

Cedarbank School



PROGRESS REPORT FOR SESSION 2022/23

(Standards & Quality Report)

2 Dedridge North Road

Livingston

EH54 6FW



ABOUT OUR SCHOOL

Cedarbank School is a non- denominational secondary school, situated in the campus of James Young High School in the Dedridge area of Livingston. Our new school building makes provision for 110 young people in West Lothian who have additional support needs. The school offers a full secondary curriculum and has its own well-equipped gym hall and Art, Music, Science, CDT, Lifeskills and Home Economics rooms. The school also benefits from natural woodland and outdoor learning areas of the playground which help to enrich the sustainability element of the curriculum. Partnership with James Young High School ensures some inclusive curriculum pathways and opportunities.

Our teaching staff includes primary teachers, subject specialists, a Head Teacher, a Depute Headteacher and two Principal teachers. Class sizes are 10 and each class is supported by an Advanced Pupil Support Worker. A fulltime Administrative Assistant and a Business Manager also support the school. Cedarbank School has a supportive Parent Council and a Pupil Council in operation. We work with a range of partners to enhance support for young people, widen learning opportunities and develop our values of confidence, independence, resilience, achievement and respect.

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. To raise attainment, especially in literacy and numeracy</p> <p>Our measureable outcome from session 2022/23 was to</p> <p>Establish a consistent approach to tracking progression in Literacy and Numeracy.</p> <p>Develop consistency in the baseline assessment and follow up assessment for interventions.</p> <p>Staff leadership of the development of learning and teaching using collaborative and enquiry processes.</p> <p>Interdisciplinary learning opportunities for S1/2.</p> <p>The core skills language to be agreed by stakeholders.</p> <p>Further improve staff and learner confidence in digital learning approaches.</p> <p>NIF Driver(s) School and ELC Improvement. School and ELC Leadership Teacher and Practitioner Professionalism Curriculum and Assessment Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Almost all curricular areas have developed digital systems to track learner progress. • A systematic approach of targeted Literacy and Numeracy has been put in place for identified learners who require additional support. • Both the English and Maths departments have worked to ensure S3 practical experience helps transition to Senior phase pathways. • All staff have developed an interdisciplinary approach to learning for S1/2. • All curricular areas have established moderation partners. • A staff digital working group have focused on developing staff digital skills and worked to support the criteria for the Digital Wellbeing Award. • A culture of teacher learning, collaborative practice and enquiry has been developed. • A strong curricular partnership has been established with JYHS. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Improved tracking of learner progress in S1-3. • Increased moderation activity across the learning community. • Improved targeting and monitoring of Literacy and Numeracy interventions. • Staff and learner confidence in digital learning has improved. • Teacher learning and collaborative practice has led to the development of quality learning experiences for our young people. • Planned IDL courses will form part of next years' BGE curriculum. • Most young people have experienced a learning opportunity from our JYHS partnership. Almost all young people have benefited from learning opportunities delivered by local partners across the year. • The majority of young people have achieved an increase in level Maths since S1. Almost all young people are on target with their Maths and Numeracy targets. • Most young people are currently on target at the level they are working on in reading, writing, listening and talking.

**2.
To close the attainment gap between the most and least disadvantaged children**

Our measurable outcome for 22/23 was to:

- Improve literacy skills for identified young people
- Improve the numeracy skills of identified young people
- Improve the H&WB and confidence of identified young people
- Improve staff and parent confidence in behavioural strategies tailored to identified learning disabilities.
- Ensure identified young people are ready to transition from school.

NIF Driver(s)

School and ELC Improvement.
School and ELC Leadership
Teacher and Practitioner Professionalism
Parental Engagement
Curriculum and Assessment
Performance Information

We have made good progress.

What did we do?

