



Cedarbank School

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

PRIORITY:

To bring skills for life and work alive within the curriculum

(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: **2023/24**

COURAGE RELATIONSHIPS VALUES RELEVANCE



Cedarbank School

CONTEXT & FACTORS

PRIORITY:
To bring skills for life and work alive within the curriculum



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

SCHOOL (LEARNERS)

All of the young people who attend Cedarbank School have learning needs, social and communication barriers to learning, a high level of vulnerability and other additional support needs.

Two thirds of the school are in S4-6. There are a significantly higher number of boys than girls across almost all year groups.

Exclusion data has remained low over the last four years and attendance has been effected by the effects of post pandemic recovery.

Around half of the school population are in quintile 1 and 2.

Attainment has improved at level 4 over the last few years.

Almost all of our young people go onto positive destinations.

STANDARDS AND QUALITY REPORT <https://cedarbankschool.westlothian.org.uk/article15437/School-Documents>

LOCAL AUTHORITY & CLUSTER

Moving Forward in Your Learning priorities

West Lothian Raising Attainment strategy 2023-28

Transforming Your Council Corporate Plan

Education Services Management Plan

West Lothian Parental Involvement and Engagement Framework

Equity strategy – WL guidance on Closing the Poverty Related Attainment Gap 2023-24

Secondary annual Raising Attainment plan

NATIONAL

Equity Audit /Moderation Cycle and Assessment National Improvement Framework

Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All Pupil Equity Funding

How Good is Our School? 4th Edition Curriculum for Excellence Refreshed Narrative Developing Scotland's Young Workforce

Edition Getting it Right for Every child (GIRFEC) Child Protection Procedures UNCRC

GTCS professional standards and professional update 2021

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

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

Presumption to provide education in a mainstream setting 2019

Support for Learning: All our Children and All their Potential (ASL Review) 2020

VISION & VALUES

PRIORITY:

To bring skills for life and work alive within the curriculum



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

SCHOOL VISION & VALUES

Confidence Resilience Independence Respect Achievement

TO ENABLE ALL CHILDREN TO BECOME THE 4 CAPACITIES...

- In a safe and nurturing environment where each child feels understood and included.
- Experiencing the highest quality of learning and teaching which ensures individualised support and challenge.
- Through flexible curriculum pathways which enable learners to develop the skills and attributes that they require for their lives, future learning and work.
- Supported by a thriving learning community who work collaboratively to ensure the highest quality of learning

CURRICULUM RATIONALE

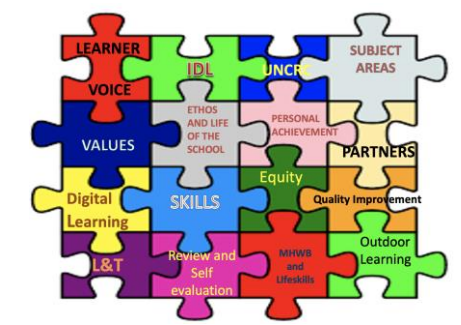
We strive to provide every learner with the skills, knowledge and understanding that they will require as they embark on their journey into adulthood.

While we follow a secondary curriculum model, programmes of work are tailored to suit pupils' learning needs and we work closely with our partner agencies to enrich our curriculum. Our young people are supported across the curriculum to develop their literacy, numeracy and mental health & wellbeing alongside many other learning and social skills. Outdoor learning plays a big part in supporting sustainability, life skills and wellbeing. Our curriculum is more than what happens in the classroom. From social time ,clubs, whole school events, themed days and partnership work across the curriculum, the young people experience a variety of learning experiences which contribute to their learning and development.

Our curriculum is built around of our young people. The curriculum offer aims to offer the strengths, interests and choices providing aspirational, relevant and individualised learning pathways while at the same time reducing individual barriers to learning so supporting success and achievement.

To meet the demands of an increasingly changing world, our use of digital technology in school is so important. Learners study a range of IT related topics across the curriculum and have use of a digital platform that gives them access to the digital supports they need as individual learners.

Most young people leave Cedarbank to Further Education. Upon leaving Cedarbank, it is intended that metaphorically speaking, all pupils will carry with them their bag of skills for life, skills for learning and skills for work.



