



Education (Quality Assurance) Committee

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

15 November 2017

A meeting of the **Education (Quality Assurance) Committee** of West Lothian Council will be held within the **Council Chambers, West Lothian Civic Centre** on **Tuesday 21 November 2017 at 2:00 p.m.**

For Chief Executive

BUSINESS

Public Session

1. Apologies for Absence
2. Declarations of Interest - Members should declare any financial and non-financial interests they have in the items of business for consideration at the meeting, identifying the relevant agenda item and the nature of their interest.
3. Order of Business, including notice of urgent business and declarations of interest in any urgent business
4. Confirm Draft Minute of Meeting of the Education (Quality Assurance) Committee held on Thursday 21 September 2017 (herewith).
5. Validated Self Evaluation: Longridge Primary School - Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)
6. Validated Self Evaluation: Woodmuir Primary School - Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)
7. Validated Self Evaluation: Inveralmond Community High School - Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)

DATA LABEL: Public

8. Validated Self Evaluation: Simpson Primary School - Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)
9. Validated Self-Evaluation: Eastertoun Primary School - Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)
10. Workplan 2017-2018 (herewith)

NOTE **For further information please contact Elaine Dow on 01506 281594 or email elaine.dow@westlothian.gov.uk**

MINUTE of MEETING of the EDUCATION (QUALITY ASSURANCE) COMMITTEE of WEST LOTHIAN COUNCIL held within COUNCIL CHAMBERS, WEST LOTHIAN CIVIC CENTRE, on 21 SEPTEMBER 2017.

Present – Councillors Stuart Borrowman (Chair), Pauline Clark, Lawrence Fitzpatrick, Peter Heggie, Chris Horne, Carl John, Charles Kennedy, Dave King, Dom McGuire (substituting for David Dodds), George Paul, Moira Shemilt, Damian Timson; Appointed Representatives Myra Macpherson and Lynne McEwen; Parent Council Representative Eric Lumsden

Apologies – Councillors David Dodds and Andrew Miller; Appointed Representative Margaret Russell

1. DECLARATIONS OF INTEREST

Agenda Item 9 – VSE: Williamston Primary School

Councillor Fitzpatrick declared a non-financial interest due to him being a co-opted member of Williamston Primary School Parent Council.

2. MINUTE

The Committee confirmed the minute of its meeting held on 27 June 2017 as being a correct record. The minute was thereafter signed by the Chair.

3. QUALITY IMPROVEMENT TEAM

A presentation was given to the Committee by Greg Welsh, Quality Improvement Officer, on the work carried out by the Quality Improvement Team to support Head Teachers in schools.

As part of West Lothian Council's Quality Assurance procedures, individual schools participated in a programme of local authority supported Validated Self-evaluations (VSEs). Individual schools were also subject to national inspections carried out by Her Majesty's Inspectors (HMI). Both of these models for quality assuring the work of schools used the quality indicators outlined in the national document How Good is Our School? 4 (HGIOS?4) and for nurseries and early years' establishments How Good is our Early Learning and Childcare? (HGIOELC?).

Following a school inspection by HMI, a report on the inspectors' findings and the school's subsequent action plan would be submitted to the committee to note. In addition, a report would be submitted to committee following an authority supported VSE to inform the committee of the strengths, next steps and evaluation of the school's performance.

Details of West Lothian's National Improvement Framework Improvement Plan were then outlined highlighting the four key elements within the

Raising Attainment Strategy. A key role within the strategy was to provide collaborative support and challenge to drive improvement in schools. Details of Moving Forward in Learning framework and Pupil Equity Funding Interventions framework were also provided.

Following conclusion of the presentation the Committee considered the Quality Improvement Team information for EQAC Members, copies of which had been circulated.

The Committee welcomed the information provided and acknowledged the useful acronyms included which members found very useful. The Quality Improvement Officer confirmed that the information sheet would be updated as required and submitted to future meetings of the committee.

In response to a question from the Chair relating to the narrative within reports from HMI which could often be difficult for lay people to comprehend, the Head of Education (Curriculum, Quality Improvement and Performance) confirmed that the narrative contained in HMI reports was the same for all local authorities across Scotland to ensure consistency. She undertook to provide additional information in future council reports to provide further explanation, particularly in relation to school percentages, to ensure information was more user friendly.

The Chair, on behalf of the Committee, thanked officers for the well written and presented information provided.

Decision

- To note the presentation and information provided by the Quality Improvement Officer; and
- To note that the Head of Education (Curriculum, Quality Improvement and Performance) undertook to provide additional information in future reports to ensure information was more readily comprehensible to lay people.

4. EDUCATION SCOTLAND REPORT: WEST CALDER HIGH SCHOOL

The Committee considered a report (copies of which had been circulated) by the Head of Education (Curriculum, Quality Improvement and Performance) providing details of the improvement plan which addressed the areas for improvement identified in the Education Scotland Continuing Engagement Record of Visit published on 23 June 2017. Education Scotland's letter and the school's Improvement Plan were attached as appendices to the report.

The report advised that during the continuing engagement visit the Inspectors looked at particular areas that had been identified in the original inspection carried out in March 2016 and at other aspects of the school's work. As a result, they were able to find out about the progress the school had made since the original inspection and how well this was

supporting young people's learning and achievements. The following areas for improvement had been identified:

1. To improve approaches to meeting the learning needs of all young people, in particular those with social, emotional and behavioural needs;
2. To continue to improve the curriculum, in particular young people's experiences from S1 to S3; and
3. To improve approaches to meeting the learning needs of all young people, in particular those with social, emotional and behavioural needs.

The Education Officer, Catrina Hatch, advised the Committee that the inspection was carried out on 13 March 2017, one year after the initial inspection. The Committee was advised that the Head Teacher had been appointed in May 2017. Following the return inspection Education Scotland noted that the school had made some progress since the original inspection. Inspectors would continue to liaise with West Lothian Council regarding the school's improvement plan and would return to carry out a further inspection within 18 months.

The Head Teacher, Julie Fisher, then provided members of the Committee with details of the work carried out to continue to improve the areas identified by Education Scotland. Members of staff were aware of the expectations for continued improvements to ensure raised attainment. A working group was set up to support all members of staff during the process to continue to cultivate a learning environment with staff sharing professional judgements and attainment being a standard item on the agenda. The Head Teacher confirmed that she was committed to continue to drive improvements forward with vigorous tracking and monitoring systems in place to support literacy, numeracy and health and wellbeing across the curriculum. Parental engagement events were also held throughout the year to encourage and support partnership working between school and families.

