



CONTEXT
& FACTORS

PAGE 2

VISION
& VALUES

PAGE 3

SUPPORTING
DATA

PAGE 4

ACTIONS
& IMPACT

PAGE 5-8

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

PRIORITY:

Providing high-quality, responsive learning experiences that meet the changing needs of our young people, ensuring all are engaged through a relevant curriculum and are empowered to achieve, thrive, and prepare for life beyond school.

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

ELC
ACTION PLAN

PAGE 13

PEF
STATEMENT

PAGE 14

CURRICULUM
for EXCELLENCE

PAGE 9

QUALITY
INDICATORS

PAGE 10

NATIONAL
IMPROVEMENT
FRAMEWORK

PAGE 11

BIGGER
PICTURE

PAGE 12

*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: 2025/26

COURAGE RELATIONSHIPS VALUES RELEVANCE



Cedarbank School

CONTEXT & FACTORS

PRIORITY:
Providing high-quality, responsive learning experiences that meet the changing needs of our young people, ensuring all are engaged through a relevant curriculum and are empowered to achieve, thrive, and prepare for life beyond school.



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. Over the last few years ,the level of need of the young people transitioning into S1 has increased.

There is a significantly higher number of boys than girls across almost all year groups. The school attendance levels have been affected by Covid with improving trends in 2024/25.

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

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

Most of our young people go onto positive destinations.

STANDARDS AND QUALITY REPORT

LOCAL AUTHORITY & CLUSTER

Moving Forward in Your Learning Guidance

Literacy and Numeracy West Lothian Priorities, HWB

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

Transforming Your Council

[Corporate Plan](#)

Education Services Management Plan

West Lothian Parental Involvement and Engagement Framework

Cluster priorities looking at meeting the changing levels of need and transition.

NATIONAL

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in School

Moderation Cycle and Assessment National / National Improvement Hub / Raising Attainment for All

How Good is Our School? 4th Edition

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

Curriculum for Excellence Refresh

Developing Scotland’s Young Workforce

Child Protection Procedures

GTCS professional standards and professional update 2021

Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan Scottish Attainment Challenge

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

UNCRC

VISION & VALUES

PRIORITY: *Providing high-quality, responsive learning experiences that meet the changing needs of our young people, ensuring all are engaged through a relevant curriculum and are empowered to achieve, thrive, and prepare for life beyond school.*



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

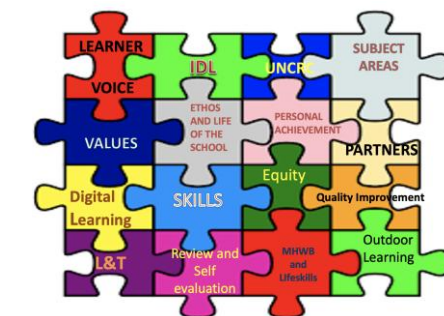
We strive to provide every learner with the skills, knowledge and understanding that they will require as they embark on their journey into adulthood.

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 for our young people to effectively engage in learning, with the curriculum, employability and post school opportunities, careful planning and scaffolding has to take place. Change is a challenge for our learners and so effective practice which supports transition daily and for key stages is key.

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



SCHOOL IMPROVEMENT PRIORITY



Cedarbank School

SUPPORTING
DATA

PRIORITY:

Providing high-quality, responsive learning experiences that meet the changing needs of our young people, ensuring all are engaged through a relevant curriculum and are empowered to achieve, thrive, and prepare for life beyond school.



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

The young people transitioning into Cedarbank have a higher level of need than previously	Staff, parents, LA	EPG criteria	Achievement levels
The number of disengaged learners who do not attend school regularly has increased post Covid.	CAMHS/ Parents/Learner voice	Case studies	Attendance data
Staff say that they want to further develop an understanding of approaches to support learners at early level and pre-early levels	All staff	Classroom Obs.	PRD/ADR
In order to meet the range of needs, staff need to develop additional strategies to support young people .	All staff	Classroom obs.	L&T data
There is a large number of young people leaving school. Post school transition is challenging for learners and their families.	Learner voice parents, partners	Case Studies	SLDR analysis

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: 2025/26



ACTIONS
& INDICATORS

PRIORITY:

Providing high-quality, responsive learning experiences that meet the changing needs of our young people, ensuring all are engaged through a relevant curriculum and are empowered to achieve, thrive, and prepare for life beyond school.