In order to ensure our learners develop the skills , knowledge and qualities they require for adulthood, it is imperative that our curriculum prepares them with skills for life and work , promoting independence and regulation strategies.

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



SUPPORTING
DATA

PRIORITY:

To bring skills for life and work alive within the curriculum



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

DATA ANALYSIS STATEMENT:

While the number of positive destinations is high, young people find it hard over time to sustain destinations.

The number of disengaged and learners who do not attend school has increased post Covid.

Small numbers of young people access mainstream provision as part of their education

Learners achieve well in the Senior phase but further work on the practical application of skills is needed.

Inconsistency in classroom approaches to skills development

TRIANGULATING SOURCES:

PEOPLE'S VIEWS

DIRECT OBSERVATION

QUANTITATIVE DATA

Parents, learners

SDS

SLDR analysis

CAMHS/
Parents/Learners

QI approaches

Attendance data

Staff, parents, learners

Partners

Numbers accessing
mainstream

Staff, learners,
parents, partners

Case Studies

Achievement data

Staff

Learning walk

Collation of
learning walk data

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



Cedarbank School

ACTIONS & INDICATORS

PRIORITY:
To bring skills for life and work alive within the curriculum



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:

- Embed the use of Zones of Regulation supported by mutual regulation into the school day.
- Introduce the next stage of the launch.
- Map the Lifeskills curriculum
- Teaching staff will conduct the enquiry.
- Family learning opportunities will run

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

PLANNED ACTIONS:

- To introduce Zones of Regulation into the BGE to improve learner self regulation skills. Lifeskills staff by Oct 2023
- Launch the revised core skills across the school. PT By Oct 2023
- Develop a rationale for the S1-6 Lifeskills curriculum ensuring it aims to develop self management skills and independence PT By Oct 2023
- Professional working groups will support teacher enquiry in leading the learning of digital and self management skills. Working group leads Oct 2023
- To identify skills based family learning opportunities across the curriculum Curricular areas October 2023

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

SUCCESS/IMPACT INDICATOR:

- Most young people in the BGE understand the zones and are beginning to use them with the support of mutual regulation.
- Evidence of the Cedarbank skills language is evident in almost all classrooms (evidence to be gathered from Learning walks).
- A clear rationale for the Lifeskills curriculum will be drafted collaboratively with stakeholders.
- Each teacher will have identified an area for enquiry for the year.
- A skills based family learning offer will be ready to share with parents.

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

RAG:

- G
- G
- G
- G
- G

REVIEW SUCCESS

YEAR: 2023/24



ACTIONS & INDICATORS

PRIORITY:

To bring skills for life and work alive within the curriculum



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:

To support identified young people to use Zones independently.

To encourage learners are able to identify the skills they are using

To support identified young people are able to use Zones independently

Impact of test of change

Full evaluation of IDL experiences and family learning

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

PLANNED ACTIONS:

1 Zones of Regulation approaches are used daily with learners in the BGE and other identified learners. Key staff Jan 2023

2 All staff will use the skills languages framework across the 4 contexts of learning. All staff Jan 2023

3 The current Lifeskills curriculum is audited and content is revised PT Feb 2023

4 Teachers will conduct their "test of change" Teaching staff April 2023

5 As IDL and Family learning opportunities take place they are reviewed and evaluated Lead teachers April 2024

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

SUCCESS/IMPACT INDICATOR: RAG:

Most learners in the BGE and other identified learners are able to use Zones of Regulation with the support of an adult. **G**

Most learners will recognise the core skills from the framework. **G**

The Lifeskills curriculum content is revised **G**

Identified digital and self regulation approaches are embedded into the pedagogy of working group staff. **A**

Evaluations are ready to feed into next stage of planning **A**

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



Cedarbank School

ACTIONS & INDICATORS

PRIORITY:
To bring skills for life and work alive within the curriculum



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:

- Evaluate the roll out of Zones of Regulation and impact
- Review Senior phase options pathways
- Draft Lifeskills programme ready for change in timetable
- Start looking at skills progression
- Evaluate pilot approach to TMR

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

PLANNED ACTIONS:

