

Our School:

Cedarbank School is a non-denominational secondary school, situated in the campus of the James Young High School (JYHS) in Livingston. Our building makes provision for 100 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 an admin assistant, a clerical assistant and an 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 2026/27

Priority 1: Continuing priority of 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.

Priority 2: Engaging with the Curriculum Improvement Cycle

- Continuing to adapt our learning environments, learning and teaching and approaches
- Improve our use of tracking and monitoring data to meet the needs of all learners and to develop shared expectations of attainment
- Improving our Cedar Pathways and post-school destinations
- Consolidating awareness of our new vision and values



Cedarbank School Progress Report 2025-2026

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Our School Values

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

Developments 2025/26

Revised our tracking and monitoring system to capture incremental progress in the BGE.

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

Adapting our approach to digital learning.

Empowering register teachers to lead GIRFEC planning.

Implemented a new approach to IEPs (Pupil Educational Goals - PEGs).

Enhancing our play-based learning approach in the BGE.

All pupils completed HWB questionnaires (April 25) and almost all wellbeing indicators as green or amber.

Developed our Cedar Pathways to provide post-school pathways from S1.

Reviewed and revised our school vision, values and aims.

Updated our learning and teaching policy to reflect changes in pedagogical approaches across the school.

Our Achievements this year have included:

Participation in active schools' programmes
Establishment of ASN cluster run, jog, walk and wheel series
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 - 81% 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
DYW activities including My World of Work
Weekly Counselling sessions
Specialist child disability nurses attend weekly
Growth of wider achievement awards and qualifications achieved including SCQF and ASDAN schemes
Literacy and Numeracy interventions
Enhanced S6 experience including new qualifications in First Aid and Barista Skills including installation of a professional barista machine
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 - launch of the Cedar Tree Cafe
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 - Gold Award
Sport Scotland School of Sport - Gold Award
Rotary Club of Livingston corporate member - 2 pupils on the Rotary Youth Leadership programme

Parental Feedback 2025/26

Almost all parents are satisfied with the school 87% of respondents to school ethos survey 2026
34% of parents completed survey, significantly above the West Lothian school average of 10%
"We really appreciate all your support and the kindness you've shown him" S3 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" S4 parent.
"The safe, nurturing environment and dedicated teachers have been the catalyst to our daughter's progression with her learning and life skills. S6 leaver 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 6 priority areas including additional support through APSWs. Targeted interventions happen organically across the school including sensory interventions

Increased engagement in play at breaktimes due to participatory budget funded equipment. All children attended camp who wanted to go irrespective of financial challenges. Targeted attendance support positively impacting on targeted learners. Sensory resources available for all classes in the BGE.

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. The school was awarded Gold RRSA status in recognition of rights being embedded across 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 Cedar Path 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.