In response to a question from members of the Committee relating to the views of parents due to the number of changes made in school the Parent Council Chair, Fiona Wilson, advised that there was initially uncertainty amongst parents, however, parents were kept up to date and well supported by staff and were happy about the progress being made. The young people attending school were also more positive and enjoying the school environment.

The Head teacher then responded to questions from members of the Committee.

Finally, the Committee acknowledged the improved outcomes in school and hoped that this would be sustained through the support of the Head Teacher, staff and Quality Improvement Team. The Committee thanked the Head Teacher and Parent Council Chair for attending the meeting.

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

Decision

To note the contents of the report and the update provided.

5. EDUCATION SCOTLAND REPORT: ST KENTIGERN'S ACADEMY

The Committee considered a report (copies of which had been circulated) by the Head of Education (Curriculum, Quality Improvement and Performance) providing details of the improvement plan which addressed the areas for improvement identified in the Education Scotland report published on 29 August 2017.

Inspectors noted the following key strengths of the school:

- The leadership of the Head Teacher in taking forward his vision for change, building the capacity of staff at all levels and setting high expectations to encourage a climate of continuous improvement;
- The commitment of staff in ensuring young people from all backgrounds were fully included in every aspect of school life;
- The impact on young people's learning from the team of pupil support workers. The benefit to young people of effective partnerships with teaching staff and the support workers' skills in engaging and supporting young people;
- The benefit to young people of the range of learning pathways available from S4 to S6 that suit their needs and aspirations. This includes an increased range of options leading to qualifications both within school as well as at college and neighbouring schools; and
- The quality of enhanced transition arrangements and support which was helping young people with autism make a successful transition to the school and enabling them to participate in mainstream classes.

The following areas for improvement were identified and discussed with the Head Teacher and a representative from West Lothian Council:

- Continue to build the leadership capacity of staff at all levels to create a more consistent high-quality strategic approach to school improvement;
- Develop a strategic overview within pupil support to ensure careful and appropriate allocation of resources to ensure all young people were fully supported;
- Further develop approaches to monitor and track learner progress to make sure there was timely, reliable data on the attainment of every learner. Staff could then consider how to put in place mechanisms to

share this with young people and their parents; and

- Continue to review the broad general education provision. Learning pathways through S3 and into the senior phase required to provide a smooth transition into courses leading to qualifications.

The Senior Development Officer, Catrina Hatch, advised the Committee that a number of key strengths had been identified following the inspection. Inspectors were confident that the school had the capacity to continue to improve therefore no further visits were required in connection with the inspection carried out.

The Head Teacher, Andrew Sharkey, then summarised the ongoing work within the action plan to ensure continued improvement and attainment for all learners. He advised that through the Pupil Equity Funding (PEF) the school appointed a Principal Teacher to support young people with additional needs, enhancing the support that was already available. The school received a high level of support from parents and systems were available to ensure information was shared with parents. Robust tracking and monitoring systems were in place providing improved statistical information. A number of successful pathways were available in school and enhanced partnership working with a range of stakeholders to support young people in their transition to work.

The Head Teacher then responded to questions from members of the Committee. He highlighted the work being carried out to support children and families of children at risk of being excluded from school. Members of staff were also more aware of the social and economic barriers to engagement in learning. The school would also continue to develop a strategic approach to wellbeing through a nurturing school approach with nurturing drop in sessions available.

In conclusion, it was noted that the Quality Improvement Team would continue to work with the Head Teacher on the Improvement Plan and would monitor the school's progress through the school's self-evaluation processes.

The Committee acknowledged the excellent report and results achieved in school and commended staff, under the leadership of the Head Teacher, for the excellent work carried out in school, sometimes under challenging circumstances.

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

Decision

1. To note the contents of the report and the arrangements for continued improvement; and
2. To note the update from the Head Teacher and Senior Development Officer.

6. EDUCATION SCOTLAND REPORT: HOLY FAMILY PRIMARY SCHOOL

The Committee considered a report, copies of which had been circulated, by the Head of Education (Curriculum, Quality Improvement and Performance) providing details of the school's improvement plan to address the areas for improvement identified in the Education Scotland report published on 29 August 2017.

The Education Officer, Margaret Johns, provided details of the following strengths identified by the Education Scotland Inspection team:

- Staff knew the children very well. There were strong relationships between staff, children, their families and other partners who worked well together to ensure the children's care and wellbeing. Children were well behaved, happy and motivated to learn; and
- The determination and drive of the Head Teacher, supported by the Principal Teacher and staff, to develop self-evaluation. This was leading to improvements in the school such as staff working together to take forward priorities.

The Head Teacher, Colette Murray, then advised that members of staff welcomed the opportunity to work with Education Scotland Inspection team and the council's Quality Improvement Team. Staff continued to offer pupils a wide range of learning experiences with a number of improved activities identified following the inspection which were incorporated within the school improvement plan. The following areas for improvement were identified by Education Scotland:

1. To continue to develop a clearer strategy for raising attainment and achievement. Strengthen approaches to learning and teaching. Through the use of reliable assessment information to support the planning of learning enable all children to be more effectively engaged in their learning; and
2. To ensure that all staff have more opportunities to look outwards, beyond the school, to enhance their professional learning. This would support staff to develop consistent high quality learning and teaching across the school for all children.

Pupil Equity Funding received by the school provided additional support to close the attainment gap between the most and least advantaged children. The school also had strong links with St Margaret's Academy and the cluster primary schools, Parent Council and partner agencies.

The Head Teacher then responded to questions from members of the Committee. In response to a question relating to parental engagement members were advised that a number of opportunities were available to encourage parents to come into the school and spend time with their children in class. Training sessions were also available to help support parents and families.

The Parent Council Chair, Yvonne Ledgerwood, advised that parents

were supportive of their children's learning and felt that staff were approachable. Children were being nurtured and well supported in school.

In response to a question in relation to capacity issues in school and planned developments in Winchburgh area, the Depute Chief Executive advised that a report would be submitted to a future meeting to provide further information.

Finally, it was noted that inspectors were confident that the school had the capacity to continue to improve. No further visits would be made in connection with this inspection. The school was well supported by West Lothian Council and the Quality Improvement Team would continue to work with the Head Teacher on the improvement plan and would monitor the school's progress through the school's self-evaluation processes.

The Committee acknowledged the positive report and update from the Head Teacher and Parent Council Chair.

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

Decision

1. To note the contents of the report and the arrangements for continued improvement;
2. To note the update from the Head Teacher, Education Officer, and Parent Council Chair; and
3. To note that a report on the planned developments in Winchburgh would be submitted to a future meeting.

