

Summarised inspection findings

Dedridge Primary School

West Lothian Council

7 October 2025

Key contextual information

Dedridge Primary School is a non-denominational school serving the Dedridge area in Livingston, West Lothian. There are currently 133 children across seven classes. The school also has an Enhanced Resource Base (ERB), which provides learning provision for children with a range of significant support needs from across West Lothian Council. There are 30 children currently supported within the ERB, arranged across five classes.

The senior leadership team consists of a headteacher, a deputy headteacher and two principal teachers. The headteacher has been in post for eight years. Across the school, 78.3% of children reside in Scottish Index of Multiple Deprivation data zones one to four. At the time of inspection, 58% of children within the mainstream classes have additional support needs and 11% of children have English as an additional language.

1.3 Leadership of change

good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence based- and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The headteacher is well respected within the school community. She is ably supported by the deputy headteacher. Together, they encourage an inclusive culture where all staff have a strong understanding of the needs of all children. This helps to support a warm and nurturing ethos. The headteacher recognises the importance of consulting with the school community and most children and parents feel their views are listened to and acted upon. Senior leaders use 'What Matters to Us' surveys, which are completed by children, staff and parents for this purpose. Staff display prominently the results of these surveys in school, sharing improvements made in response to feedback. This includes the introduction of movement breaks across classes, links with local sports clubs and improvements to school garden areas.
- The school values of kindness, respect, resilience and honesty are well embedded across the school. Senior leaders involved meaningfully the whole school community in the creation of the values. These values underpin the work of the school very well. The school community also worked together to create a relevant and meaningful shared vision for the school, 'Taking Our Learning Over the Rainbow'. As a result, all stakeholders have a sense of ownership of the vision and values. The school celebrates its 50th birthday this year. Included in planned celebrations will be the formal launch of a new school badge. All children participated in a competition to design a new badge. The strong symbolism of the winning pupil design represents very effectively the vision and values of the school, further encompassing their inclusive culture.
- The headteacher works effectively to encourage and support creativity and innovation throughout the school community. Through self-evaluation processes, senior leaders identified the need to increase pupil engagement in learning and ensure learning is meaningful. To address this, over the past few years the headteacher worked collaboratively with children, staff, parents and partners, to create a bespoke model of curriculum planning. This is referred

to as the 'Chapters model' and is used to support learning across P3 to P7. The model has been consistently developed and reviewed over time and informed by a range of pedagogical approaches. As a result of this, children are experiencing personalisation and choice in their learning, through a range of creative and innovative approaches. Senior leaders now need to ensure that there is a robust focus on the planning of progression across the Curriculum for Excellence (CfE) experiences and outcomes. This will support a better understanding of any gaps in children's learning.

- Senior leaders and staff work together to identify and agree school improvement plan (SIP) priorities using a range of self-evaluation data to inform decision making. The current SIP sets out priorities which reflect local and national initiatives. A more strategic approach needs to be taken by the headteacher to ensure outcome statements within the SIP are focused, measurable and time sensitive. This would support progress in measuring success accurately and provide staff with clearer information about the impact of interventions on outcomes for children.
- Senior leaders and staff worked collaboratively to develop a helpful quality assurance calendar. This calendar maps out the activities staff will undertake to evaluate the quality of work in school. These evaluation activities include observations of learning, learners' progress meetings and sampling children's work. Senior leaders should now implement quality assurance activities with greater rigour, reviewing the quality of activities to increase further the level of expectation across the school.
- Senior leaders create conditions where staff feel confident to lead change. This has resulted in staff willingly taking collective responsibility for the process of improvement. All teachers engage in professional enquiry through 'teacher sprints'. They use these to trial specific strategies linked to school improvement priorities. This has recently included a focus on learner feedback and has had a very positive impact on improving the consistency of feedback across the school. Staff collaborate with colleagues well to share knowledge and learn from each other. This is a key part of this learning process, which supports a culture of collaboration across the school.
- Pupil support workers (PSWs) take on leadership roles across the school community. They participate in professional learning linked to school improvement priorities and use the skills and knowledge gained to increase the range of learning experiences for children. This includes outdoor learning, developing school grounds and running after school clubs. This has positively improved the experiences of children, particularly in the playground. As a result of this, PSWs feel included and involved meaningfully in the work of the school. This positive culture of leadership helps PSWs recognise the responsibility they have for improving outcomes for children.
- Senior leaders and staff value the views of children and actively involve them in decision making and to lead change. Children value their opportunities to contribute to school improvement through a range of leadership groups. These include groups such as Attendance Ambassadors, Inclusion Ambassadors and Literacy Champs. The work of Inclusion Ambassadors has increased knowledge and awareness of dyslexia across the school. Literacy Champs have improved the school library, creating comfortable reading spaces and updating library displays. Children's involvement in leadership groups is supporting them to share their own views and those of other children. Senior leaders and staff should now work to ensure that opportunities for pupil leadership are offered to all children. Only a minority of children across the school are currently involved in effecting change.

