

Our School:

Cedarbank School is a non-denominational secondary school, situated in the campus of the James Young High School (JYHS) in Livingston. Our new building makes provision for 110 young people in West Lothian who have significant additional support needs (ASN) and a high level of vulnerability. The school offers a secondary education curriculum and we have our own well-equipped sports hall, art, science, CDT, life skills and Food Technology spaces. The school benefits from natural woodland and outdoor learning areas which further enrich the curriculum through outdoor learning and learning for sustainability. Our curriculum has a focus on skills for learning, life and work to equip our learners to be successful once they leave school. Our partnership with JYHS further enhances our curriculum pathways and opportunities.

Our teaching staff includes primary and secondary subject specialists, a headteacher, a deputy headteacher and two principal teachers. Class sizes are 10 and each class is supported by an Advanced Pupil Support Worker. Our school is supported by our admin assistant and Area Business Support Manager. The school has a supportive parent council and we work with a range of partners to ensure we get it right for all our learners.

Areas for School Improvement 2025/26

Our priority for 2025/26 continues our focus of adapting to support the changing needs of our learners.

Priority 25/26: 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.

- Continuing to adapt our learning environments, learning and teaching and approaches
- Reviewing our TMR approach in the BGE
- Improving our individual pupil target setting including through our GIRFEC approach
- Strengthening our rights-based approach



Cedarbank School Progress Report 2024-2025



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Our School Values

**Confidence - Resilience - Independence -
Respect - Achievement**

Developments 2024/25

Improvement in average school attendance to 88% following the introduction of an attendance intervention team in December 2024, highest average attendance in 3 years by 2%.

CIRCLE assessments of all learning spaces to improve the learning environment for the changing needs of our learners.

All teachers undertaking practitioner enquiries focused on adapting teaching and learning approaches.

Curriculum design activity for new senior phase learners in 25/26.

All pupils completed HWB questionnaires (April 25) and 98% scored wellbeing indicators as green or amber.

Enhanced S6 experience including extending the leaving date to the end of the session.

Design and installation of a sensory room.

Redesigned library to build our reading culture and love of literacy.

Our Achievements this year have included:

Participation in active schools' programmes
Bikeability sessions
Partnership with Personal Best gym for targeted learners to support health and wellbeing and rural skills partnership links with local businesses.
Commitment to reducing/eliminating any cost to the school day - 90% of parents agree we are reducing the cost of the school day
Clothing Bank support for parents/carers
Christmas Choir fundraising
Outdoor Learning programme for BGE learners
Embedding approaches to sustainability through an NPA in Climate and Sustainability
Selected for the STEM Futures project (one of 8 UK schools)
DYW activities including My World of Work
Weekly Counselling sessions
Weekly CAMHS input and specialist child disability nurses
Growth of wider achievement awards and qualifications achieved including SCQF and ASDAN schemes
Literacy and Numeracy interventions
Continuing to embed Zones of Regulation
New sensory spaces - sensory room and Energy Hub
Enhanced S6 experience including new qualifications in First Aid and Barista Skills
Supported work experience placements for all learners in S6 and targeted learners in S5
Improved school leavers transition model, joint work with Social Policy and Education Services and partners Carers of West Lothian
New play-based teaching resources to support new learners
Steps to Work programme to support the development of world of work skills in hospitality and barista
Personal Development Programme - ASDAN awards for all BGE learners at Bronze, Silver and Gold levels
Adapting to digital challenges following a cyber incident
RSPB Wild Challenge - Gold Award
Rights Respecting Schools - Silver Award
Sport Scotland School of Sport - Gold Award

Parental Feedback 2024/25

Almost all parents are satisfied with the school 98.08% of respondents to school ethos survey 2025
50% of parents completed survey, significantly above the West Lothian school average of 27%
"We really appreciate all your support and the kindness you've shown him" S2 parent
"Fostering positive relationships is at the heart of everything at the school. Staff work closely with pupils to build trust, respect and create a supportive learning environment, where every young person feels valued" S3 parent.
"What a great school, we are blessed to have been part of it. So lovely to see how confident the leavers are, such a credit to the school" S6 parent

What we planned to improve last year

How well did we do in 2024-25

What does this mean for our pupils?

Priority 1: Raise attainment especially in literacy and numeracy

Prioritising reading for enjoyment across the school and redesigning the school library. Additional CLPL for staff teaching early level literacy and numeracy. New teaching resources to support literacy and numeracy at early level.

Opportunities to apply literacy and numeracy in real-life contexts. Literacy and numeracy skills linked to our IDL programme and lifeskills programmes to use their skills in real life.

Priority 2: To close the attainment gap between the most and least disadvantaged

Targeted use of PEF resource with 7 priority areas. Good progress made in all areas including support for post-school from ENABLE and CAMHS input from a Behavioural Specialist. Teacher dedicated to working with non-attenders with all achieving at least 5 qualifications.

21 learners participated in a personal best gym programme.
10 learners supported by ENABLE.
27 young people have been supported by CAMHS in school.
10 learners achieving at least 5 qualification before leaving school - previously on track for no awards

Priority 3: To improve children and young people's health and wellbeing and placing the human rights and needs of every child and young person at the centre of education

Use of zones of regulation across the school. Counselling available for targeted learners. Reviewed PSE programme. Review of our Positive Relationships Policy (Celebrating Success). Review of learning spaces to avoid over stimulation. Increased awareness of rights and amplified pupil voice linked to school improvement

All pupils can access the school counsellor as required. Attendance is improving with a 2% increase this year compared to the 3 yearly average. Improved development of skills for life through out lifeskills programme. Increased use of UNCRC Article 12 - greater pupil voice influencing real change in the school.

Priority 4: To improve employability skills and sustained, positive post school destinations

Adapted curriculum linked to skills for life and work better preparing learners for life after school. Skills Cube and framework influencing learning and teaching.

All learners in S6 and targeted S5 took part in a supported work placement. Almost all leavers have a positive destination. Close partnership working with SDS and social work to support post-school planning for pupils and families. Skills Cube in lessons, My World of Work, IDL themed weeks.