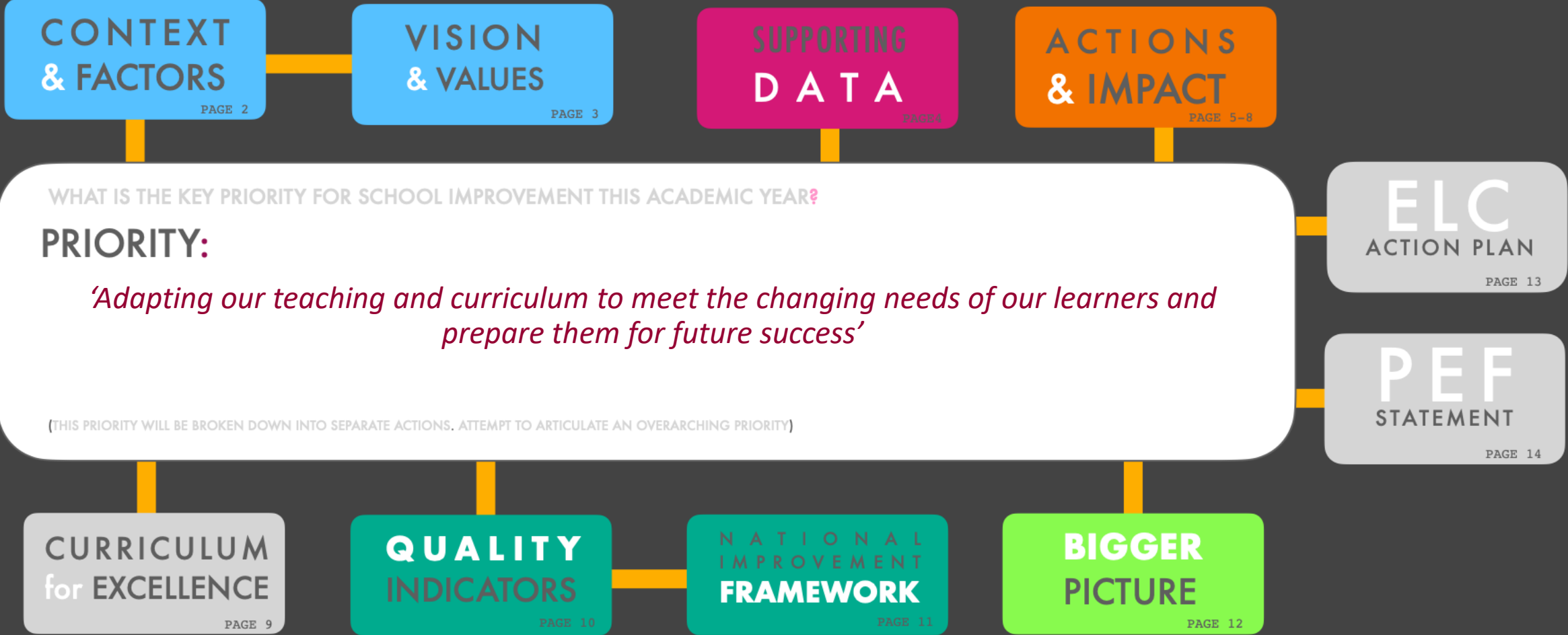




*ALL SCHOOLS HAVE A SEPARATE PUPIL EQUITY FUNDING PLAN TO ENSURE THAT CHILDREN AND YOUNG PEOPLE AFFECTED BY POVERTY ACHIEVE THEIR FULL POTENTIAL. FOCUSING ON TARGETED IMPROVEMENT ACTIVITY IN LITERACY, NUMERACY, AND HEALTH AND WELL-BEING



CONTEXT
& FACTORS

PRIORITY:

'Adapting our teaching and curriculum to meet the changing needs of our learners and prepare them for future success'



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

SCHOOL (LEARNERS)

All 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 .attendance below pre-Covid levels in previous sessions.

