach to 'meet learners where they are at', whether they are in our ELC, mainstream school or Enhanced Resource Base. Our curriculum offers opportunities for individualized learning and a high degree of personalization and choice, whilst supporting learners in their development.

PROVIDE A BRIEF BLURB **CONNECTING THE SCHOOL VISION, VALUES, AND CURRICULUM RATIONALE** TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.

# SCHOOL IMPROVEMENT **PRIORITY**

Dedridge Primary School

**SUPPORTING DATA**

**PRIORITY:**

By June 2027, all staff will demonstrate improved understanding of inclusive and equitable curriculum design.

## WHAT DATA HAVE YOU COLLECTED AND ANALYSED THAT **SUPPORTS THE FOCUS ON THE SPECIFIC IMPROVEMENT PRIORITY?**

| DATA ANALYSIS STATEMENT: | TRIANGULATING SOURCES: PEOPLE'S VIEWS | DIRECT OBSERVATION | QUANTITATIVE DATA |
|---|---|---|---|
| *We need to identify ways to ensure that play is offered appropriately and consistently across our curriculum.* | *Staff, learners* | *Classroom observations* | *Ethos surveys* |
| *We need to develop our approaches to feedback and assessment beyond core curricular areas* | *Staff, learners* | *Learner conversations* | *Quality Assurance* |
| *We need to implement our learning on the anti-racist curriculum and put this into action* | *Staff, learners* | *HMIe* | *Feedback surveys* |
| *We need to ensure that our learners and their families are fully informed of learners' activities and progress.* | *Learners, families* | *Parent workshops* | *Ethos survey* |
| *We need to review programs in literacy and numeracy* | | | *MMiE report* |

HIGHLIGHT IMPORTANT **HEADLINE DATA ANALYSIS STATEMENTS** RELEVANT TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.

- IDENTIFY TRIANGULATING DATA SOURCES USED TO VALIDATE ANALYSIS STATEMENT
- CONSIDER DATA SOURCES THAT REPRESENT YOUNG PEOPLE AS CITIZENS, AS INDIVIDUALS, AS CONTRIBUTORS, AND AS LEARNERS
- ENSURE LEARNER VOICE IS REPRESENTED

YEAR: **2026-27**

# SCHOOL IMPROVEMENT **PRIORITY**

Dedridge Primary School

## ACTIONS & INDICATORS

**PRIORITY:**

By June 2027, all staff will demonstrate improved understanding of inclusive and equitable curriculum design.

## WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 1**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 1. **TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 2**

| FUTURE ACTIONS ACTIONS: | PLANNED ACTIONS: | | SUCCESS/IMPACT INDICATOR: | RAG: |
|---|---|---|---|---|
| Engage with central CLPL opportunties e.g MAYBO and CIC | 1 *Engage with Curriculum Improvement cycle sessions 1 and 2. Engage with MAYBO training* | *Staff* *211/8 & 23/9* | *By October 26, almost all staff willl have engaged in sessions 1 and 2 of CIC and face to face MAYBO training* | G |
| ERB to engage in discussion and training which is specific to the learners in front of them | 2 *Begin to review procedures in light of our current cohort of children. Develop an action plan that is specific to the ERB* | *All ERB staff* *October 26* | *By November 26, a comprehensive action plan will have been developed in the ERB* | A |
| Improved opportunities for learners to engage in relevant and meaningful play | 3 *Play pedagogy working party to focus on modules 1 and 2* | *Identified staff* *August-Dec 26* | *By August 26, all participating staff will have completed a baseline to ascertain their confidence levels prior to the training starting* | G |
| Review approaches within mainstream in literacy and numeracy | 4 *Review consistent approaches and identify training needs in literacy and numeracy* | | *By October 26, all mainstream staff will have engaged in discussion about our consistent approaches* | G |
| Increase family engagement in the school and learning | 5 *Introduce the use of Glow Blogs and Seesaw as a consistent approach to sharing learning. Share this with parents.* | *Staff, families, learners Speptmeber 26* | *By September 26 all teachers will be using either Glow or Seesaw to share weekly learning updates with parents* | G |
| **BRIEF DESCRIPTION** OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS' | **DETAILED DESCRIPTION** OF ACTIONS TO BE TAKEN IMMINENTLY - **ORDERED BY IMPORTANCE.** | | CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES. | REVIEW SUCCESS |