The school was awarded £77,175 of Pupil Equity Funding (PEF)
A new PEF planning tool was used effectively to identify gaps for learners, plan and design interventions and to gather evidence of the impact on their learning.
14 priorities were planned and we made good progress with 86% of these priorities and moderate progress with 14% of actions.
PEF was used effectively to recruit a PEF Lead to oversee all equity priorities across the school and funding was provided for 1.5 days of a teacher and 2.5 days of a PSWs to support Literacy and Numeracy interventions.
Interventions this year have focused on supporting Health and Wellbeing through a range of interventions such as CAMHS, Ponies Help Children, Firefly Arts and Personal Best. Our Senior phase has also been able to develop skills for work through the Larder and have been supported into positive destinations with the help of Enable.

Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:

- All identified learners in the Literacy programme had an increase in reading age and the majority increased in spelling age.
- Almost all young people who participated in the Numeracy intervention increased their numeracy level.
- The impact of pupil voice has increased as a result of work on UNCRC, recognised by the Silver Rights respecting Schools Award
- Of those attending the Larder, all young people achieved a qualification. The majority saw an improvement in self reporting of wellbeing indicators.
- All young people who participated in Nurture have had an increase in confidence and engagement measures.
- All young people who attended Ponies Help Children reported they felt more nurtured after the experience.
- Almost all young people who attended Personal Best reported increased confidence and feeling happier in their friendships.
- Almost all young people who have participated in Firefly reported increased confidence levels.
- Feedback indicates that CAMHS advice was useful and that staff and learners found the behaviour strategies of benefit.
- The combination of PEF funding (from pupil voice) and The Parent Council grant meant that 16 young people had financial assistance to allow them to attend school camp.

**3.
To improve children
and young people's
health & wellbeing**

Our measurable
outcome for 22/23 was
to:

- Ensure the school community has a shared understanding of the schools vision, values and aims including UNCRC and the rights of the child.
- Ensure mechanisms are in place to embed pupil voice into systems and practice.
- Increased number of parents/carers become active participants in the school community.
- H&WB is supported by the effective tracking and monitoring of interventions

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What did we do?

- We successfully transitioned from three separate sites across West Lothian into the one building and embedded our school values into practice.
- Our learner, staff and parent voices have been key in developing routines and practice which support the whole school.
- A Pupil council representing all year groups was formed and has met actively across the year.
- As a community we learned about the UNCRC rights of the child.
- Learners are asked for their views routinely on school changes and improvements/ supports to their own health and wellbeing and learning.
- A series of Wellbeing sessions was offered to parent/carers across the year. This was led by our Family Champion and key agencies.
- There is an increasing number of events and opportunities for your families/carers in the school building.
- We have worked with a range of partners this year to provide learning opportunities that have aimed to improve confidence and self-esteem.
- We have worked with our learners to improve their digital wellbeing and cyber resilience.
- Termly Health and wellbeing check ins take place with learners to support Health and wellbeing. Timely interventions are put in place where there is an area of concern.

Evidence indicates the impact is:

- Our staff, parents and staff feel their voices are listened to.
- The Pupil Council have made a number of changes to the way the school operates and how funding has been spent.
- Learners report greater satisfaction with the quality of food at lunchtime as a result of changes made at their request.
- Learners researched toys and sports that could be made available to learners during lunchtime and these were purchased and managed by a pupil group. More lunchtime clubs were also put of offer after requests from pupils.
- Learners know that staff will respond to their worries, thoughts, ideas and suggestions.
- For identified families, there is a greater understanding of anxiety and they feel more confident in using strategies to address this.
- The impact of Health and Wellbeing interventions has showed an improvement in the wellbeing indicators for identified young people.
- Our digital Wellbeing award shows a high level of understanding around digital wellbeing and cyber resilience.