- Staff have a strong understanding of the social, economic and cultural context of the school community. Teachers meet with senior leaders in excellence and equity meetings. Staff use the information discussed in these meetings effectively, to ensure they are well informed about challenges that may impact on individual children's learning or wellbeing. Senior leaders determine the focus of Pupil Equity Funding (PEF), while participatory budgeting supports children and parents to identify focus areas. This has included the purchase of new playground equipment to support engagement at lunch and playtimes. Senior leaders now need to include children, staff and parents in discussions to determine how PEF is spent and increase their focus on closing the poverty related attainment gap.

2.3 Learning, teaching, and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly skilled staff who work with children, young people, and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking, and monitoring

- Throughout the school, children learn in a welcoming and inclusive environment. Relationships between staff and children embody the school's values of kindness, respect, resilience and honesty. These values are visible in the positive interactions between staff and children, and between children. Children demonstrate an increasing understanding of their rights, and these are reinforced through agreed class charters. Across the school, almost all children demonstrate positive behaviour. Staff engagement in professional learning is enabling them to successfully support children who are feeling restless or have trouble concentrating. They consider well their classroom environment, the use of displays and the provision of movement breaks to help children remain calm.
- Staff have successfully increased the level of children's engagement and motivation in learning through the introduction of more creative approaches. All staff ensure the views of children are at the heart of learning and teaching. Staff provide frequent opportunities for children to exercise personalisation and choice in their learning. Children are becoming increasingly responsible and more independent in their learning, as a result.
- All children have opportunities to work as individuals, in pairs and in groups. In a few lessons, the use of more appropriate groupings would further enhance children's engagement and increase the pace of learning. In a majority of lessons, children are provided with effective opportunities to lead their own learning. This is helping to develop them as independent learners. In a few lessons, tasks are not challenging enough for children. Teachers should continue to ensure tasks are set at the right level of difficulty for all learners. This would support increased expectations across the school of what all children can achieve.
- Most children are encouraged regularly to engage in problem solving and creative thinking. They are particularly motivated and engaged during practical activities, such as working with woodworking tools during science, technology, engineering and mathematics (STEM) lessons. As a result, most children engage well in learning activities. Children understand when they are successful, confident and responsible. They articulate confidently the skills they are developing and increasingly relate these to real life and the world of work. Almost all children feel that staff encourage them to do their best.
- Staff implement consistently the school's 'Chapters model' to deliver learning that links different curriculum areas together. This structured, five-step approach ensures children benefit from clear expectations and instructions. Children are fully involved in the planning of 'chapters', with learning developed around 'big questions'. Staff ensure that children's interests and strengths are a key feature of project planning across the curriculum.
- Teacher engagement in professional enquiry is leading to more effective use of questioning to check and extend children's understanding. Staff consistently share the purpose of learning

and how children will know that they have been successful, in almost all lessons. Children could be more involved in identifying these measures of success. Staff observe children closely and use these observations appropriately to inform their planning.