- To support identified young people to use Zones of Regulation independently
Teachers
April 2024
- To revise options framework to ensure progression on Skills for Life and Work across the curriculum
DHT
March 24
- Ensure PSE benchmarks are embedded in Lifeskills curriculum and there is coherence, progression and relevance S1-6
HT and PT
April 2024
- Further embed skills focus through assembly, cYW week, departmental focus and communication channels.
Teachers and PT
By April 2024
- Pilot new approach to S1 tracking and monitoring of progress based on skills development.
Teacher
Bu April 2024

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

SUCCESS/IMPACT INDICATOR:

- Some identified young people are able to use Zones of Regulation to self regulate.
- Options framework has lifeskills pathways for different types of learners
- Clear progressive framework for Lifeskills programme S1-6
- All staff and young people have an understanding of the core skills being developed.
- Individual tracking system been piloted.

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

RAG:

- G
- G
- G
- G
- A

REVIEW SUCCESS

YEAR: 2023/24



Cedarbank School

ACTIONS & INDICATORS

PRIORITY:
To bring skills for life and work alive within the curriculum



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:

- Implementation of revised IDL
- Implement new collegiate work
- Implementation of Lifeskills curriculum
- Keep skills cube live

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

PLANNED ACTIONS:

- | | | | |
|---|---|--|----------------------|
| 1 | The IDL programme will be evaluated | | All staff
25/4/23 |
| 2 | Teaching staff to share area of enquiry and impact | | Leads
3/5/24 |
| 3 | Prepare new Lifeskills courses | | Staff
June 2024 |
| 4 | Update curriculum documents and website with new skills information | | ELT
May 2024 |
| 5 | Plan for Cedarbank "career ready" programme aimed at S6 | | HT
June 2024 |

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

SUCCESS/IMPACT INDICATOR:

- Clear next steps identified for next year
- Nest steps in areas of digital and zones or regulation to be identified.
- Courses ready for implementation August 2024
- Skills information shared with partners
- New "career ready" programme on offer to new S6

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

RAG:

- A
- R
- A
- A
- R

REVIEW SUCCESS

YEAR: 2034/24



Cedarbank School

A CURRICULUM
for EXCELLENCE

PRIORITY:
To bring skills for life and work alive within the curriculum



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

LEARNERS:

- 3 Enthusiasm and motivation for learning
- Determination to reach high standards of achievement
- 1,2,3,4,5 Openness to new thinking and ideas
- 2 Use literacy, communication and numeracy skills
- 4 Use technology for learning
- 2,4 Think creatively and independently
- 2,5 Learn independently and as part of a group
- 2 Make reasoned evaluations
- 3,5 Link and apply different kinds of learning in new situations

INDIVIDUALS:

- 1 Self-respect
- 1,5 A sense of physical, mental and emotional well-being
- 1 Secure values and beliefs
- 2 Ambition
- 1,2 Relate to others and manage themselves
- 1,2 Pursue a healthy and active lifestyle
- 1 Be self-aware
- 1,2,4 Develop and communicate their own beliefs and view of the world
- 1 Assess risk and make informed decisions
- 3,5 Achieve success in different areas of activity

CITIZENS:

- 1,2,5 Respect for others
- 1,2,4 Commitment to participate responsibly in political, economic, social and cultural life
- Develop knowledge and understanding of the world and Scotland's place in it
- 3 Understand different beliefs and cultures
- 1,2 Make informed choices and decisions
- 2 Evaluate environmental, scientific and technological issues
- 2 Develop informed, ethical views of complex issues
- 1,2 Make reasoned evaluations

CONTRIBUTORS:

- 2 An enterprising attitude
- 1,2 Resilience
- 1 Self-reliance
- 5 Communication in different ways and in different settings
- 2,5 Work in partnership and in teams
- 2 Take the initiative and lead
- 2 Apply critical thinking in new contexts
- 2 Create and develop
- 2 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: 2023/34



QUALITY INDICATORS

PRIORITY:

To bring skills for life and work alive within the curriculum



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

1.3 Leadership of change

1,2,3,4,5

Developing a shared vision, values and aims relevant to the school and its community