YEAR: **2026-27**

COURAGE RELATIONSHIPS VALUES RELEVANCE

# SCHOOL IMPROVEMENT **PRIORITY**

Dedridge Primary School

## ACTIONS & INDICATORS

**PRIORITY:**

By June 2027, all staff will demonstrate improved understanding of inclusive and equitable curriculum design.

## WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 2**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 2. **TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 3**

| FUTURE ACTIONS ACTIONS: | PLANNED ACTIONS: | | SUCCESS/IMPACT INDICATOR: | RAG: |
|---|---|---|---|---|
| **Continue to engage with Curriculum Improvevement Cycle** | *Engage with planned Curriculum Improvement Cycle sessions 3 and 4* | *staff*<br>*26/10 & 20/11* | *By June 2026, all staff will have increased their understanding of curriculum making by at least one star on a confidence rating scale* | |
| **Continue to focus on** | *Working party to complete module 2 of the play pedagogy professional learning module* | *W/prty*<br>*Nov 26* | *By November 2026, all environments will show an improvement in play provision (as evidenced by observations)* | |
| **Focus on predictability within the ERB through the environment** | *To engage with some of the maths discourse work as part of our consistent approach to learning and teaching* | *Mainstream t staff*<br>*Inservice day* | *By October 2026, all teahcing staff will engage in the maths discourse session* | |
| **Engage in numeracy training - BTC and maths discourse** | *ERB – Staff will focus on the environment and how to promote SCERTS and predictability through it* | | *By December 26, all ERB teaching staff will have improved by at least one star on a staff confidence scale* | |
| | *Nursery strand – focus on observational techniques* | | | |
| **BRIEF DESCRIPTION** OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS' | **DETAILED DESCRIPTION** OF ACTIONS TO BE TAKEN IMMINENTLY - **ORDERED BY IMPORTANCE.** | | CLEARLY DEFINED MEASURE OF SUCCESS. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.** | REVIEW SUCCESS |

YEAR: **2026-27**

COURAGE RELATIONSHIPS VALUES RELEVANCE

# SCHOOL IMPROVEMENT **PRIORITY**

Dedridge Primary School

## ACTIONS & INDICATORS

**PRIORITY:**

By June 2027, all staff will demonstrate improved understanding of inclusive and equitable curriculum design.

## WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 3**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 3. **TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 4**

| FUTURE ACTIONS ACTIONS: | PLANNED ACTIONS: | | SUCCESS/IMPACT INDICATOR: | RAG: |
|---|---|---|---|---|
| **Continue to engage with Curriculum Improvevement Cycle** | *Engage with planned Curriculum Improvement sessions 5 and 6* | *staff 15/2 &12/3* | *By June 2027, all staff will have increased their understanding of curriculum making by at least one star on a confidence rating scale* | |
| | *Play pedagogy professional learning module 3* | | By June 2027, the professional learning willhave increased the average level ofconfidence of w/ party staff to implement*nt tool* | |
| | | | | |
| | | | | |
| | | | | |
| **BRIEF DESCRIPTION** OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS' | **DETAILED DESCRIPTION** OF ACTIONS TO BE TAKEN IMMINENTLY - **ORDERED BY IMPORTANCE.** | | CLEARLY DEFINED MEASURE OF SUCCESS. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.** | REVIEW SUCCESS |

YEAR: **2026-27**

COURAGE RELATIONSHIPS VALUES RELEVANCE

# SCHOOL IMPROVEMENT **PRIORITY**

Dedridge Primary School

## ACTIONS & INDICATORS

**PRIORITY:**

By June 2027, all staff will demonstrate improved understanding of inclusive and equitable curriculum design.

## WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 4.** THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 4. **TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO NEXT ACADEMIC YEAR**

| FUTURE ACTIONS ACTIONS: | PLANNED ACTIONS: | | SUCCESS/IMPACT INDICATOR: | RAG: |
|---|---|---|---|---|
| | *Engage with planned Curriculum Improvement cycle sessions 7 and 8* | *staff* *6/5* | *By June 2026, all staff will have increased their understanding of curriculum making by at least one star on a confidence rating scale* | |
| | *Engage with module 4 of the play pedagogy* | | By June 2027, the professional learning will have increased the average level of confidence of w/ party staff to implement play in practice | |
| | | | *Ethos survey shows increased positive response to understanding of what childrenare learning (2026 – 83.6%)* | |
| | | | | |
| | | | | |
| **BRIEF DESCRIPTION** OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS' | **DETAILED DESCRIPTION** OF ACTIONS TO BE TAKEN IMMINENTLY - **ORDERED BY IMPORTANCE.** | | CLEARLY DEFINED MEASURE OF SUCCESS. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.** | REVIEW SUCCESS |

YEAR: **2026-27**

COURAGE RELATIONSHIPS VALUES RELEVANCE

# SCHOOL IMPROVEMENT **PRIORITY**

Dedridge Primary School

A CURRICULUM for EXCELLENCE

## PRIORITY:

By June 2027, all staff will demonstrate improved understanding of inclusive and equitable curriculum design.

## HOW DOES **THIS SPECIFIC IMPROVEMENT PRIORITY** SUPPORT THE CURRICULUM FOR EXCELLENCE PURPOSE OF FULFILLING THE 4 CAPACITIES?

### LEARNERS:

| | |
|---|---|
| all | Enthusiasm and motivation for learning |
| all | Determination to reach high standards of achievement |
| | Openness to new thinking and ideas |
| | Use literacy, communication and numeracy skills |
| | Use technology for learning |
| | Think creatively and independently |
| | Learn independently and as part of a group |
| | Make reasoned evaluations |
| | Link and apply different kinds of learning in new situations |

### INDIVIDUALS:

| | |
|---|---|
| | Self-respect |
| | A sense of physical, mental and emotional well-being |
| | Secure values and beliefs |
| | Ambition |
| | Relate to others and manage themselves |
| | Pursue a healthy and active lifestyle |
| | Be self-aware |
| | Develop and communicate their own beliefs and view of the world |
| | Assess risk and make informed decisions |
| | Achieve success in different areas of activity |

### CITIZENS:

| | |
|---|---|
| | Respect for others |
| | Commitment to participate responsibly in political, economic, social and cultural life |
| | Develop knowledge and understanding of the world and Scotland's place in it |
| | Understand different beliefs and cultures |
| | Make informed choices and decisions |
| | Evaluate environmental, scientific and technological issues |
| | Develop informed, ethical views of complex issues |
| | Make reasoned evaluations |

### CONTRIBUTORS:

| | |
|---|---|
| ALL | An enterprising attitude |
| | Resilience |
| | Self-reliance |
| | Communication in different ways and in different settings |
| | Work in partnership and in teams |
| | Take the initiative and lead |
| | Apply critical thinking in new contexts |
| | Create and develop |
| | Solve problems |

(IDENTIFY 1,3,4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE ABILITY OF YOUR CURRICULUM TO DEVELOP AND DELIVER THE 4 CAPACITIES AND ATTRIBUTES)

YEAR: 2026-27

COURAGE RELATIONSHIPS VALUES RELEVANCE

# SCHOOL IMPROVEMENT **PRIORITY**

Dedridge Primary School

**QUALITY INDICATORS**

**PRIORITY:**

By June 2027, all staff will demonstrate improved understanding of inclusive and equitable curriculum design.

