

# Dedridge Primary School and Glenvue Early Learning and Childcare Setting



## PROGRESS REPORT FOR SESSION 2023/24 (Standards & Quality Report)

*Dedridge Primary School / Glenvue Nursery,  
Dedridge East,  
Livingston  
EH54 6JQ*



## ABOUT OUR SCHOOL

Dedridge Primary School has a current role of 171 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 39 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 2023/24 was to:</p> <p>By April 2024, evidence will show a shared understanding on how feedback is used within the school</p> <p>By May 2024, a shared understanding of data will have influenced teaching and learning procedures across the school</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 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"> <li>• Focused on article 29 and 30 (UNCRC) through developing the use of feedback throughout the school</li> <li>• Developed a more robust approach to ensuring our attainment data was accurate</li> <li>• Ensure a shared understanding of data across the school</li> <li>• Considered the cost of the school day when planning family engagement events</li> <li>• Developed new literacy and numeracy guidance for staff</li> </ul> <p>Evidence indicates the impact is: (written in bullet points)</p> <ul style="list-style-type: none"> <li>• The use of feedback has become more consistent across the school, with guidance ensuring that this is beginning to impact positively on learners</li> <li>• Attainment data is now more robust, ensuring that our learners are supported and challenged appropriately</li> <li>• Staff now have more understanding of data across the school and the trends that we see amongst our learners</li> <li>• Family engagement events are consistently planned with consideration to the cost of the school day</li> <li>• New guidance ensures a consistency of literacy and numeracy teaching which is beginning to impact positively upon our learners</li> </ul>
<p>ELC</p>	<p>(bullet points and must include impact)</p> <ul style="list-style-type: none"> <li>• Self-evaluation procedures now ensure a robust approach to learning and teaching approaches. Learners benefit from the consistent approach which is reflected in the environment and the data gathered</li> <li>• The increased shared understanding of data gathered in the nursery ensures that approaches to learning and teaching are planned for and gaps in learning are identified and addressed quicker, particularly in the areas of literacy and numeracy.</li> <li>• Family learning opportunities continue to focus on literacy and numeracy. Data gathered supports the positive impact that sessions such as PEEP have on our nursery community.</li> </ul>
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p><b>NIF Driver(s):</b></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</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 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. 20 priorities were planned and 100% of these priorities were fully achieved. PEF was used effectively to recruit a PEF Principal Teacher to oversee all equity priorities across the school, to provide training for a member of support staff in numeracy approaches and to place an Early Years Practitioner in Primary 1 and 2 who focused on vocabulary development. Interventions this year have focused on addressing gaps in literacy and numeracy and supporting life skills. Through these projects, we developed the children's understanding of the four capacities and they are now able to use these to evaluate progress in learning. Examples include the outdoor learning project, Youth Scotland awards, UNCRC project, Health and</p>

<input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p>wellbeing mini champs, Virtual Nature project and targeted interventions in literacy and numeracy.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• All identified pupils increased the number of Fry’s words they could read and write.</li> <li>• All identified pupils were able to demonstrate an improvement in writing and an increased confidence when approaching tools for writing benchmarks</li> <li>• All identified pupils were able to demonstrate an improvement in numeracy, increasing their progress by at least 7 months when measured against the Sandwell Assessment</li> <li>• Identified pupils have shown an increase in confidence and were able to successfully lead projects such as the Steam garden project</li> <li>• All identified pupils achieved the Youth Scotland Award, demonstrating new skills and confidence</li> <li>• All identified pupils are able to demonstrate an increase in confidence when approaching creativity skills</li> <li>• Drawing and talking interventions continued to allow children to explore their emotions in a safe environment</li> </ul>
<p>ELC</p>	<ul style="list-style-type: none"> <li>• Within the nursery, families are more supported with the cost of the school day through the introduction of the ‘resource rail’ into the nursery foyer. Observation tells us that this is well used throughout the nursery and families feel able to approach staff to ask for help.</li> <li>• A continued focus on vocabulary development across the nursery ensures that children transition into school with an improving understanding of vocabulary</li> </ul>

