



EDUCATION QUALITY ASSURANCE COMMITTEE

VALIDATED SELF EVALUATION: ST JOHN OGILVIE PRIMARY SCHOOL AND WOODLANDS NURSERY SCHOOLS

REPORT BY HEAD OF EDUCATION (CURRICULUM, QUALITY IMPROVEMENT AND PERFORMANCE)

A. PURPOSE OF REPORT

To bring to the Committee's attention the outcomes of the Validated Self Evaluation (VSE) of St John Ogilvie Primary School and Woodlands Nursery School.

B. RECOMMENDATION

It is recommended that the Committee note the contents of the report and the school's arrangements for continuing improvement.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; Being honest, open and accountable; Developing employees; Making best use of our resources; Working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014 Education (Additional Support for Learning) (Scotland) Act 2014
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	Education Scotland quality indicators are used to measure the performance of schools – How Good Is Our School?4 (HGIOS?4).
V Relevance to Single Outcome Agreement	Positive inspection reports are used as a key outcome measure in the Single Outcome Agreement. Positive is measured by satisfactory or better in the quality indicators used by Education Scotland.
VI Resources - (Financial, Staffing and Property)	School's Devolved Budget/Pupil Equity Funding
VII Consideration at PDSP	Not applicable
VIII Other consultations	None

D. TERMS OF REPORT

Background

Date of VSE	5 th November 2018
School roll	390
Nursery Roll	52
Staffing and date of appointment of management team	1 Head Teacher (May 2017) 1 Depute Head Teacher (Aug 2016) 1 Principal Teacher 28 Teachers 16 Pupil Support Workers
Scottish Index of Multiple Deprivation (SIMD) – 1 st being most deprived and 67 th being least deprived	SIMD Rank 3444.1 Order 42 out of 67 West Lothian Primary School
Pupil Equity Fund Allocation	£80,400

2018/19 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	52	92.31%	7.69%	0.00%	0.00%
P1	56	75.00%	23.21%	1.79%	0.00%
P2	46	78.26%	21.74%	0.00%	0.00%
P3	58	62.07%	36.21%	1.72%	0.00%
P4	60	68.33%	26.67%	5.00%	0.00%
P5	53	79.25%	20.75%	0.00%	0.00%
P6	59	74.58%	20.34%	5.08%	0.00%
P7	58	79.31%	15.52%	5.17%	0.00%
School	390	73.59%	23.59%	2.82%	0.00%

Level 1 (Core): Needs are met within the classroom by teacher

Level 2 (Targeted): A higher level of support possibly in consultation with agencies outwith education

Level 3 (Enhanced): The child's additional support needs require input from two, or more, support services and/or different agencies

Level 4 (Intensive): Referral to SORG who will allocate alternative provision

Other Relevant Information

St John Ogilvie Primary School and Woodlands Nursery serve the communities of Livingston North (Eliburn, Deans and Knightsridge). St John Ogilvie Primary School is a denomination school with a diverse range of ethnic and social backgrounds. The school has strong links with the St Margaret's Cluster Schools and the local Parish of St Peter's in Carmondan. The school has a positive reputation in the local community and benefits from effective parental and community partnerships. The school is organised into 14 double stream classes. PE and Music are provided by specialists. The school is very well supported by a team of pupil support workers and 2 administrative assistants.

Key Strengths

- The leadership team has a clear sense of direction for the school. All stakeholders were involved in refreshing the school's vision and values which are based on a shared understanding of the unique context of the school and community.
- Staff at all levels are committed to and involved in the process of change. There is a strong commitment across the team to improving outcomes for learners through collaborative practice.
- In the ELC setting practitioners provide high quality learning experiences that support and challenge all children, to develop as curious, inquiring and creative learners.
- Relationships across the school are very positive and the learning environment is supportive and nurturing. Almost all learners are motivated and interact well during learning experiences.
- In most classes, experiences are appropriately challenging and differentiation well matched to learners' needs. In almost all classes explanations and instructions are clear and staff make use of skilled questioning to support and challenge learners.
- Staff have created learning, teaching and assessment guidance to agree shared standards which is leading to increased consistency in practice. A curriculum rationale has been developed in consultation with staff and learners and West Lothian progression pathways are used to inform planning and assessment.
- Wellbeing is promoted for all children and families across the ELC and school community. Learners' opinions and ideas are valued through vertical learning groups and learners feel safe, nurtured and valued in school.
- A very strong, inclusive Catholic ethos and identity permeates the school and high expectations for all learners supports young people to be confident about taking on new challenges. Effective partnership working is improving outcomes for learners and their families.
- The school has raised attainment in literacy and numeracy and most learners are making progress from prior levels of attainment. Robust tracking and monitoring systems are in place to support professional dialogue and ensure continuous improvement for learners. Moderation activities support staff to develop increasing confidence in making valid teacher judgements about learner progress. There are effective arrangements in place to identify and plan targeted interventions for learners who require additional support.