7. VALIDATED SELF EVALUATION: WILLIAMSTON PRIMARY SCHOOL

The Committee considered a report (copies of which had been circulated) by the Head of Education (Curriculum, Quality Improvement and Performance) providing details of the outcomes of the Validated Self Evaluation (VSE) carried out at Williamston Primary School.

The Quality Improvement Officer, Greg Welsh, advised the Committee that the VSE was carried out at Williamston Primary School between 27 February and 2 March 2017. Key strengths highlighted that robust tracking and monitoring processes were in place with clear areas of improvement identified. Strong relationships between staff, parents and members of the local community were evident with shared values and aims which impacted positively on the ethos of the school.

The Head Teacher, Fiona Hollands, then confirmed that members of staff welcomed the opportunity to take part in the VSE process. The focus of the VSE was:

- Leadership of Change;

- Raising attainment and achievement; and
- Arrangements for ensuring wellbeing, equity and inclusion.

Staff at all levels were taking responsibility for implementing change with professional dialogue ongoing to monitor pupil progress, providing increased use of effective teacher assessment, performance information and moderation of pupil work. The collaborative partnership working across the James Young cluster was also recognised as a strength in continuous improvement.

The school would continue to review and refresh its curriculum based on a commitment to ensure excellence and equity for all learners. Using local and national guidance, the school would focus on developing flexible learning pathways to meet the needs of all learners in all areas of the curriculum. Self-evaluation processes and professional dialogue with ELC staff would continue to ensure ongoing improvements were being made to reduce the attainment gap.

The Head Teacher then responded to questions from members of the Committee. In response to a question relating to the quality indicators for the Primary and ELC setting compared to the VSE findings, the Head Teacher advised that the new quality indicators of HGIOS4 raised expectations within schools. Members of staff were confident and developing approaches to ensure continued change and improvement in school. She also confirmed that the school worked closely with colleagues in James Young High School to ensure that the transition strategies in place supported all children and provided enhanced support to children requiring additional support.

The report concluded by highlighting that the school was well respected within the community and had a clear understanding of its strengths and areas for improvement. The VSE team was confident that the school's arrangements for self-evaluation would continue to lead to improvement and raised attainment for learners.

The Committee acknowledged that staff had an understanding of the school's strengths and areas for improvements and looked forward to improvements being made.

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

Decision

To note the contents of the report and the update from the Head Teacher and Quality Improvement Officer.

8. WORKPLAN

The Committee noted the workplan (copies of which had been circulated).

The Committee was advised by the Quality Improvement Officer that a number of VSE's had recently been completed and would be included in the workplan for the next meeting. An inspection by Education Scotland (HMI) had also been carried out at Blackburn Primary School and would be included in the workplan for the next meeting if the record of findings was received from Education Scotland.

Decision

1. To note the workplan;
2. To note that the workplan would be populated to include the VSE's recently completed; and
3. To note that the outcome of the inspection carried out at Blackburn Primary School would be submitted to the next meeting of the Committee subject to the findings being available from Education Scotland.



EDUCATION QUALITY ASSURANCE COMMITTEE

VALIDATED SELF EVALUATION : LONGRIDGE PRIMARY SCHOOL

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 Longridge Primary 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
VII Consideration at PDSP	Not applicable
VIII Other consultations	None

D. TERMS OF REPORT

Background

Date of VSE	25 th April 2017
School roll	81
Nursery Roll	28
Staffing and date of appointment of management team	1 Head Teacher (Joint Headship with Woodmuir Primary School) (June 2016) 1 Principal Teacher 8 Teachers 2 Nursery Nurses 2 Pupil Support Workers 1 Admin Assistant
Scottish Index of Multiple Deprivation (SIMD) – 1 st being most deprived and 67 th being least deprived	SIMD rank 3180.39 Order 36 out of 67 West Lothian Primary Schools
Pupil Equity Fund Allocation	£9, 600

2017/18 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery					
P1	5	80.00%	20.00%	0.00%	0.00%
P2	17	82.35%	17.65%	0.00%	0.00%
P3	14	64.29%	28.57%	7.14%	0.00%
P4	10	20.00%	60.00%	20.00%	0.00%
P5	11	63.64%	36.36%	0.00%	0.00%
P6	10	80.00%	20.00%	0.00%	0.00%
P7	14	85.71%	7.14%	7.14%	0.00%
School	81	69.14%	25.93%	4.94%	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

Performance Information

Attendance (Previous Session 2016/17)

Attendance	School – 95.37% West Lothian – 95.05%
Authorised Absence	School – 3.59% West Lothian – 3.52%
Unauthorised Absence	School – 1.03% West Lothian – 1.41%

Teacher Professional Judgement 2016/17 Pupils Achieving Expected National Level

School	Roll	Reading	Writing	Listening & Talking	Numeracy
P1 (Early)	5	80.00%	80.00%	80.00%	80.00%
P4 (First)	10	80.00%	60.00%	70.00%	70.00%
P7 (Second)	14	78.57%	78.57%	78.57%	78.57%

Authority	Roll	Reading	Writing	Listening & Talking	Numeracy
P1 (Early)	2255	81.46%	77.92%	85.45%	83.95%
P4 (First)	2335	80.86%	78.89%	88.57%	80.81%
P7 (Second)	2106	79.58%	75.12%	85.94%	74.07%

Teacher Professional Judgement 2015/16 Pupils Achieving Expected National Level

School	Roll	Reading	Writing	Listening & Talking	Numeracy
P1 (Early)	18	72.22%	83.33%	77.78%	72.22%
P4 (First)	12	75.00%	50.00%	83.33%	50.00%
P7 (Second)	8	75.00%	75.00%	75.00%	75.00%

Authority	Roll	Reading	Writing	Listening & Talking	Numeracy
P1 (Early)	2227	80.15%	78.36%	85.95%	83.52%
P4 (First)	2271	74.31%	70.61%	83.94%	67.71%
P7 (Second)	2096	69.51%	63.74%	78.91%	59.97%

Other Relevant Information

Team Members

Nicola Hamilton	Head Teacher
Jean Mullen	Principal Teacher
Theresa McLaren	Assisting Principal Teacher
Mary McKenzie	Assisting Head Teacher
Ian Harvey	Assisting Head Teacher
Vicky Fish	Assisting Head Teacher
William Ogg	Educational Psychologist
Maureen McNaughton	Education Officer
Catherine Thomas	Early Years Development officer

Focus of the VSE

- Leadership of change
- Raising attainment and achievement
- Arrangements for ensuring wellbeing, equity and inclusion

Findings

How good is the school's leadership and approach to improvement?