## HOW DOES **THIS SPECIFIC IMPROVEMENT PRIORITY** CONNECT WITH FOCUS **HGIOS QUALITY INDICATORS?**

### 1.3 Leadership of change

| | |
|---|---|
| 1 | Developing a shared vision, values and aims relevant to the school and its community |
| | Strategic planning for continuous improvement |
| | Implementing improvement and change |

### 2.2 Curriculum

| | |
|---|---|
| 1 | Rationale and design |
| 1 | Development of the curriculum |
| 1 | Learning pathways |
| 1 | Skills for learning, life and work |

### 2.3 Learning, teaching and assessment

| | |
|---|---|
| | Learning and engagement |
| | Quality of teaching |
| 3 | Effective use of assessment |
| | Planning, tracking and monitoring |

### 3.1 Ensuring wellbeing, equality and inclusion

| | |
|---|---|
| all | Wellbeing |
| | Fulfilment of statutory duties |
| all | Inclusion and equality |

### 3.2 Raising attainment and achievement

| | |
|---|---|
| 3 | Attainment in literacy and numeracy |
| | Attainment over time |
| | Overall quality of learners' achievement |
| | Equity for all learners |

DETAIL ANY OTHER FOCUS QUALITY INDICATOR:

SCHOOL SELF EVALUATION SUMMARY: SSES Dedridge 2026.docx

(IDENTIFY 1,3,4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE DEVELOPMENT OF HGIOS QUALITY INDICATORS)

YEAR: 2026-27

COURAGE RELATIONSHIPS VALUES RELEVANCE

# SCHOOL IMPROVEMENT **PRIORITY**

Dedridge Primary School

NATIONAL IMPROVEMENT **FRAMEWORK**

**PRIORITY:**

By June 2027, all staff will demonstrate improved understanding of inclusive and equitable curriculum design.

## HOW DOES **THIS SPECIFIC IMPROVEMENT PRIORITY** CONNECT WITH NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES AND DRIVERS?

SCHOOL AND ELC IMPROVEMENT | SCHOOL AND ELC LEADERSHIP | TEACHER AND PRACTITIONER PROFESSIONALISM | PARENTAL ENGAGEMENT | CURRICULUM AND ASSESSMENT | PERFORMANCE INFORMATION

| Placing the human rights and needs of every child and young person at the centre of education | Improvement in all children and young people's health and wellbeing | Improvement in skills and sustained, positive school leaver destinations for all young people | Improvement in attainment, particularly in numeracy and literacy | Closing the attainment gap between the most and least disadvantaged children and young people |
|---|---|---|---|---|
| THROUGH | THROUGH | THROUGH | THROUGH | THROUGH |
| * * | * * | * | * * | * * |

(SELECT X NIF PRIORITIES AND THE RELATED DRIVER(S) THAT YOU ARE CONFIDENT WILL BE **STRONGLY IMPACTED BY THE ACHIEVEMENT OF THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY**)

YEAR: **2026-27**

COURAGE RELATIONSHIPS VALUES RELEVANCE

Dedridge Primary School

**BIGGER PICTURE**

## WHAT (POSSIBLE) FUTURE SCHOOL IMPROVEMENT PLANS ARE **IMPORTANT TO NOTE?**

### YEAR2

*Curriculum improvement cycle: January 2027 – June 2028 – Sharing and adopting phase*

### YEAR3

*Curriculum improvement cycle: January 2027 – June 2028 – Sharing and adopting phase*

### YEAR4

YOU MAY CHOOSE TO INCLUDE PLANNED OR EXTENDED PARTNERSHIPS, KNOWN DEVELOPMENTS AND CONTINUATIONS OF THE CURRENT PRIORITY, AND SPECIFIC AREAS (E.G. CURRICULUM, NIF, UNCRC, ETHOS) IDENTIFIED FOR ATTENTION. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN FUTURE PLANS.**

# ELC ACTION PLAN

ELC settings are a distinct and important part of the school community. ELC settings have a separate Action Plan which details current and planned actions intended to improve the learning and experiences of children accessing this service.

Please follow this link https://bit.ly/4vYudSC to view our ELC Action Plan.

PEF STATEMENT

# PUPIL EQUITY FUNDING: Tackling the attainment gap between the most and least advantaged children

All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's **PEF Summary** 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 to improve literacy, numeracy and health and wellbeing.

Please follow this link https://bit.ly/4vmiCwP to view our PEF Summary and find out more about our use of funding.