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

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

The majority 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
[WLC Raising Educational Attainment Strategy 2023-28.pdf](#)

Transforming Your Council

[WLC Corporate Plan 2023 05 30.pdf](#)

Education Services Management Plan

West Lothian Parental Involvement and Engagement Framework

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

NATIONAL

Curriculum Improvement Cycle

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

Guidance on Mobile Phones in Scotland's Schools 2026

Curriculum for Excellence Refresh

Developing Scotland's Young Workforce

Child Protection Procedures

GTCS professional standards and professional update 2021

Achieving Excellence and Equity: 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: *'Adapting our teaching and curriculum to meet the changing needs of our learners and prepare them for future success'*



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

SCHOOL VISION & VALUES

Our Values

Belong – Grow – Achieve

Our Vision for our learners

- Feel safe, happy, and accepted.
- Build confidence in who you are.
- Learn life skills that help now and, in the future, including making positive choices for our world and community.
- Enjoy school, make friends and create memories.
- Achieve goals that matter to you, at your own pace, on your own cedar path.

At Cedarbank, we belong, grow in independence and celebrate achievement every day.

CURRICULUM RATIONALE

Cedarbank School Curriculum Rationale 2026/27

Our curriculum is more than what happens in the classroom. Our young people experience a variety of learning experiences which contribute to their learning and development. Our curriculum is built around the strengths, interests and choices of our young people. The curriculum offer is aspirational, relevant and linked to individual Cedar Pathways. Our community works together to reduce individual barriers to learning and enables all learners to achieve and attain and ultimately progress onto post-school positive destinations.

Our School Values Belong – Grow - Achieve

Cedarbank have been so supportive to our child but also to us as a whole family. We feel included in everything and really feel heard.
SS Parent

I get to do Rural Skills – it has lots of fun stuff!
Cayden



Vision Statement
At Cedarbank, we belong, grow in independence and celebrate achievement every day.

Cedarbank helps me socialise with others, Brogan

I like outdoor learning and helping others, Oscar

Cedarbank is not just another school, the staff and young people are a community we are all family. SS Parent

I am enjoying core subjects now that I am in SS, Jack



Experiences & Outcomes set out expectations for learning and development in:
Expressive Arts
Language & Literacy
Health & Wellbeing
Mathematics & Numeracy
Religious & Moral Education
Sciences
Social Studies
Technologies

Cedar Pathways:
Creative Hospitality
Practical Volunteering
Lifeskills, Learning for Sustainability and Outdoor Learning underpin our curriculum

Personal Support
• Regular reviews of learning and support via PEG planning and GIRFEC meetings
• access to learning activities which will meet learners needs
• planning for opportunities for personal achievement
• preparing for changes and choices and support through changes and choices through Cedar Path planning
• working with partners to ensure the best possible support together with opportunities are in place
• Nurture, restorative practices and partnerships with families underpin our relationships and enable emotional development.

Design Principles
• Challenge and enjoyment
• Breadth
• Progression
• Depth
• Personalisation and choice
• Coherence
• Relevance

Arrangements for
• Assessment and moderation
• Self-evaluation and accountability
• Career-long Professional Learning

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.



SUPPORTING
DATA

PRIORITY:

'Adapting our teaching and curriculum to meet the changing needs of our learners and prepare them for future success'



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 learners struggling with attending school continues to be higher than pre-Covid levels

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

Our attainment over time is changing in line with the increased needs of our learners

Learner voice
parents, staff

Case Studies

QS 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



ACTIONS
& INDICATORS

PRIORITY:

'Adapting our teaching and curriculum to meet the changing needs of our learners and prepare them for future success'



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:

For all staff to develop an understanding of the curriculum improvement cycle and draft guidance on Scotland's Curriculum

Further develop our Cedar Pathways and Skills Framework to support positive post-school destinations

Consolidate our GIRFEC approach empowering tutor teachers to lead child-centred meetings

Investigating and implementing a new interoceptive curriculum

Improve literacy attainment and a culture of reading for pleasure across the school through participation in the Scottish Book Trust Reading Schools Award programme.