1.3 Leadership of Change

All pupils are clear about the school values and are able to explain how they are working to achieve these. All staff, in partnership with learners and their parents, are committed to achieving the highest possible standards, and to supporting pupils in understanding the school values and what they mean for them. The senior leadership team actively supports leadership at all levels, encouraging all stakeholders to contribute to improvement by looking for increasingly creative ways to work collaboratively and efficiently. Future developments should now have a focus on how children can be further involved in the leadership of their learning. Staff are knowledgeable about national and local priorities and use this understanding to promote innovation with a clear focus on improving outcomes for all learners. They recognise that they should now consider the ways in which they, and learners, can measure the impact of change. The school has developed its approaches to tracking and monitoring pupil progress. These support staff at all levels to focus on what needs to improve for individual learners.

In the nursery class, all practitioners demonstrate a positive, solution-focused approach to challenge and change. Senior leaders enable practitioners to make confident, well-timed changes. Planned work to embed the agreed shared vision, values and aims in the nursery class, linked to improvements agreed through robust approaches to self-evaluation, have been identified as next steps.

How good is the quality of care and education offered?

2.2 Curriculum

The school community, working with stakeholders in other small schools, has invested time in ensuring that it has developed an updated curriculum rationale which is closely aligned to the school's vision, values and aims. Staff and partners are strongly committed to ensuring that they deliver a curriculum which aims to secure children's rights and wellbeing. There is good partner, cluster and cross-cluster working which is contributing to supporting positive outcomes for learners. This includes ongoing work in Science, linking with Napier University. Further development of the curriculum is planned to ensure a whole school approach to learning for sustainability. Staff take responsibility for developing literacy and numeracy across learning and have developed clear procedures and guidance for high quality learning and teaching, specifically in reading and writing. This is impacting positively on learner progress in these areas. Staff provide good opportunities to develop children and young people's skills for learning, life and work. The school now needs to further develop its approaches to profiling, allowing children to capture their successes and set their next steps.

In the nursery class, the curriculum takes account of local needs and circumstances and “Building the Ambition”. Well -timed and skilled interventions effectively promote children’s creativity, extend their thinking, widen their skills and consolidate their learning in play. This is particularly evident during outdoor learning in the forest.

2.3 Learning, Teaching and Assessment

The school and the nursery class have a warm and nurturing ethos and a learning environment which is built on positive respectful relationships. Almost all learners are eager and active participants in their learning; are motivated to achieve success and interact well with staff and with peers during activities. For most pupils, learning experiences are well matched to their needs and abilities and opportunities are provided for learners to exercise choice and in some areas, take responsibility to become independent in their learning.

Almost all staff have high expectations of their pupils, know them well and use this knowledge to plan to meet their needs. Across the school, almost all staff use a variety of methods to feedback to pupils, supporting them to develop an understanding of themselves as learners and inform next steps. All learners have access to high quality resources and in almost all classes learners have the chance to self-select materials. The school now needs to extend its use of digital technologies to enhance learning.

Assessment is integral to planning for learning and teaching. Almost all staff use a variety of assessment approaches which allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. These now need to be used to develop the school’s approaches to profiling, including the use of online journals within the nursery class.

3.1 Ensuring Wellbeing, Equality and Inclusion

Almost all staff and pupils across the school and the nursery class have a shared understanding of wellbeing and the importance of being valued as an individual. Almost all learners feel valued and motivated. All children report that that are treated as individuals and are frequently encouraged to engage in a variety of interventions and activities to promote emotional wellbeing and to develop their conflict resolution skills. All staff are proactive in ensuring that they are familiar with relevant legislative frameworks, educational policies and guidance effecting the rights, wellbeing and equality and inclusion of all pupils. This supports them in ensuring that all learners are provided with a range of learning experiences tailored to their needs and interests.

Children are provided with a variety of additional supports, including working with parents and partners, to enhance their learning and support their inclusion in the life and work of the school and nursery class.

3.2 Raising Attainment and Achievement / Securing Children’s Progress

The school has a clear focus on continually raising attainment in literacy and numeracy. Time is dedicated for professional dialogue and approaches to collaboration centred on raising attainment. Appropriate adjustments have been made to the curriculum to support this priority. As a result of this work, the school effectively uses targeted interventions to meet the needs of children who are at risk of not achieving expected levels of attainment.

The school and nursery class gather data and have effective arrangements in place to analyse, interrogate and respond to data. It is developing its approaches to measuring the impact of interventions, including the use of Early Level tracker materials.

Quality Indicators for ELC setting	ELC setting	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	Very Good
3.2 Securing children's progress	Good	good

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	Very Good
3.2 Raising attainment and achievement	Good	Good

E. CONCLUSION

The school has a clear understanding of its strengths and areas for improvement. The team is very confident that the school's arrangements for improvement through self-evaluation will continue to lead to further improvement in attainment and achievement for all learners. The school is well-led.

Actions Arising

- Further develop opportunities for children to lead learning
- Ensure ongoing development of approaches to profiling which will enhance learners understanding of themselves as learners and support progress.
- Develop approaches to measuring the impact of interventions, including the use of Early Level tracker materials.
- Continue to refine and evidence creative and innovative ways to engage learners in developing skills for learning, life and work including the wider use of digital technologies

F. BACKGROUND REFERENCES

None

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Date of meeting: 21 November 2017



EDUCATION QUALITY ASSURANCE COMMITTEE

VALIDATED SELF EVALUATION : WOODMUIR PRIMARY SCHOOL

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 Woodmuir Primary 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
VII Consideration at PDSP	Not applicable
VIII Other consultations	None

D. TERMS OF REPORT

Background

Date of VSE	25 th April 2017
School roll	23
Nursery Roll	N/A
Staffing and date of appointment of management team	1 Head Teacher (Joint Headship with Longridge Primary School) (June 2016) 1 Principal Teacher 3 Teachers 2 Pupil Support Workers 1 Admin assistant
Scottish Index of Multiple Deprivation (SIMD) – 1 st being most deprived and 67 th being least deprived	SIMD rank 2780.13 Order 29 out of 67 West Lothian Primary Schools
Pupil Equity Fund Allocation	£9, 600

2017/18 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	N/A	N/A	N/A	N/A	N/A
P1	1	0.00%	100.00%	0.00%	0.00%
P2	2	50.00%	50.00%	0.00%	0.00%
P3	0	0%	0%	0%	0%
P4	5	60.00%	40.00%	0.00%	0.00%
P5	2	0.00%	50.00%	50.00%	0.00%
P6	6	33.33%	50.00%	0.00%	16.67%
P7	7	57.14%	28.57%	14.29%	0.00%
School	23	43.48%	43.48%	8.70%	4.35%

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

Performance Information

Attendance (Previous Session 2016/17)