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:

Providing high-quality, responsive learning experiences that meet the changing needs of our young people, ensuring all are engaged through a relevant curriculum and are empowered to achieve, thrive, and prepare for life beyond school

Implement revised S1-S3 TMR approach across BGE subjects

Improving target setting, particularly in supporting planning for positive post-school destinations, through the implementation of an adapted PEG plan for all S5-S6 learners

Promoting reading and listening to stories across the school and working towards the Reading Schools Award

Continuing to support teacher confidence in GIRFEC planning

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

PLANNED ACTIONS:

1	To ensure the learning environment, routines and approaches are adapted to ensure predictability: CLPL plan, L&T Policy incl play		All staff June 26
2	Enhancing the role of the register teacher to support effective GIRFEC planning		All register teachers Oct 25
3	Improving target setting, particularly in literacy and numeracy, through the implementation of a Pupil Educational Goals plan for all S1-S4 learners		All BGE teachers Oct 25
4	Further strengthen awareness of children's rights through working towards the Gold Rights Respecting Schools Award		All staff Oct 25
5	To review S1-S3 TMR processes to better evidence progression for all learners		Dev Post Holder Oct 25

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

SUCCESS/IMPACT INDICATOR:

Pupil feedback/staff feedback/Sphera data/attendance data
Pupil feedback/staff feedback/family feedback – dates organised for all GIRFEC meetings
PEG documents created for all learners with suitable targets
Completion of Gold RRSA award self-evaluation, pupil feedback/ staff feedback/ parental feedback
Complete analysis of first level numeracy data and impact

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

RAG:

REVIEW SUCCESS



SCHOOL IMPROVEMENT PRIORITY



Cedarbank School

ACTIONS & INDICATORS

PRIORITY:

Providing high-quality, responsive learning experiences that meet the changing needs of our young people, ensuring all are engaged through a relevant curriculum and are empowered to achieve, thrive, and prepare for life beyond school.



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:

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: 2025/26



SCHOOL IMPROVEMENT PRIORITY



Cedarbank School

ACTIONS & INDICATORS

PRIORITY:

Providing high-quality, responsive learning experiences that meet the changing needs of our young people, ensuring all are engaged through a relevant curriculum and are empowered to achieve, thrive, and prepare for life beyond school.



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:

1		
2		
3		
4		
5		

SUCCESS/IMPACT INDICATOR:

RAG:

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: 2025/26



SCHOOL IMPROVEMENT PRIORITY



Cedarbank School

ACTIONS & INDICATORS

PRIORITY:

Providing high-quality, responsive learning experiences that meet the changing needs of our young people, ensuring all are engaged through a relevant curriculum and are empowered to achieve, thrive, and prepare for life beyond school.



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:

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: 2025/26



A CURRICULUM
for EXCELLENCE

PRIORITY:

Providing high-quality, responsive learning experiences that meet the changing needs of our young people, ensuring all are engaged through a relevant curriculum and are empowered to achieve, thrive, and prepare for life beyond school.



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

LEARNERS:

1,2	Enthusiasm and motivation for learning
2	Determination to reach high standards of achievement
	Openness to new thinking and ideas
1	Use literacy, communication and numeracy skills
1	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:

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

CITIZENS:

1	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
2	Understand different beliefs and cultures
1	Make informed choices and decisions
	Evaluate environmental, scientific and technological issues
	Develop informed, ethical views of complex issues
3	Make reasoned evaluations

CONTRIBUTORS:

	An enterprising attitude
1	Resilience
	Self-reliance
1,2,3	Communication in different ways and in different settings
1,2	Work in partnership and in teams
	Take the initiative and lead
3	Apply critical thinking in new contexts
2	Create and develop
1,2	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)



QUALITY INDICATORS

PRIORITY:

Providing high-quality, responsive learning experiences that meet the changing needs of our young people, ensuring all are engaged through a relevant curriculum and are empowered to achieve, thrive, and prepare for life beyond school.