- Staff are now able to provide more varied and inclusive outdoor learning experiences due to the recent development of the school grounds. They provide experiences which are positive and embedded across all stages. Alongside whole class learning, small groups access targeted outdoor learning activities to develop their communication skills. The introduction of an outdoor classroom offers significant potential to develop this further. Staff engagement in appropriate professional learning is enhancing their ability to deliver high quality outdoor learning.
- Children at P1 and P2 engage in a variety of purposeful and motivating play experiences. Staff encourage and support children well to apply and extend their learning through play. Children are motivated highly by the appropriate range of activities they access, such as exploring technology using stop-motion animations.
- Staff engagement in professional learning has increased their confidence in the use of feedback to further children's progress. Across the school, staff increasingly employ a consistent approach to feedback, particularly in written form. Staff hold regular learning conversations with children, enabling them to discuss their progress in more detail. As a result, almost all children feel that staff help them to understand how they are progressing in their learning. In most classes, children also engage in self- and peer-assessment, further developing their understanding of themselves as a learner.
- Children engage with a variety of digital technology for a range of purposes. The recent cyber-attack within the local authority has impacted on children's opportunity to access some devices. Children use tablets confidently to undertake research and engage with apps. They are developing their understanding of coding and can apply this to practical situations. For example, children in P6 apply their coding skills using a small programmable computer to make a banana sing.
- Staff use a variety of assessments to monitor children's progress and inform their planning. Staff engagement in moderation activities, both within the school, and with cluster schools is beginning to strengthen teacher judgement. Teachers use standardised assessment to validate their professional judgement in line with national standards. All teachers are developing well their shared understanding of national standards through engaging in moderation activities. Despite this, assessment evidence is not yet sufficiently robust, particularly in writing. Senior leaders have identified correctly the need to strengthen further approaches to moderation to help address this.
- Staff prepare an annual overview of learning, identifying key learning. This informs more detailed weekly planning. These plans take appropriate account of CfE experiences and outcomes and are informed by local authority progression pathways. Senior leaders now need to work with staff to increase the effectiveness of planning through a more streamlined approach. Greater consideration should be given about how medium-term planning better supports the reinforcement of prior learning. Senior leaders recognise the need to improve approaches to planning for specific individuals and groups of children, including those with additional support needs.
- Senior leaders meet staff for termly excellence and equity meetings to discuss children's progress and plan and review interventions. They use data gathered to identify gaps in children's learning. As planned, senior leaders should now review approaches to assessment

to develop a stronger, holistic overview of children's progress and the quality of their work. This could increase pace and challenge in learning. Teachers need to increase their expectations of what children can achieve.

2.2 Curriculum: Learning pathways

- Staff use West Lothian Council learning pathways to inform their planning across curriculum areas. These pathways are based on CfE experiences and outcomes. Children demonstrate increasing understanding of the four capacities and the four contexts for learning. Staff use these learning pathways flexibly to inform the delivery of the school's 'Chapters model' approach to learning across different curriculum areas. However, clear progression in learning across all curriculum areas is not yet evident. Staff should revisit their approach to planning to ensure sustained progression.
- Staff place high importance on several of the CfE design principles. They ensure that the curriculum provides children with opportunities for personalisation and choice, and enjoyment and relevance. They increasingly ensure children understand the links between their learning, the development of skills, and the world of work. Staff now need to ensure that children experience better progression and coherence in learning. They should strengthen further opportunities for children to experience breadth and depth in learning.
- Senior leaders have updated literacy and numeracy guidance, however further review is needed to ensure greater clarity about the school's agreed approach to curriculum delivery. This should better support strategies to raise attainment and ensure consistency and continuity in learning across all stages.
- Children across the school learn French as part of the 1 + 2 language programme, in a planned and progressive way. Children at P6 and P7 gain experience of Spanish. Children across the school learn about Christianity and other world religions, predominantly relating to celebrations and festivals.
- Children's development of skills in STEM is a key strength within the curriculum. Children confidently apply and extend their knowledge and skills through practical activities, such as making wooden bird boxes and hydraulic cranes. They independently use a range of tools and materials skilfully to complete increasingly challenging tasks. Children's engagement and motivation during these activities is very high. They speak confidently about the skills they are developing and how these link to potential future careers. Staff work effectively with a variety of partners to enhance this aspect of curriculum delivery.
- The Literacy Champs group are supporting the development of the school library and the promotion of reading across the school. The quality of the school library environment has been improved and the views of children sought about their book preferences. Classes access the school library on a regular basis, enabling them to select books of choice. Children also have access to class-based libraries.