Attendance	School – 93.85% West Lothian – 95.05%
Authorised Absence	School – 3.93% West Lothian – 3.52%
Unauthorised Absence	School – 2.21% West Lothian – 1.41%

Teacher Professional Judgement 2016/17 Pupils Achieving Expected National Level

School	Roll	Reading	Writing	Listening & Talking	Numeracy
P1 (Early)	1	100.00%	100.00%	100.00%	100.00%
P4 (First)	5	80.00%	80.00%	80.00%	80.00%
P7 (Second)	7	100.00%	71.43%	100.00%	100.00%

Authority	Roll	Reading	Writing	Listening & Talking	Numeracy
P1 (Early)	2255	81.46%	77.92%	85.45%	83.95%
P4 (First)	2335	80.86%	78.89%	88.57%	80.81%
P7 (Second)	2106	79.58%	75.12%	85.94%	74.07%

Teacher Professional Judgement 2015/16 Pupils Achieving Expected National Level

School	Roll	Reading	Writing	Listening & Talking	Numeracy
P1 (Early)	3	66.67%	0.00%	66.67%	66.67%
P4 (First)	4	50.00%	0.00%	50.00%	50.00%
P7 (Second)	6	50.00%	50.00%	66.67%	66.67%

Authority	Roll	Reading	Writing	Listening & Talking	Numeracy
P1 (Early)	2227	80.15%	78.36%	85.95%	83.52%
P4 (First)	2271	74.31%	70.61%	83.94%	67.71%
P7 (Second)	2096	69.51%	63.74%	78.91%	59.97%

Other Relevant Information

Team Members

Nicola Hamilton	Head Teacher
Ian Harvey	Assisting Head Teacher
Colette Dorman	Assisting Principal Teacher
Theresa McLaren	Principal Teacher
Jean Mullen	Assisting Principal Teacher
William Ogg	Educational Psychologist
Maureen McNaughton	Education Officer

Focus of the VSE

- Leadership of change
- Raising attainment and achievement
- Arrangements for ensuring wellbeing, equity and inclusion

Findings

How good is the school's leadership and approach to improvement?

1.3 Leadership of Change

Pupils, parents, staff and the wider community have been involved in refreshing the school's vision, values and aims. These are used very effectively to set clear expectations and drive improvements. Staff demonstrate a strong commitment to change. Almost all staff and pupils in the school have the confidence to initiate and lead change. Staff work with cluster colleagues to raise attainment and are clear about the role they play in meeting the needs of all learners and closing the poverty related attainment gap. The school recognises that it now needs to further improve its arrangements for measuring the impact of the improvements which it delivers. This should also include further developing the ways in which pupils lead and measure the impact of change, particularly in continuing to ensure that learning, teaching and assessment are of the highest quality.

Under the guidance of the Senior Leadership Team, all staff access opportunities to engage in Career Long Professional Learning and use this learning to review their professional practice.

How good is the quality of care and education offered?

2.2 Curriculum

The school community has invested time in developing a curriculum which is designed to reflect the school and its extended community. The curriculum is structured flexibly to provide equity of opportunity and to maximise the successes and achievements of all learners. Staff and partners talk clearly about their curriculum securing children's rights and wellbeing. The school should review its arrangements for profiling learners' achievements to support learners' understanding of their key strengths. Learner progression is supported by effective use of learner pathways. Staff take responsibility for developing the curriculum and have developed clear procedures and guidance. As a result of this work, almost all pupils make good progress in their learning. The school should now consider the ways in which it measures and evaluates the impact of improvements in the curriculum. Staff provide good opportunities to develop children and young people's skills for learning, life and work, including the use of digital technologies. Enterprise and creativity are promoted and encouraged across all areas of learning.

2.3 Learning, Teaching and Assessment

The school has a warm and nurturing ethos. The learning environment is built on positive respectful relationships and almost all learners are engaged and motivated.

Effective differentiation is used to support key pupils to develop their literacy and numeracy skills. All learners regularly exercise choice and take responsibility in some aspects of their learning. In all classrooms, learning intentions are used effectively and almost all children are becoming more confident in talking about what they are learning. The school has plans to refine the use of feedback and profiling to continue to develop learners understanding about their strengths in learning and next steps.

All staff discuss a variety of assessment data and use this to plan next steps and appropriate interventions with a focus on delivering excellence and equity. There are procedures in place for moderating approaches to learning, teaching and assessment across stages, across the cluster and across the curriculum. This supports teacher confidence in their judgement of achievement of a level.

3.1 Ensuring Wellbeing, Equality and Inclusion

The extended school community has a clear focus on improving outcomes for children and their families. All staff and learners have a strong commitment to delivering the UN rights of the child. There is a well-established nurturing ethos across the school and all staff and children note that they feel valued and supported. Relationships across the school are very positive and, as a result of this, pupils feel confident in supporting others. Pupils feel very strongly that their voice is heard and that they get to make decisions in a real way. Ongoing development of the curriculum should continue to have a focus on promoting ambition, equality and diversity. The school has a variety of targeted interventions which are designed to meet the needs of all learners and their families within their local context. These interventions support improved attainment and achievement for those children who face challenge, including poverty, health and social issues. The school, working with its partners, has robust approaches to Getting it Right for Every Child. The school has plans to continue to develop systems which will measure improved attainment and outcomes for those facing barriers to learning.

3.2 Raising Attainment and Achievement / Securing Children's Progress

The school has a clear focus on continually raising attainment in literacy and numeracy and appropriate adjustments have been made to the curriculum to support this priority. Due to the very small numbers at each stage, attainment data can fluctuate significantly on an annual basis, however the school's tracking and monitoring is being used to track individual learners to ensure that learners make good progress over time. Staff should continue to use a wide range of assessment to support professional judgement and to ensure accurate tracking of learner progress.

Working with other schools in the West Calder cluster, the school's iAchieve programme works as an incentive to encourage pupils to focus more closely on their learning and enables them to share and celebrate their success both in school and at home. The school now needs to ensure that all learners have further opportunities to capture, share and reflect on their achievements in learning to support them to set learning and achievement targets. All learners have opportunities to develop leadership skills through taking on responsibility sharing in and leading on developments within the school community and within the wider village community.

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

E. CONCLUSION

The school has a good reputation within the community and has a clear understanding of its strengths and areas for improvement. The VSE team is confident that the school's arrangements for self-evaluation will continue to lead to improvement and raised attainment for learners.