2,3,4

Strategic planning for continuous improvement

1,2,3,4,5

Implementing improvement and change

2.2 Curriculum

1,2,3,4,

Rationale and design

3,4

Development of the curriculum

2,3

Learning pathways

2,3,4

Skills for learning, life and work

2.3 Learning, teaching and assessment

1

Learning and engagement

2

Quality of teaching

Effective use of assessment

Planning, tracking and monitoring

3.1 Ensuring wellbeing, equality and inclusion

1

Wellbeing

Fulfilment of statutory duties

1

Inclusion and equality

3.2 Raising attainment and achievement

2

Attainment in literacy and numeracy

2

Attainment over time

2

Overall quality of learners' achievement

1,3

Equity for all learners

DETAIL ANY OTHER FOCUS QUALITY INDICATOR:

Family learning



SCHOOL SELF EVALUATION SUMMARY

Whole school documents

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



SCHOOL IMPROVEMENT PRIORITY



Cedarbank School

NATIONAL IMPROVEMENT FRAMEWORK

PRIORITY:

To bring skills for life and work alive within the curriculum



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



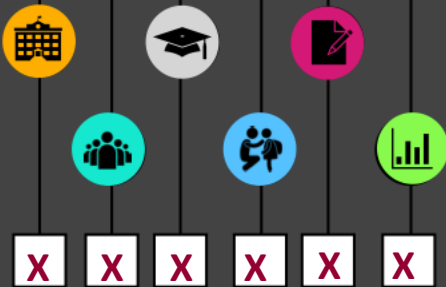
CURRICULUM AND ASSESSMENT



PERFORMANCE INFORMATION

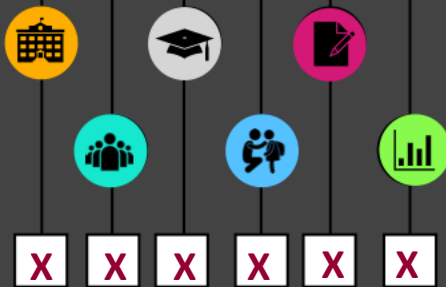
Placing the human rights and needs of every child and young person at the centre of education

THROUGH



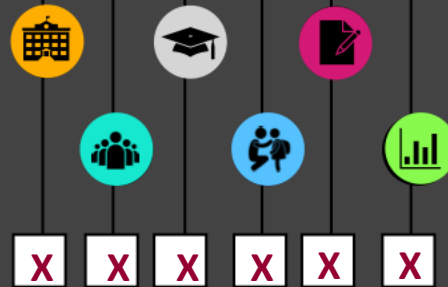
Improvement in all children and young people's health and wellbeing

THROUGH



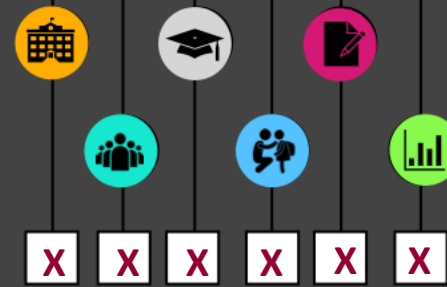
Improvement in skills and sustained, positive school leaver destinations for all young people

THROUGH



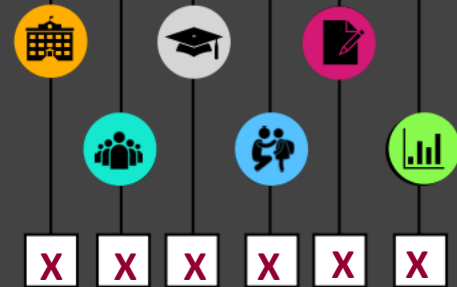
Improvement in attainment, particularly in numeracy and literacy

THROUGH



Closing the attainment gap between the most and least disadvantaged children and young people

THROUGH



(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: 2023/24



Cedarbank School

BIGGER PICTURE

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



YEAR2

Increase opportunities for leadership and learner autonomy across the school

Revise Senior phase curriculum offer

YEAR3

Increased focus on the development of literacy and numeracy across the BGE curriculum

Assessment and Tracking of skills development across the school

YEAR4

Increase partnership links to widen learning and inclusion opportunities.

(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.**

YEAR: **2023/24**



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://cedarbankschool.westlothian.org.uk/article15437/School-Documents> to view our PEF Summary and find out more about our use of funding.