



SCHOOL IMPROVEMENT PRIORITY



Dedridge Primary School / Glenvue Nursery

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

PRIORITY:

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)

(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 YOUNG PEOPLE AFFECTED BY POVERTY ACHIEVE THEIR FULL POTENTIAL. FOCUSING ON TARGETED IMPROVEMENT ACTIVITY IN LITERACY, NUMERACY, AND HEALTH AND WELL-BEING

YEAR: **2024-2025**

COURAGE RELATIONSHIPS VALUES RELEVANCE



CONTEXT & FACTORS

PRIORITY:

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)



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

SCHOOL (LEARNERS)

Learner engagement has risen over the past session due to the creative nature of our curriculum. These approaches now need to be fully embedded in the school

In the recent 'Ethos' survey pupils reported more favorably on the way we manage negative behaviour (such as bullying). We still need to consolidate these approaches and ensure a robust approach to 3.1

Learners view 'pupil voice' as how they influence things such as playground equipment rather than choices in their learning. We need to build on approaches to ensure a wider understanding of procedures we have in place.



STANDARDS AND QUALITY REPORT

[2023-24 SQR.docx](#)

LOCAL AUTHORITY & CLUSTER

Cluster Attainment Data & Identified Gaps or Trends

Health and Wellbeing Priorities

Raising attainment, including closing the gap (West Lothian Raising Attainment Strategy)

Corporate Plan

Literacy and Numeracy West Lothian Priorities

Pedagogy Team

Equity Team & Pupil Equity Funding

Curriculum: Service Design Tools

NATIONAL

Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.

Scotland's Curriculum Framework

OECD – Future of Education and Skills 2030

Getting it Right for Every child (GIRFEC) & Support for Learning: All our Children and All their Potential (ASL Review) 2020

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

Realising the Ambition

UNCRC

Developing Scotland's Young Workforce



SCHOOL IMPROVEMENT PRIORITY



Dedridge Primary School / Glenvue Nursery

VISION & VALUES

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

SCHOOL VISION

Taking our learning over the rainbow

SCHOOL VALUES

- Kindness
- Resilience
- Honesty
- Respect

CURRICULUM RATIONALE



In order to truly 'take learning over the rainbow' we need to ensure that our teachers are well equipped to provide our learners with what they need to be truly successful. The idea of resilience in learning is one that we have been working on for many years as our learners can struggle to take responsibility for their own learning pathways – although we have seen an improvement in this over the past 2 sessions. Honesty, respect and kindness link to the inclusive nature of the school and emphasis on these values helps to ensure that our learners are all in the position to learn.

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

YEAR: 2024 - 2025



SCHOOL IMPROVEMENT PRIORITY



Dedridge Primary / Glenvue Nursery

SUPPORTING
DATA

PRIORITY:

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)



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

DATA ANALYSIS STATEMENT:

We have identified a need to refresh training around Health and wellbeing approaches

Data suggest that we have successfully introduced a range of strategies. We now need to embed our approaches to these

We have identified the need to improve differentiation in order to improve attainment and achievement

We have identified a need to focus on moderation, particularly in the area of writing

Various numeracy data suggests that quintile 1 learners do not attain as well as other learners in the area of numeracy. Learners have also identified a need to be challenged in this area of the curriculum

numeracy as in other areas of the curriculum. There is a need to challenge our learners more in this

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

TRIANGULATING SOURCES:

PEOPLE'S VIEWS

DIRECT OBSERVATION

QUANTITATIVE DATA

Staff groups

Learning walks

Wellbeing data

Pupil / staff groups

Teachers / pupils

Range of quality assurance data

Staff dialogue

Jotter observation / lesson observation

Excellence and equity meetings

Excellence and Equity meetings

Jotter observation

Staff survey

Pupil voice

Jotter observation

Attainment analysis

- 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



SCHOOL IMPROVEMENT PRIORITY



Dedridge Primary / Glenvue Nursery

ACTIONS & INDICATORS

PRIORITY:

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)



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:

Develop approaches to assessment through continuing to work alongside Neil Millar

Further develop 2.3 (LTA) through a Teaching sprint based around differentiation and develop strategies in moderation

Train all staff in forest schools approach and trauma informed practice level 2

Consolidate work towards UNCRC Gold award

Consolidate work on the One Note profiles and learning blogs

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

- 1 Work alongside parents and staff to further develop assessment guidance within the school
Staff
August Inservice day
- 2 Train teaching staff in approaches to differentiation and ensure a shared understanding of these approaches
SLT
Aug / Sept
- 3 Engage with ADHD foundation to learn more about how to support these learners to achieve their best
SLT
Aug / Sept
- 4 Introduce P3-P7 staff to the Building Thinking Schools book – first 3 chapters
SLT
September
- 5 Consider how all of the above training impacts upon the remainder of the year – what further help do staff require?
Staff
October

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR: RAG:

- By September 2024, evidence will show how the assessment guidance is developing within the school G
- By September 2024. SLT will have a deeper understanding on how to support staff to improve differentiation A
- By September 2024, staff will have an increased understanding of how to support learners with ADHD G
- By October 2024, teaching staff will have an increased understanding of the Building Thinking Classrooms approach A
- By October 2024 data will show what support staff will require to implement the training they have had over the term. G

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

REVIEW SUCCESS

YEAR: 2024 - 2025



SCHOOL IMPROVEMENT PRIORITY



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ACTIONS & INDICATORS

PRIORITY:

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)



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:

- Focus on the quality of assessments alongside Neil Millar
- Story kitchen approach
- Train staff in trauma informed practice 2
- Consolidate work on the one note profiles and blogs