Actions Arising

- Continue to develop approaches to measuring the impact of improvements on learners
- Review arrangements for profiling learners' achievements to support learners understanding their key strengths and their next steps in learning
- Extend the opportunities for children to lead learning through further peer support and peer tutoring

F. BACKGROUND REFERENCES

None

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Date of meeting: 21 November 2017



EDUCATION QUALITY ASSURANCE COMMITTEE

VALIDATED SELF EVALUATION: INVERALMOND COMMUNITY HIGH SCHOOL

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 Inveralmond Community High 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
VII Consideration at PDSP	Not applicable
VIII Other consultations	None

D. TERMS OF REPORT

Background

Date of VSE	9/10/2017
School roll	1024
Staffing and date of appointment of management team	1 Head Teacher: Start date October 2015 1 Depute Head Teacher(s): Start date August 2014 2 x acting Depute Head Teacher(s): Start date October 2015 13 Principal Teacher(s) 67 Teacher(s) 9 Pupil Support Workers 7.8 Admin / Clerical support
Scottish Index of Multiple Deprivation (SIMD) – 1 st being most deprived and 11 th being least deprived	SIMD rank of 2817.88 Order 3 out of 11 West Lothian Secondary Schools

2017/18 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
S1	171	57.31%	37.43%	5.26%	0.00%
S2	193	68.91%	24.87%	5.70%	0.52%
S3	213	61.50%	34.74%	3.76%	0.00%
S4	195	65.64%	28.72%	4.10%	1.54%
S5	157	74.52%	24.84%	0.64%	0.00%
S6	95	71.58%	23.16%	5.26%	0.00%
School	1024	65.92%	29.59%	4.10%	0.39%

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

Performance Information

Attendance (Previous Session 2016/17)

Attendance	School – 89.97% West Lothian – 90.85%
Authorised Absence	School – 7.97% West Lothian – 6.04%
Unauthorised Absence	School – 1.99% West Lothian – 3.01%

Teacher Professional Judgement 2016/17

Pupils Achieving Expected National Level by the end of S3

2016/17	Roll	Reading	Writing	Listen & Talk	Numeracy
School	199	89.9%	89.9%	93.0%	94.0%
Authority	1933	91.9%	90.8%	92.2%	91.5%

Teacher Professional Judgement 2015/16

Pupils Achieving Expected National Level by the end of S3

2015/16	Roll	Reading	Writing	Listen & Talk	Numeracy
School	200	85.5%	80.5%	82.0%	95.5%
Authority	1941	89.8%	88.5%	89.9%	89.2%

Senior Phase Breadth & Depth

SCQF 1+ Level 3/4/5 results (By end of S4)

	Level 3	Level 4	Level 5
School	99.0	92.7	86.9
Virtual Comparator	97.3	94.8	80.0

SCQF 5+ Level 6 (By end of S5)

	2013	2014	2015	2016	2017
School	5.6	10.1	23.3	27.8	24.9
Virtual Comparator	10.2	12.7	14.7	13.8	11.1

SCQF 3+ Level 6 (By end of S5)

	2013	2014	2015	2016	2017
School	18.8	26.6	35.8	46.1	40.0
Virtual Comparator	25.4	27.8	32.4	31.3	28.1

SCQF 1+ Level 6 (By end of S5) (%)					
	2013	2014	2015	2016	2017
School	51.6	54.1	60.9	62.8	68.1
Virtual Comparator	45.2	47.4	52.0	51.4	49.4

SCQF 1+ Level 7 (By end of S6) (%)					
	2013	2014	2015	2016	2017
School	13.3	8.9	12.6	11.7	16.5
Virtual Comparator	14.3	15.2	16.8	17.3	16.4

Other Relevant Information

Team Members

Name	Role
Suzie Young	Headteacher – Inveralmond CHS
Eileen Paxton	Depute Headteacher – Inveralmond CHS
Catrina Hatch	Senior Development Officer
Grant Abbot	Head Teacher – Bathgate Academy
Pauline Allison	Head Teacher – Deans CHS
Peter Reid	Head Teacher – Broxburn Academy
Tricia Gallagher	Head Teacher – The James Young High School
Susan MacKenzie	Head Teacher – Harrysmuir PS
Martyn Delargy	English Teacher/L&T Development Post
Kevin McNeill	Modern Studies Teacher/L&T Development Post
Jennyfer McNiven	Educational Psychologist
Iain McLean	PTC Inclusion & Wellbeing Service (Secondary)

Focus of the VSE

- Leadership and management
- Learning provision
- Successes and achievement

How good is the school's leadership and approach to improvement?

1.3 Leadership of change

Senior Leaders provide strong leadership which has enabled the school to develop, promote and sustain an aspirational vision. The school has a positive culture and ethos which promotes shared vision and values. Staff have a clear understanding of the social, economic and cultural context which allows the school community to work together to ensure positive outcomes for all learners.

The nurturing of leadership at all levels is evident and senior leaders create conditions to encourage creativity and enquiry. Staff feel empowered to take steps to develop their leadership skills in order to positively impact on the lives of young people. Senior leaders create conditions for staff to initiate well informed change and are empowering all staff to take collective responsibility in the process. Time is protected for professional dialogue and collegiate learning which has resulted in staff feeling supported and involved in the strategic direction and pace of change.

Staff at all levels take responsibility for implementing change, and have a shared commitment to promoting equity and excellence. The effective use of clear processes for change has allowed the school to ensure improved outcomes for young people and enhanced the overall capacity of the school to drive improvement.

The self-evaluation cycle of the school links directly to ongoing school improvement, providing opportunities for staff, learners and partners to engage in critical and innovative thinking. Self-evaluation is based on a shared understanding of improvement methodology. This approach is systematic, robust and evidence based.

How good is the quality of the care and education we offer?

2.2 Curriculum Pathways

2.3 Learning Teaching and Assessment

2.7 Partnerships (theme 3) Impact on learners

The school has a clear rationale and vision for the curriculum, focused on meeting the needs of learners and closing the attainment gap. The drive to achieve excellence and equity informs curriculum planning, and the school has implemented unique approaches which are responsive to its own context. This is particularly evident in the senior phase which is ambitious and provides significant opportunities for pupils at all levels to fulfil their potential - the number of options available for young people to choose within the senior phase has significantly increased including a range of new national qualifications, awards, skills for work and personal achievement opportunities. There is a broad and flexible range of curricular pathways which meet the needs and aspirations of all. The school now plans to review and refresh the quality of the Broad General Education (BGE) with a particular focus on the level of challenge within S3, ensuring the skills for learning, life and work are more explicit to young people.