2.7 Partnerships: Impact on learners – parental engagement

- Parents speak positively about communication from the school. Senior leaders share information on children's learning in a variety of ways. These include parent evenings, open afternoons, class assemblies and a monthly newsletter. As a result of this, most parents feel that the school provides them with regular and helpful feedback about how their child is learning.
- The Parent Council are very supportive of the school and are involved in organising events. This includes 'Dedridge Does Summer,' which is open to all children and families within the school community. The Parent Council worked with the headteacher to secure a grant which funds the provision of an activity day over the summer break. This initiative ensures that school staff maintain links with children and families when the school is closed for a long period of time. As a result of this, parents feel that positive relationships are supported and there is a strong sense of community.
- Almost all parents are very positive about the school. Parents value the work of the school and the support provided by senior leaders and staff. The senior leadership team are responsive to parents' views and use these effectively to inform improvement and change. Parents' views have informed, for example, the development of positive relationships guidance, assessment guidance and the school equity strategy. Most parents feel that the school takes their views into account when making changes.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality, and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Children and staff have worked together well to establish a caring and nurturing school environment. Staff undertake regularly a range of approaches to ensure that children feel safe and supported. The 'trusted adult' policy allows all children to identify a staff member with whom they can share their worries and concerns. Staff invest time with children to develop well-understood and bespoke 'class charters' which help children to feel valued, safe and respected. As a result, almost all children and parents report that children feel safe in school and that children are treated with respect by staff.
- Senior leaders have worked successfully with staff to ensure that the promotion of positive wellbeing is central to the daily life of the school. This is supported well by children and staff's shared understanding of wellbeing and the wellbeing indicators. The shared language of wellbeing is used effectively in classes and assemblies to support children to identify and discuss their wellbeing needs. This is helping children to explain confidently factors which support their wellbeing, such as maintaining positive relationships and healthy eating.
- Most children feel that their peers treat them with respect. Members of the school community have worked together well to establish an environment where respect for each other's rights, feelings and wellbeing is embedded in the daily life of the school. There is a strong focus on the United Nations Convention on the Rights of the Child (UNCRC) across the school. Children describe how their rights impact upon their own wellbeing and the wellbeing of others. This is supported by a few children who act as Rights Ambassadors. These children consult with all classes to identify a rights focus for each assembly. This contributes well to the culture of mutual respect within the school community.
- Senior leaders have built upon staff's positive relationships with children to develop the positive relationships policy and the anti-bullying policy. Staff's nurturing relationships with children and regular check-ins enable them to promptly identify, explore and resolve potential conflicts or incidents of bullying. As a result, almost all children who report having experienced bullying feel that the school deals well with this. Senior leaders should now further explore definitions of bullying to ensure a shared understanding of acceptable behaviours with the school community.
- Staff use a wide range of approaches to support children's wellbeing. For example, children in all classes perform daily check-ins to communicate their feelings within a shared emotional framework. This helps children to develop further their language and confidence around emotions and their wellbeing. It also supports teachers to identify instances where children may be unhappy or dysregulated and intervene, as appropriate. Staff ensure all classrooms across the school follow a consistent and inclusive design to support learners, including the

provision of 'calm corners'. As a result, almost all learning environments are calm, and almost all children feel that other children behave well all or most of the time.

- Staff are now beginning to track more effectively learners' own understanding and evaluations of their wellbeing and discuss this with senior leaders. Staff use this information to support individual children to face challenges in their life or learning. Staff are not yet able to evaluate fully the impact of their interventions on children's wellbeing over time or outcomes for specific groups of children. As an important next step to address this, senior leaders should continue to develop further their tracking and monitoring of learners' wellbeing. Senior leaders should work with staff to consider how this information can help them understand better how children's wellbeing changes over time. This should also include a focus on the challenges faced by specific groups of children.
- The health and wellbeing curriculum supports children well. Through this, children learn about issues such as emotional resilience, substance misuse and online safety. Children also benefit from developing their skills through opportunities to cook. Children experience at least two hours of physical activity per week. However, senior leaders should now review approaches to this to ensure that all children experience planned, progressive and high-quality physical education, which supports and improves skills development.
- Staff have an appropriate understanding of their responsibilities and statutory duties relating to wellbeing, equality and inclusion. Staff ably support senior leaders in ensuring interventions are in place for children who have additional support needs. Senior leaders deploy PSWs well. Staff monitor the impact of interventions for each individual child to consider what changes may be required. Senior leaders should continue to develop ways to identify and track more rigorously the overall impact of actions and changes. This should help them to evaluate better, the impact of actions taken by staff to support learners and to plan more effective interventions for children.
- Senior leaders follow appropriate procedures in evaluating the need for children to have support plans for their learning or wellbeing. Senior leaders use these plans to help track and evaluate the progress and needs of learners. Staff create support plans which help children to overcome challenges within and out with school. In a few cases, senior leaders could improve the effectiveness of support planning by ensuring strategies to support children are more challenging, specific and remain in place for appropriate periods of time. This should support more children to progress and achieve their best outcomes.
- Senior leaders identify and support children facing potential barriers to their learning, such as care experienced children or those affected by poverty. Care experienced children benefit from bespoke plans and interventions where appropriate. Senior leaders should now consider more support for groups of children within the school where their needs are not yet being consistently well met. For example, what further supports may be required for children who speak English as an additional language. Senior leaders should also explore ways to raise all children's understanding of what it means to be a young carer and to identify and support children who may be young carers.
- Teachers work well with the local secondary school to develop enhanced, individualised transition programmes for children experiencing barriers to their learning. Senior leaders have also worked with the local secondary school to identify strategies which can be used by all children to support them as they move to secondary school. This is helping children to move from primary to secondary school more confidently.