Areas for ongoing improvement

- Review Leadership Team and staff remits to ensure clear lines of responsibility and leadership opportunities within the ELC.
- Promote a culture of self-evaluation for improvement at all levels and support stakeholders to implement changes to involve them in all aspects of school improvement and self-evaluation.

- Using the knowledge and expertise of the ELC practitioners, the leadership team should develop a robust approach to moderate the quality of assessment information, ensuring planned next steps are in place to enable all children to progress.
- Further develop high quality feedback for all learners and revisit formative assessment approaches to support progress in learning.
- Further develop a shared understanding of wellbeing and provide opportunities for learners and parents to engage in learning conversations around wellbeing and progress.
- Build capacity in approaches to raising attainment in writing and ensure robust moderation approaches to develop shared understanding of standards.

Performance Information

Attendance (Previous Session 2017/18)

Attendance	School – 94.23% West Lothian – 94.49%
Authorised Absence	School – 4.21% West Lothian – 3.92%
Unauthorised Absence	School – 1.54% West Lothian – 1.52%

Teacher Professional Judgement

Pupils Achieving Expected National Level – Primary 1

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	46	86.96%	84.78%	86.96%	93.48%
Authority	2133	81.76%	79.75%	85.70%	85.70%
National	#N/A	81.28%	78.30%	87.02%	84.65%

2016/17	Roll	Reading	Writing	Listening & Talking	Numeracy
School	50	82.00%	70.00%	80.00%	84.00%
Authority	2252	81.75%	78.15%	85.79%	84.28%
National	#N/A	80.21%	77.08%	85.26%	83.44%

Pupils Achieving Expected National Level – Primary 4

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	52	86.54%	80.77%	88.46%	90.38%
Authority	2206	81.37%	76.70%	87.76%	81.41%
National	#N/A	77.45%	71.77%	84.52%	75.80%

2016/17	Roll	Reading	Writing	Listening & Talking	Numeracy
School	60	73.33%	71.67%	86.67%	76.67%
Authority	2326	81.17%	79.19%	88.91%	81.13%
National	#N/A	76.88%	71.11%	83.04%	74.82%

Pupils Achieving Expected National Level – Primary 7

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	56	83.93%	78.57%	85.71%	85.71%
Authority	2193	81.94%	78.16%	88.46%	79.16%
National	#N/A	78.74%	72.87%	84.10%	74.77%

2016/17	Roll	Reading	Writing	Listening & Talking	Numeracy
School	54	74.07%	74.07%	79.63%	72.22%
Authority	2101	79.77%	75.30%	86.15%	74.25%
National	#N/A	76.04%	68.60%	81.24%	70.46%

Quality Indicators for ELC setting	School	VSE
1.3 Leadership of change	Good	Good
2.2 Curriculum	Good	Very Good
2.3 Learning, teaching and assessment	Good	Good
3.1 Ensuring wellbeing, equality and inclusion	Good	Good
3.2 Securing children's progress	Good	Satisfactory

Quality Indicators for Primary	School	VSE
1.3 Leadership of change	Good	Good
2.2 Curriculum	Good	Good
2.3 Learning, teaching and assessment	Good	Good
3.1 Ensuring wellbeing, equality and inclusion	Good	Good
3.2 Raising attainment and achievement	Good	Good

E. CONCLUSION

The Quality Improvement Team will continue to provide regular support and challenge to the school on its continuous journey of improvement.

F. BACKGROUND REFERENCES

VSE Team Members

Joanne McKissack	Head Teacher
Lynne Egan	Depute Head Teacher
Lisamaria Purdie	Lead Head Teacher
Lisa Moore	Head Teacher
Fiona Smyth	Head Teacher
Jackie Mill	Head Teacher
Catherine Thomas	Development Officer, Early Years
Ann Doyle	Development Officer, Early Years

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