In almost all classrooms there was a very positive ethos and evidence of strong relationships between pupils and staff. Across the school there were many very good examples of the use of digital platforms to support learning. During observations there was evidence of skilled questioning to promote high order thinking skills and pupils being involved in planning their learning in most classrooms. In the senior phase, effective feedback was seen as a major strength and pupil ownership of their learning was recognised as influential in achieving positive outcomes. The school will now continue to develop the quality of feedback for learners in the BGE. Almost all staff are becoming more confident at utilising a variety of assessment approaches and incorporating learner voice for example many departments use focus groups of young people to allow them to reflect on areas of strengths and development with courses offered and their approaches to learning, teaching and assessment. The increased use of digital platforms has come about as a direct result of listening to learner voice.

Through effective partnership working, the school has improved its learning provision and secured positive outcomes for young people and families in the community. Partnerships are firmly based on shared vision and values which puts the needs of learners at the centre. The school has a wide range of partners who feel valued and contribute to school improvement. Parents feel communication is a strength of the school and has allowed increased opportunities for engagement in their child's learning. The Parent Council value the many opportunities for collaboration with senior management, leading to improved outcomes for all learners. There are many examples of learners and staff working with partners to contribute effectively to their local communities as active citizens.

How good are we at ensuring the best possible outcomes for our learners?

1.1 Ensuring wellbeing and equality

1.2 Raising attainment and achievement

Relationships across the school community are very positive and supportive, founded on a climate of mutual respect. Learners feel safe and secure within the school community. The school community has a good understanding of the wellbeing indicators and these underpin the ethos of the school.

The school has created an environment underpinned by the legislative framework relating to wellbeing, equality and inclusion. There was evidence that almost all learners are included, engaged and involved in the life of the school through an effective system of Learner Voice. The team found evidence of effective strategies in place which are improving attainment and achievement for young people facing challenges such as those from Scottish Index of Multiple Deprivation 1-3, Young Carers, Looked After Children and those with Additional Support Needs. Early indications are that Pupil Equity interventions are having a positive impact on the school's ability to tackle barriers to participation, attainment and achievement. The school has significantly improved attainment in all Scottish Credit and Qualifications Framework levels over the last 5 years. The school has a very effective tracking and monitoring system in the senior phase which allows for effective early interventions. Teachers have increased knowledge of data of the pupils in their lessons and are reflecting on this to plan learning and remove barriers. This has allowed for targeted interventions such as small group tuition. The tracking system has significantly improved the quality of feedback that young people and their parents receive regularly.

Exclusions are significantly lower than the West Lothian average and staff foster positive relationships which motivate and engage almost all young people.

Quality Indicators	School	VSE
1.3 Leadership of change	Very Good	Very Good
2.2 Curriculum	Good	Good
2.7 Partnerships	Very Good	Very Good
2.3 Learning, Teaching and Assessment	Good	Good
3.1 Ensuring wellbeing and equality	Good	Very Good
3.2 Raising Attainment and Achievement	Good	Good

E. CONCLUSION

The leadership of the Headteacher at Inveralmond Community High School cultivates an ambitious vision for change which builds the capacity of staff at all levels, and sets high expectations to encourage a climate of continuous improvement. The commitment of the staff to excellence and equity for all learners is a key strength of the school, resulting in a positive ethos and strong staff pupil relationships.

Actions Arising

The school has correctly identified key priorities for improvement and these will be incorporated into school improvement planning over the next two years as required. Key priorities include:

- Continue to develop the BGE ensuring pace and challenge for all learners
- Continue to further develop the tracking and monitoring system within the BGE ensuring pupils are developing an ownership of their own learning.
- Review the Inspire Learning Programme which is linked to Universal Support within the BGE
- Ensure consistency of learning and teaching across the curriculum particularly making skills for life, learning and work more explicit for learners to further improve attainment
- Embed whole school strategy for Developing Scotland's Young Work Force and Career Education Standards and ensure this permeates the curriculum and all learning experiences

F. BACKGROUND REFERENCES

None

Appendices/Attachments: None

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Head of Service (Curriculum, Quality Improvement and Performance)

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Email: Donna.McMaster@westlothian.gov.uk

Date of meeting: 21 November 2017



EDUCATION QUALITY ASSURANCE COMMITTEE

VALIDATED SELF EVALUATION : SIMPSON PRIMARY SCHOOL

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 Simpson Primary 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
VII Consideration at PDSP	Not applicable
VIII Other consultations	None

D. TERMS OF REPORT

Background

Date of VSE	09/10/17 – 13/10/17
School roll	586
Nursery Roll	116
Staffing and date of appointment of management team	Head Teacher(s) – 1 (Aug 2015) Depute Head Teacher(s) – 1 (Aug 2011) Principal Teacher(s) - 3 Chartered Teacher(s) - 1 Class Teacher(s) – 26.22 Early Years Officer(s) – 2.87 Nursery Nurse(s) – 6.52 Pupil Support Worker(s) – 8.75
Scottish Index of Multiple Deprivation (SIMD) – 1 st being most deprived and 67 th being least deprived	SIMD rank 4952.97 Order 58 out of 67 West Lothian Primary Schools
Pupil Equity Fund Allocation	£57, 600

2017/18 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	116	100.00%	0.00%	0.00%	0.00%
P1	93	96.77%	2.15%	1.08%	0.00%
P2	94	95.74%	2.13%	2.13%	0.00%
P3	92	91.30%	5.43%	3.26%	0.00%
P4	91	84.62%	14.29%	1.10%	0.00%
P5	75	78.67%	18.67%	2.67%	0.00%
P6	77	85.71%	11.69%	2.60%	0.00%
P7	64	75.00%	21.88%	3.13%	0.00%
School	586	87.71%	10.07%	2.22%	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

Performance Information

Attendance (Previous Session 2016/17)

Attendance	School – 96.38% West Lothian – 95.05%
Authorised Absence	School – 2.18% West Lothian – 3.52%
Unauthorised Absence	School – 1.43% West Lothian – 1.41%

Teacher Professional Judgement 2016/17 Pupils Achieving Expected National Level

School	Roll	Reading	Writing	Listening & Talking	Numeracy
P1 (Early)	96	85.42%	80.21%	92.71%	85.42%
P4 (First)	79	86.08%	79.75%	88.61%	84.81%
P7 (Second)	61	77.05%	68.85%	86.89%	68.85%

Authority	Roll	Reading	Writing	Listening & Talking	Numeracy
P1 (Early)	2255	81.46%	77.92%	85.45%	83.95%
P4 (First)	2335	80.86%	78.89%	88.57%	80.81%
P7 (Second)	2106	79.58%	75.12%	85.94%	74.07%

Teacher Professional Judgement 2015/16 Pupils Achieving Expected National Level

School	Roll	Reading	Writing	Listening & Talking	Numeracy
P1 (Early)	87	88.51%	86.21%	86.21%	93.10%
P4 (First)	74	83.78%	82.43%	93.24%	79.73%
P7 (Second)	47	76.60%	65.96%	87.23%	48.94%