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

1.3 Leadership of change

- 3 Developing a shared vision, values and aims relevant to the school and its community
- 2,4,5 Strategic planning for continuous improvement
- 1,5 Implementing improvement and change

2.2 Curriculum

- 2 Rationale and design
- 3 Development of the curriculum
- 2,5 Learning pathways
- 2,5 Skills for learning, life and work

2.3 Learning, teaching and assessment

- 1,2 Learning and engagement
- 3,4 Quality of teaching
- 3 Effective use of assessment
- 2,5 Planning, tracking and monitoring

3.1 Ensuring wellbeing, equality and inclusion

- 1,2 Wellbeing
- 1,5 Fulfilment of statutory duties
- 1,4 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
- 1,2,4,5 Equity for all learners

DETAIL ANY OTHER FOCUS QUALITY INDICATOR:

2.6 Transitions

2.4 Personalised Support

SCHOOL SELF EVALUATION SUMMARY

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

SCHOOL IMPROVEMENT PRIORITY

Cedarbank School



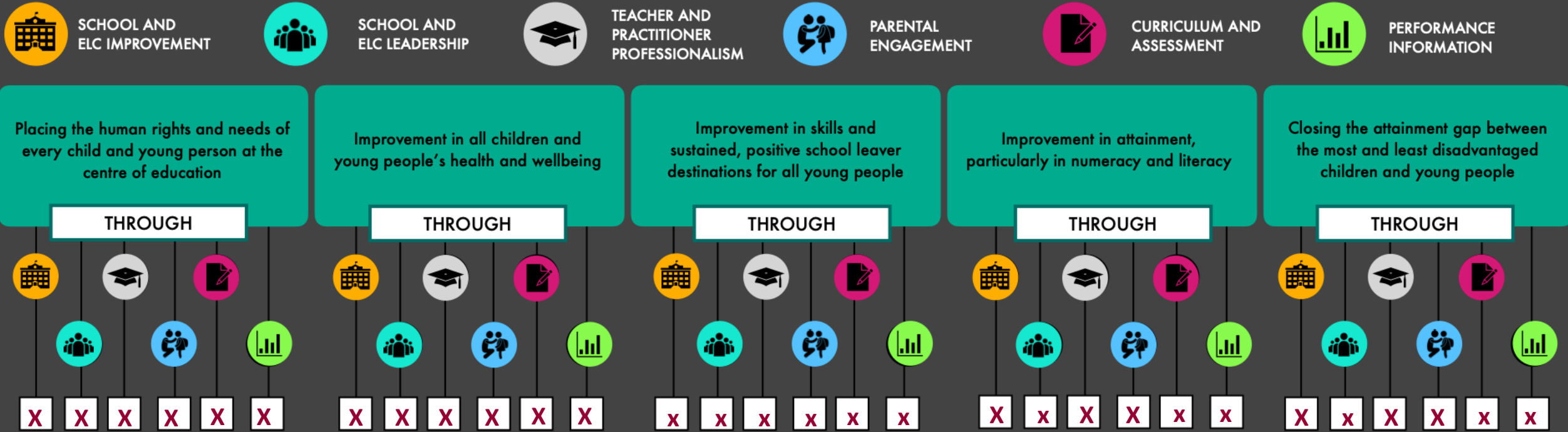
NATIONAL IMPROVEMENT FRAMEWORK

PRIORITY:

Providing high-quality, responsive learning experiences that meet the changing needs of our young people, ensuring all are engaged through a relevant curriculum and are empowered to achieve, thrive, and prepare for life beyond school.



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: 2025/26



**BIGGER
PICTURE**

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



YEAR2

2025/26

Further develop pedagogical approaches in the classroom to learning and assessment with a focus on developing communication and numeracy skills.

YEAR3

2026/27

Further develop planning, tracking and monitoring approaches across the school to measure attainment over time for all learners.

YEAR4

2027/28

Review curriculum model ensuring pathways for all learners.

(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.**



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  to view our PEF Summary and find out more about our use of funding.