- Children are learning increasingly about diversity and equality as part of their learning. This is supporting children to learn more about the world. Almost all children are developing an understanding about issues such as disability and neurodivergence. This work has been supported well by children who act as Inclusion Ambassadors, who have produced resources for their peers and delivered information at assemblies. This approach is helping children to feel more welcomed and included in the life of the school. Staff should now ensure that children benefit from further similarly detailed and focused approaches to diversity and equality. For example, there is scope to significantly increase and make more specific, learning about diversity across the curriculum and the school environment. This should help to increase learners' understanding of diversity in culture, race, nationality and lesbian, gay, bisexual and transgender (LGBT) inclusion.

3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Overall, attainment is stronger in numeracy than literacy. Most children are expected to attain expected levels of attainment in numeracy by June 2025. The majority of children are expected to attain expected levels in reading and writing, and most in listening and talking. With additional challenge, a few children across the school are capable of achieving more.
- Senior leaders have correctly identified the need to strengthen further approaches to assessment and moderation. Further development of teacher professional judgement will strengthen the accuracy of their assessment of children's progress and achievement of a level.
- There is currently no strategic overview identifying the progress that children with additional support needs are making in their learning. Senior leaders should develop appropriate systems to address this, to inform staff of the effectiveness of interventions intended to improve outcomes for children.

Attainment in literacy and English

- Overall, most children are making satisfactory progress in listening and talking. Children's progress in writing is weak at early and first level.

Listening and talking

- At early level, most children follow simple instructions. They make attempts to take turns when talking in a variety of contexts, including imaginary play. At first level, most children understand and apply a few techniques when engaging with others, such as eye contact and body language. They are developing their ability to contribute respectfully their opinions during discussions, justifying their response. At second level, most children understand the skills needed to present to an audience. They should develop further their ability to plan and deliver an organised presentation.

Reading

- At early level, most children recall a familiar story and sequence the main events using pictures. They read aloud familiar text and are beginning to blend sounds made by a combination of letters. At first level, the majority of children read aloud with an expressive use of voice. They understand the techniques used by authors to engage readers but are less secure in their use of an index and glossary. At second level, the majority of children apply the techniques of skimming and scanning when looking for key information. They are developing their understanding of whether a text is a reliable source of information. Across the school, children would benefit from greater engagement with a range of texts, including poetry.

Writing

- Overall, the presentation of children's written work needs to improve, particularly at early and first level. A minority of children are not yet forming letters correctly, with a few consistently reversing letters and numerals. The frequent use of printed worksheets and templates across the school limits opportunities for children to develop appropriate presentation skills. At early level, the majority of children write for enjoyment. They are beginning to attempt to spell familiar words correctly. At first level, children plan and organise their ideas and information using an appropriate format. They would benefit from greater opportunities to write independently. At second level, the majority of children use a range of punctuation appropriately. They would benefit from greater opportunity to write at length.

Numeracy and mathematics

- Overall, most children are making good progress in numeracy and mathematics.

Number, money and measure

- At early level, most children are confident in ordering numbers 0-20. They add and subtract within 10 and recognise o'clock. Children need support to ensure that they are writing numbers correctly. At first level, most children solve two-step problems and round two-and three-digit numbers to the nearest 10 and 100. They use the correct notation for common fractions. At second level, the majority of children round whole numbers to the nearest 1000, 10,000 and 100,000. They complete confidently written and mental calculations involving addition, subtraction, multiplication and division. Children are not yet confident when calculating percentages.