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

PLANNED ACTIONS:

1 For all staff to develop an understanding of the curriculum improvement cycle and draft guidance on Scotland's Curriculum



All staff & Dev Post Holder
Dec 26

2 Implementing our new Teaching and Learning Policy and shared standard of excellence for all classes



All teachers & Dev Post Holder
Oct 26

3 Consulting on revising our approach for managing mobile phones in our school



Parents, Pupils and Staff
Sept 26

4 Implementing a new BGE tracker to track incremental progress in literacy and numeracy and implementing a new support column in SP focused on lit and num



All teachers
Oct 26

5 Improve the visibility and understanding of our new school vision and values



All staff
Oct 26

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

SUCCESS/IMPACT INDICATOR:

Staff feedback

Learning walks, staff feedback, pupil feedback

Collated survey data and next steps for policy development identified

Staff feedback, reporting data

Staff feedback, pupil feedback, learning walks, RRSA, Pupil Council data, parental feedback

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

RAG:

REVIEW SUCCESS



ACTIONS
& INDICATORS

PRIORITY:

'Adapting our teaching and curriculum to meet the changing needs of our learners and prepare them for future success'



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:

1

26

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



ACTIONS
& INDICATORS

PRIORITY:

'Adapting our teaching and curriculum to meet the changing needs of our learners and prepare them for future success'



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



ACTIONS
& INDICATORS

PRIORITY:

'Adapting our teaching and curriculum to meet the changing needs of our learners and prepare them for future success'



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:

1

2

staff

3

4

teachers

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



A CURRICULUM
for EXCELLENCE

PRIORITY:

'Adapting our teaching and curriculum to meet the changing needs of our learners and prepare them for future success'



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:

'Adapting our teaching and curriculum to meet the changing needs of our learners and prepare them for future success'



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



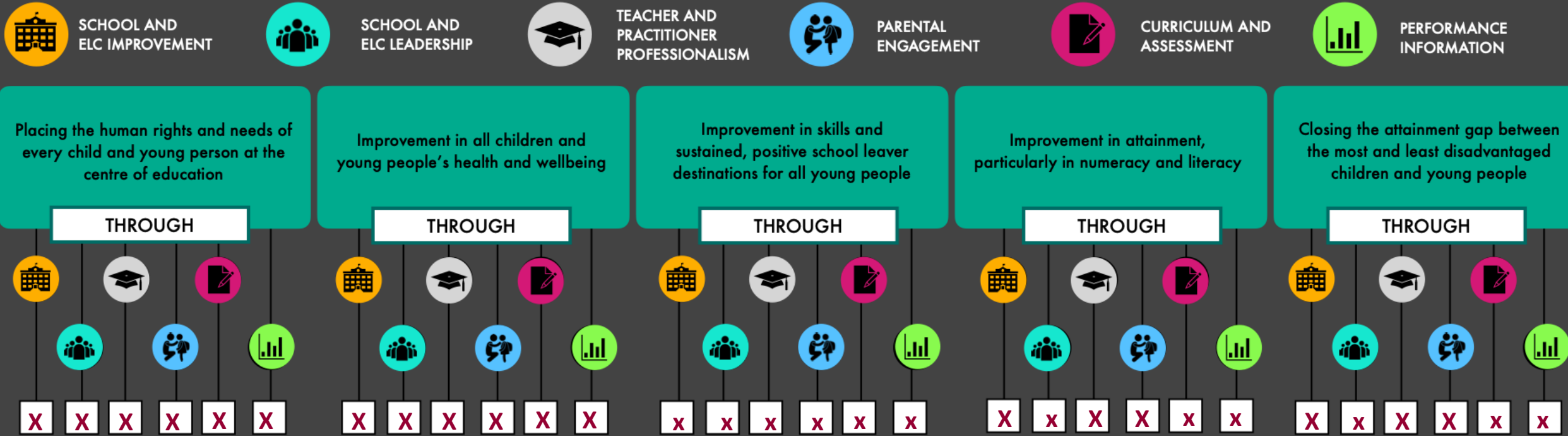
NATIONAL IMPROVEMENT FRAMEWORK

PRIORITY:

'Adapting our teaching and curriculum to meet the changing needs of our learners and prepare them for future success'



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: 2026/27



**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 in line with Curriculum Improvement Cycle and needs of 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.