<p>3.</p> <p>To improve children and young people’s health &amp; wellbeing</p> <p>Our measurable outcome for session 2023/24 was to:</p> <p>By June 2024, measures recorded throughout the year will emphasise an increased range of diversity in our curriculum</p> <p>By June 2024, pupil surveys will show a 100% increase in confidence when discussing the impact of the relationships policy within the school</p> <p><b>NIF Driver(s):</b></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</p>	<p>We have made very good progress.  What did we do?</p> <ul style="list-style-type: none"> <li>• Implemented the relationships policy throughout the school</li> <li>• Used pupil and family conferences to measure the impact of the relationships policy</li> <li>• Developed the ‘diversity and equality’ section of the relationships policy with a focus on appropriate articles</li> <li>• Worked towards the gold level of the Un Convention on the Rights of a Child (UNCRC) award</li> <li>• Working towards our silver reading schools award with a focus on diversity throughout our texts</li> <li>• Ensured that the four capacities are better understood by our learners</li> <li>• Ensured that the cost of the school day procedures impact positively upon children’s Health and Wellbeing</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Recent data from the Ethos survey indicates that our pupils are more positive about our strategies to support positive relationships amongst the school</li> <li>• Pupil and family conferences ensure that learners and families are more involved in school improvement procedures</li> <li>• The ‘Diversity and Equality’ guidance ensures a shared understanding of these procedures, meaning that our learners are better supported throughout the school</li> </ul>
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<input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> <li>• Our work towards the gold UNCRC award has developed the understanding of staff and pupils, ensuring that our community has a deeper understanding of the UNCRC legislation</li> <li>• Silver level reading award has had a positive impact on our school environment, particularly our library</li> <li>• Staff and learners have a better understanding of the four capacities and this is now an integral part of our planning and assessment procedures</li> </ul>
<p style="text-align: center;">ELC</p>	<ul style="list-style-type: none"> <li>• Work towards the UNCRC gold award has increased the children's understanding of the rights they have and how we use them to ensure the nursery is a safe and happy place to be</li> <li>• Children are now abler to discuss the wellbeing indicators ensuring that there is a shared understanding across the nursery of how these are used to support the children. Families are also more aware of how these are used across our setting</li> </ul>
<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 2023/24 was to:</p> <p>By June 2024, evidence form learning will show an increased understanding of the four capacities, four contexts for learning and skills development for all learners</p> <p><b>NIF Driver(s):</b></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"> <li>• Implemented the 'chapters approach' across P3-P7</li> <li>• Developed profiling procedures to include skills / four contexts and four capacities</li> <li>• Developed relevant IDL approaches across the school with a focus on creative approaches</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• The 'Chapters model' has increased opportunity for our learners, ensuring that their voice is heard throughout this IDL approach</li> <li>• That the 'Chapters model' is beginning to have a positive impact on attainment</li> <li>• Profiling procedures now include the four capacities, skills and four contexts ensuring that these procedures are integral to the learning and teaching approaches within the school</li> <li>• Our creative questions have provided learners with challenges that require them to use higher order thinking skills to explore their learning</li> </ul>
<p style="text-align: center;">ELC</p>	<ul style="list-style-type: none"> <li>• The outdoor area has been further developed to ensure that literacy and numeracy are prominent in all areas of the nursery. Children benefit from these increased opportunities to explore this area of their learning</li> <li>• The increased use of loose parts across the nursery has provided children with more opportunities to develop skills of curiosity, inquiry and creativity. The development of these skills, and the positive impact they are having, is evident in all areas of the nursery.</li> </ul>

### ***Evaluative comment on school's attendance and exclusion data required.***

This session our overall school attendance is 91.56% which is an improvement on this time last year. We have had no exclusions over the past session.

### ***Evaluative statement on the effectiveness of the school's engagement with parents and other stakeholders in improvement planning and on reporting school performance.***

Engagement with most of our parents has been good and we are able to use results from surveys and conversations to inform school improvement.

#### **Our Wider Achievements this year have been:**

- Further developed our relationship with the local care homes
- Visited West Lothian College for a number of experiences
- Worked alongside Skills Development Scotland to provide experiences such as 'Robotarium' to our children
- Worked alongside 'Daydream Believers' and implemented creative experiences such as Solarpunk Island
- Introduced our 'Wednesday walk' into Glenvue Nursery
- Developed our outdoor areas to further encourage creative thinking in both the nursery and the school
- Visits to West Lothian Council to work with Childcare students in the outdoor classroom
- 'Cost of the School day' champs visited West Lothian Foodbank and Armadale Resource Centre to find out what they do -
- Health and Wellbeing Champs attended a cluster meeting at JYHS where they shared views and opinions. They also shared our new Positive Relationships Guidance with the other champs, children and adults.
- Health and Wellbeing Champs Celebrating Success Fun Day at West Calder High - 2 HWB Champs attended and completed a cookery and team building activities workshops.
- Entered a boys and girls football festival
- Engaged with Broxburn United sports programme
- Entered the dance show at the Regal theatre in Bathgate
- Launched our 'Rainbow Academy' to focus on skills and different experiences for the children
- Every child is given the opportunity to watch a theatre production within school
- Every child was given the opportunity to attend the cinema
- Primary 3 to Primary 7 pupils visited the museum
- Ongoing partnership with 'Five Sisters' Zoo and Ghana
- Ongoing projects with our school in Mumbai – Story project and an ongoing project linked to the Rights of the Child
- Author visits

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

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

How good is our Early Learning and Childcare? The quality indicators\* evidence that:

1.3 Leadership of change	Very Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Securing children's progress	Good

+Delete if not relevant

\*(Indicators used in How good is our School? 4<sup>th</sup> Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)