<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for 22/23 was to:</p> <p>Allow all learners from S1-6 to experience a curriculum that enables them to develop the 4 capacities and DYW skills.</p> <p>More opportunities are available for Senior phase work experience</p> <p>Outdoor learning and sustainability are further embedded in the curriculum.</p> <p>NIF Drivers:</p> <p>School and ELC Improvement. School and ELC Leadership Teacher and Practitioner Professionalism Curriculum and Assessment Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Partnership links have been developed with more businesses and partners in our local area. • Cedarbank hosted an Equality and Diversity event for local businesses and employers. • The whole school enjoyed a Developing the Young Workforce activities week. • Almost all curricular areas have developed a business link partner. • Senior learners enjoyed the introduction of Skills for Work courses such as Enterprise and Employability, the NPA Bakery and the Independent Living courses. • The Cedarbank skills framework was revised • Outdoor learning and learning for sustainability opportunities are evident throughout our curriculum. • We have worked with Skills development Scotland and Enable to secure positive destinations for our school leavers. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Almost all young people have experienced a Developing the Young Workforce learning experience this year. Almost all young people in S6 and almost half the learners in S5 experienced at least one work experience placement. • An increased number of young people in the Senior phase have experienced work tasters and curriculum opportunities delivered by partners and work experience. • Our S1-3 learners have enjoyed a range of enjoyable and active experiences related to the work place. • There has been an increase in the number of learners who have engaged with and experienced success in Skills for Work Courses. • Our young people have demonstrated that they understand the key themes of sustainability through their contribution to wider achievement, Autumn Watch week, Rural skills and STEM projects. • Our refreshed skills framework, linked with our curriculum rationale is ready to be relaunched in August. • Almost all learners go onto a positive destination.
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Attendance at school is good for the majority of learners. The average attendance figure is 85%. Exclusion figures remain very low.

Parents and other stakeholders give regular feedback to the school through questionnaires at key points of the year and through Parent Council. We are using this feedback to inform the next steps of our improvement journey.

School performance and individual successes are shared mainly through the school website, home school diaries and Twitter. Across the year we have increased the opportunities for parents to come into the school building through cafés, open days, celebration events and the Leavers' ceremony. We also have in person parents' nights, individual meetings, transition events and information evenings. This year our Family Champion led a series of Supporting Wellbeing workshops across the year to support parental networking.

Our Parent Council have relaunched this year and have been very active, securing charity funding to support the payment of residential camp and a school trip at Christmas. The Parent Council also ran a successful fun family event at the end of term. This year our aim has been to involve parents/carers in the life of the school. Next session, we aim to increase the number of family learning opportunities on offer.

In terms of attainment:

- Learners make expected and good progress through the Broad General education with most learners meeting their targets or achieving more.
- Literacy and numeracy interventions have raised attainment of identified learners.
- In the Senior phase, there has been a marked increase in attainment over the last few years. This is particularly noticeable in the increase of the number of young people achieving level 4 awards
- Almost all learners leave Cedarbank School with a minimum of 5 qualifications/awards including an award in Literacy and Numeracy.

Our Wider Achievements this year have been:

- All S1 learners achieved The John Muir Discovery Award.
- All learners achieved Bronze or Silver ASDAN Awards in S1-3.
- All S1 learners achieved The Green Blue Peter Badge.
- All S2 Learners achieved the Woodland Trust Green Tree Gold Award.
- All S3 learners achieved the ASDAN short course Gardening Award.
- Almost all BGE pupils achieved a Young STEM Leader level 2 Award.
- All National 2 Science and one S6 pupil achieved Young STEM Leader Award Level 4
- All pupils studying Rural skills also received a certificate from the Royal Horticultural Society.
- There was a marked increase in learner achievement at SCQF level 4.
- Achievement of Silver Rights Respecting Schools Award.
- Winner of "Success Looks Different" Special School category – Children in Scotland.
- The majority of our learners enjoyed a three day residential camp.
- Almost all school leavers have left into a positive destination.
- Our school achieved the Digital Wellbeing Award.

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

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

*(Indicators used in How good is our School? 4th Edition, Education Scotland 2015)