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

- Continue to focus on differentiation through continuing with the teacher sprint  All staff  Aug /Spet
- Engage with cluster in the moderation of writing - consider how we are going to plan for this block of writing  All staff  September
- Train staff in the forest schools approach  Teachers  September
- Complete the ADHD training within the foundation and continue to work alongside the inclusion champions to work towards the award  Staff  Spet / Oct
- Continue to Introduce P3-P7 staff to the Building Thinking Schools book – first 3 chapters  Staff / ELC  October

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR:

- By December 2024. staff will have a deeper understanding on how to improve differentiation within their classes
- By November 2024, staff will have increased confidence when assessing children in writing.
- By October 2024, staff will have increased confidence when carrying out forest school activities in the school grounds
- By December 2024, staff will have an increased understanding of how to support learners with ADHD
- By December 2024, P6 and P7 teaching staff will have an increased understanding of the Building Thinking Classrooms approach

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

RAG:

-
-
-
-
-

REVIEW SUCCESS

YEAR: 2024 - 2025



SCHOOL IMPROVEMENT PRIORITY



Dedridge Primary / Glenvue Nursery

ACTIONS & INDICATORS

PRIORITY:

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)



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:

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

●		👤
●		👤
●		👤
●		👤
●		👤

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR:

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

RAG:

REVIEW SUCCESS

YEAR: 2024 - 2025



SCHOOL IMPROVEMENT PRIORITY



Dedridge Primary / Glenvue Nursery

ACTIONS & INDICATORS

PRIORITY:

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)



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:

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

●		👤
●		👤
●		👤
●		👤
●		👤

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR:

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

RAG:

REVIEW SUCCESS

YEAR: 2024 - 2025



SCHOOL IMPROVEMENT PRIORITY



Dedridge Primary / Glenvue Nursery

A CURRICULUM
for EXCELLENCE

PRIORITY:

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)



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

LEARNERS:

- Enthusiasm and motivation for learning
- Determination to reach high standards of achievement
- Openness to new thinking and ideas
- 4,5 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
- 3 Relate to others and manage themselves
- 3 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
- 2 Achieve success in different areas of activity

CITIZENS:

- 3 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:

- 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
- 4 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)



SCHOOL IMPROVEMENT PRIORITY



Dedridge Primary / Glenvue Nursery

QUALITY INDICATORS

PRIORITY:

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)



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

1.3 Leadership of change

- 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

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

2.3 Learning, teaching and assessment

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

3.1 Ensuring wellbeing, equality and inclusion

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

3.2 Raising attainment and achievement

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

DETAIL ANY OTHER FOCUS QUALITY INDICATOR:

2.7 – parental partnerships



SCHOOL SELF EVALUATION SUMMARY

[SSES inspection version august 24.docx](#)

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

YEAR: 2024 - 2025



SCHOOL IMPROVEMENT PRIORITY



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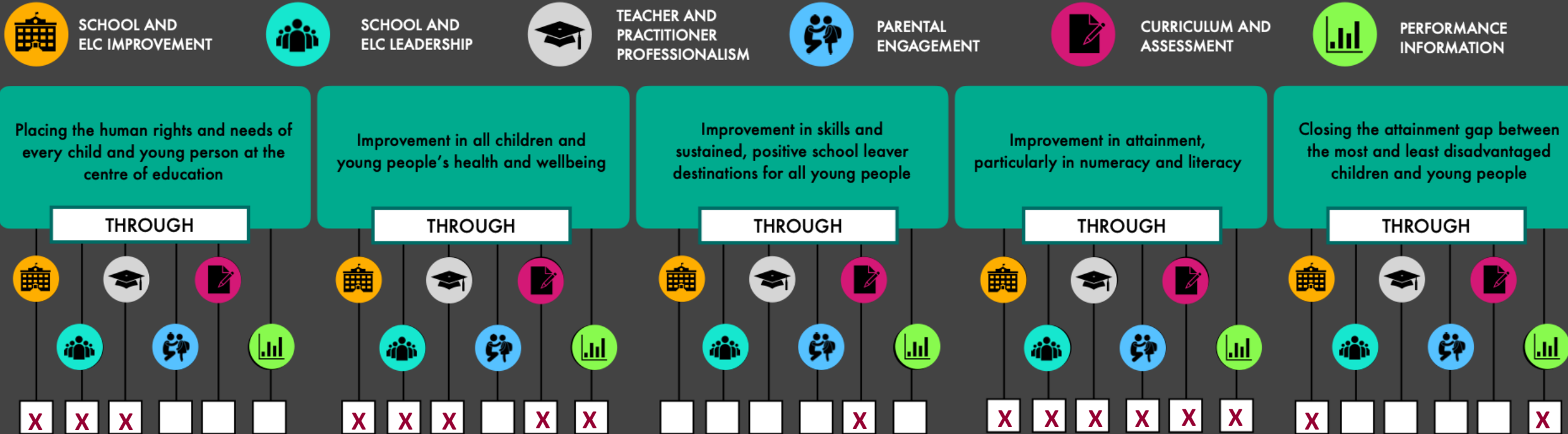
NATIONAL IMPROVEMENT FRAMEWORK

PRIORITY:

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)



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



(SELECT 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: 2024 - 2025



BIGGER PICTURE

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



YEAR2

Consolidate the forest schools approach within the school

Develop the rainbow academy to link to data we have gathered about positive destinations

Develop parental workshops to include Literacy and Numeracy support

Develop understanding of how to teach music within the school

Nurturing principles

YEAR3

Build parental voice into offerings and planning opportunities

Consider how music impacts upon our learning and teaching in a meaningful fashion

YEAR4

Review Literacy / Numeracy strategies in line with current guidance

(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



[ELC Action PAn August 24.docx](#)

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 [2024 05 13 PEF Summary Statement Dedridge Primary \(1\).pptx](#) to view our PEF Summary and find out more about our use of funding.