Shape, position and movement

- At early level, most children are developing their understanding of simple two-dimensional shapes. At first level, most children name, identify and classify a range of simple two-dimensional shapes and three-dimensional objects. At second level, children use mathematical language including acute, obtuse, straight and reflex to describe and classify a range of angles. Children are not yet confident with the language of radius and diameter, or in understanding the relationship between these.

Information handling

- At early level, most children recognise and extend simple patterns, using shapes and colours. At first level, most children use a variety of different methods to display data, for example, as block graphs or bar graphs. Children at second level collect, organise and display data accurately in a variety of ways including through tables, bar graphs and line graphs. They analyse, interpret and draw conclusions from a variety of data. Children at first and second level would benefit from opportunities to develop further their skills in using digital technology to gather, display and analyse data sets.

Attainment over time

- Attainment data over time indicates very limited impact of the school's strategies to raise attainment. Several year groups show a decline in their overall levels of attainment over time, in both literacy and numeracy. To address this, staff need to review approaches to assessment to inform better, appropriate pace and challenge in learning. Staff need to increase their expectations of what children can achieve. They should look outwards to learn from highly effective practice in other schools. Senior leaders should strengthen the rigour with which they track and monitor the impact of raising attainment strategies. This should include closely monitoring the effectiveness of targeted interventions, including PEF interventions.
- Overall attendance has fallen slightly but remains broadly in line with the national average. A minority of children have an attendance rate of below 90%. Senior leaders identify children who

would benefit from further intervention to support increased attendance. Senior leaders have also taken steps to publicise more clearly the value of positive attendance among children and families. Child groups such as the Attendance Ambassadors have been successful in helping to improve attendance through an inclusive and nurturing approach. This includes the sharing of positive attendance at assemblies and the creation of parent friendly attendance leaflets. As a result, the number of children with attendance under 90% has reduced and the attendance of most children in this group is increasing.

Overall quality of learners' achievements

- Parents and staff have opportunities to share children's wider achievements with the senior leadership team. Children's achievements are celebrated across the school through school displays, assemblies and Rainbow Visits. Children look forward to sharing their achievements at whole school celebrations. Children link their achievements to the school values and recognise their successes well. As a next step, senior leaders should now look at tracking children's wider achievements, using this data to identify and support children who are at risk of missing out.
- Within the school, staff are creating an increasing range of roles which are supporting children to develop the four capacities successfully. These include opportunities such as Literacy Champs, Inclusion Ambassadors, Numeracy Champs and Cost of the School Day Champs. As a result, a minority of children influence positive changes within their school and develop skills such as leadership and creativity. Senior leaders now need to ensure these opportunities are provided more widely to children across all stages.

Equity for all learners

- A whole school approach to equity is embedded throughout the school, supported by the development of an equity strategy. Senior leaders worked with children, staff and parents to agree a set of actions which help to ensure a focus on equity. These include areas such as learning and teaching and the school ethos and environment. As a result of this, positive outcomes have been identified, including improved attendance and pupil confidence, evidenced through pupil ethos surveys.
- The headteacher and staff are aware of the socio-economic context of their school community. They use PEF to enhance staffing and support several interventions in literacy, numeracy and health and wellbeing. Senior leaders should now ensure that planning for PEF has clear outcomes and measures of success. This will allow them to understand more fully the impact of their PEF spend on improving outcomes for children.
- Senior leaders have worked with children, staff and parents to develop 'Our Cost of the School Day' action plan. They have produced an action plan which provides the school community with information on the support available within school. This helps ensure financial constraints do not prevent any children from engaging in opportunities for learning and achievement.

Quality of provision of Special Unit

Context

The enhanced resource base (ERB) is a non-denominational resource, which supports 30 children with a range of significant additional support needs from across West Lothian Council. The ERB comprises five classes, with access to two sensory rooms, outdoor classrooms and play spaces. Each ERB class has one classroom teacher and two or three PSWs.

Leadership of change

- The depute headteacher leads an experienced staff team well to provide a welcoming, nurturing and productive learning environment. Staff work creatively, supporting each other and the children well. They share high aspirations for children. All of this results in very positive social and educational outcomes for children.
- All staff reflect the school values in their daily work and undertake specialist training to identify and meet children's needs well. Staff have developed an effective model of practice which builds the social communication and emotional regulation skills of learners. Almost all staff have undertaken training on neurodiversity and have developed their teaching approaches successfully. They work with national research bodies to ensure they have current professional knowledge and a sound evidence base to initiate change. For example, working with children they recently redesigned an outdoor space to support children's sensory play and learning through exploring the natural environment.
- Families appreciate the supportive and effective communication that staff at the ERB provide. They have regular opportunities to attend events at the school. Senior leaders should now develop families' involvement and contribution to implementing change within the ERB. They should review how regularly they consult with children, parents and partners about improvement priorities for the ERB.

Learning, teaching and assessment

- Children arrive promptly at school and teachers engage them in activities quickly and effectively, setting a positive tone. Staff adopt a 'busy start' approach. They support children to choose aspects of learning which they enjoy at the beginning of the day. This gives children a sense of independence and allows them to practice their favourite skills and find success early in the day.
- Almost all teachers set personalised lessons at the right level of difficulty to match children's support needs and interests well. Staff take account of CfE experiences and outcomes or, where appropriate, Milestones for learning. Teachers plan lessons which incorporate assessment criteria to gauge children's understanding of learning and take account of their progress well. Teachers have a clear understanding of children's development, building effectively on their prior learning. Staff support children to practice and consolidate key skills regularly, using clear explanations and instructions. As a result, children understand key concepts well and make relevant links in their learning.
- Staff support children very well to extend their learning. Where children have a special talent or interest, staff work well to capitalise on this. For example, a few learners have a particular interest in number work. Staff work extremely well together to nurture and develop children's understanding of mathematical concepts. This results in children understanding complex concepts well, such as fractions and multiplication.

- Staff moderate their professional judgement within the ERB and work with similar schools within the authority to develop approaches to assessment effectively. They should continue to develop these links to improve further their planning of coverage and progression across the CfE experiences and outcomes. Senior leaders should consider how best to gather and analyse information about children's attainment across the curriculum. This should provide a clearer overview of learner's progress, which will make it easier to identify any gaps in children's learning.

Ensuring wellbeing, equality and inclusion

- Children benefit from very positive relationships throughout the ERB. Children feel safe at school, they are included in all aspects of learning and are respected throughout the school community.
- As they move through the school, most children learn with their peers in mainstream classes. Staff work alongside parents and partners to support identified children to attend their mainstream catchment school successfully. For children transitioning to secondary, staff accompany children to their new placement to help them prepare. They decrease levels of support in line with children's confidence and wishes. Children are building confidence and independence for moving on successfully.
- Children use digital technology well to enhance their communication. They use applications on tablets to help them express their needs and opinions. Staff communicate well with families, who feel well-informed about their child's progress. Staff have a strong focus on children's rights. They act with the best interests of children in mind, and they ensure that children are heard and protected.
- Children's support plans take proper account of their wellbeing needs. Staff review plans regularly to help guide them in their daily work with the children. A minority of children have assessment of wellbeing reports which document their needs and requirements from partner agencies such as educational psychology, health or social work.

Raising attainment and achievement

- Children within the ERB have a wide range of additional support needs. They work on a range of attainment targets from Milestones to first level CfE experiences and outcomes across the curriculum. Almost all children make good progress from their prior levels of attainment in literacy and numeracy. A few children make very good progress.
- Overall, children's attainment over time is good. A few children make very good progress over time. Teachers make effective use of assessments to demonstrate individual children's progress. As a next step, senior leaders should consider how best to develop an overview to help summarise children's attainment over time across the ERB.
- Almost all children display confidence and enjoy taking responsibility. Most children are sociable, creative and proud of their achievements. They plant seeds, grow food and create their own games. They cultivate their willow garden, which they have fashioned into an igloo-type structure. They frequently use this space for calm play and for den building. They harvest willow for craft projects, where they are supported to use hand tools safely. They create items such as flag poles and toys. At appropriate levels, children demonstrate impressive design skills and dexterity. Teachers and staff provide a broad range of experiences which offer a well-balanced blend of achievement opportunities and classroom-based learning.

- Children express themselves well using digital technologies. For example, almost all children explore storytelling and film making through stop-motion animations. They film puppet shows, end-of-term shows and performances of the Nativity. Families can enjoy children's performances while children avoid the unpredictable sensory stimulation of a large audience. Children at the ERB access PEF funded activities and are included in the whole school approach to closing attainment gaps. The equitable approach adopted by the school is helping all children to experience a wide range of achievements and participate actively in the life of the school.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.