Authority	Roll	Reading	Writing	Listening & Talking	Numeracy
P1 (Early)	2227	80.15%	78.36%	85.95%	83.52%
P4 (First)	2271	74.31%	70.61%	83.94%	67.71%
P7 (Second)	2096	69.51%	63.74%	78.91%	59.97%

Other Relevant Information

Simpson Primary school was opened in 2007 with a school roll of 70 pupils which in 2017 now sits at over 700 pupils (including nursery). The school is based in a new and growing community and the building has been extended twice to cater for the increasing numbers. The Head Teacher and her staff have worked hard to engage and consult with all stakeholders to share values, visions and aims for the school to ensure that decision making and a clear sense of purpose is widely communicated and widely shared. As the school grows the Head Teacher is constantly engaging new staff and families with the school's positive culture, systems and practice to build shared understanding of where the school is going and participation in school improvement.

Team Members

Arlene Black	Head Teacher
Phyllis Wood	Education Officer
Margaret Johns	Education Officer
Lesley Coutts Miglis	Head Teacher
Lisamaria Purdie	Head Teacher
Fiona MacPhail	Head Teacher
Fiona Smyth	Head Teacher (Acting)
Lesley Williams	Educational Psychologist

Focus of the VSE

- Validation of the school's self-evaluation in key aspects of its work using indicators from How Good is our School? 4.

Findings

How good is the school's leadership and approach to improvement?

1.3 Leadership of Change

There is strong leadership at all levels in the school and Early Years Centre (ELC) which has created a shared vision, values and aims for the learning community. Time has been well invested in ensuring that the curriculum rationale is ambitious and reflects the unique context of the school and ELC. In the ELC the vision has been established and is based on "the image of the child" which follows national practice and guidance. In the school the curriculum rationale has been reviewed and refreshed by the whole school community and house captains are supported to share this with children across the school in ways that they can understand. The School Improvement Plan (SIP) is having a positive impact on learners' attainment and achievement in the ELC and in the school. In the school learners have been fully involved in producing a child friendly version of the SIP. The Head Teacher strongly values collegiate and partnership working and has built very strong relationships within the school and ELC. This has led to a climate of trust and strong culture for continuous improvement at all levels. The staff has a very good understanding of national and local authority expectations and professional learning is focused on improving experiences and outcomes for learners. There is a very cohesive and responsive approach to building capacity for teachers to learn from each other and the calendar for professional learning takes account of individual and whole school/ELC needs. This is based on effective self-evaluation which helps to secure whole school improvement.

How good is the quality of care and education offered?

2.2 Curriculum

In the ELC practitioners have a consultative planning approach and use West Lothian planners (Key aspects of Learning) to ensure an appropriate curriculum is provided. Children enjoy a range of rich literacy and numeracy experiences. Learning experiences are underpinned by the 7 design principles of curriculum for excellence and children apply their learning in real contexts across the curriculum. Regular planning meetings occur to ensure the ELC team share the responsibility for all children to make progress in their learning. Learners are at the heart of the ELC curriculum and floor plans help them to be involved in planning their learning. ELC and P1 staff now require to plan more closely together to ensure a cohesive early level experience which ensures continuity and progression for all learners at the early level.

In the school staff are engaging well with WL progression pathways to make these unique to the learners in Simpson School. This is reflected in the school's calculation policy, literacy policy and updated interdisciplinary learning programme. Staff are engaging well with the new national benchmarks in literacy and numeracy. Staff report that the new planning formats they have developed are helping them to focus more fully on outcomes for learners. Opportunities for staff to consider challenge questions in relation to the quality of the curriculum are provided. An example of this impacting on practice is the commitment to outdoor learning which has been embraced by all staff and is welcomed by learners. The work of the ELC in developing a quality curriculum is a model of good practice and approaches are being adapted to take forward the curriculum at the other levels. While not yet fully embedded, the approaches to curriculum development, including the inclusion of Global learning, Science and Technology and sustainability are very well considered and are providing a strong foundation for improvement. There is a strong commitment to increasing creativity, innovation and digital technology. The school plans to continue to develop a shared understanding of what progression looks like and to build on the very good start made to developing children's skills for learning, life and work in motivating contexts to embed the very clear curriculum rationale.

2.3 Learning, Teaching and Assessment

Most learners in the school and almost all in the ELC are enthusiastic and eager to learn. In the ELC the curriculum is based firmly on play and active learning so that children enjoy and are highly engaged in their learning. Children in the ELC are nurtured and motivated in an attractive, well maintained and purposeful environment. Experiences and resources are appropriate to the learner and individual lines of development and the planned focus for assessment enable children to make progress. Throughout the school, displays and plans for inter-disciplinary and discrete learning reflect the range of activities across the 8 curricular areas, 7 principles that are increasingly connected and relevant for learners. Through effective self-evaluation and understanding of local and national priorities the school and ELC has selected important priorities for improving the quality of learning, teaching and assessment with appropriate focus being applied to improving the quality of teaching in literacy, numeracy and wellbeing. In all classes we see the commitment to number talks and maths recovery which continues to enable all learners to improve mathematical thinking. Staff know learners increasingly well and new plans and flexible pathways reflect the ongoing engagement with the Es and Os and national benchmarks. Learning intentions and success criteria are shared consistently with learners and further work to link these to the benchmarks and Es and Os to increase pace and challenge is planned. Further development is planned to the curriculum to ensure that all learners experience activities which encourage independent learning, stretch and challenge. Learners use electronic profiles (Simfiles) to capture how well they are doing in their learning and to talk about next steps in learning. The school now plans to further develop profiles to enable learners to reflect and report on their wellbeing and to better articulate next steps to help them be well and do well across learning and to recognise their wider achievements. Relationships for learning across the school community are very positive and respectful. The Head Teacher speaks very highly of her children and staff who in turn invest individually and collectively in all aspects of improving learning.

How good is the school at improving Outcomes for all learners?

3.1 Ensuring Wellbeing, Equality and Inclusion

Within the school and the ELC Health and Wellbeing (HWB) is a key strength. All staff have children and family wellbeing at the centre of their work. All staff have collective responsibility for HWB. Interactions with and for children are proactive and responsive. Everyone in the school is treated with respect and all are expected to promote and support wellbeing. There are effective systems and practices in place to ensure inclusion, equality and equity for all. There is clear commitment from the senior leadership team in supporting and encouraging all staff to strengthen the culture for HWB and in implementing a wide range of interventions to ensure an inclusive learning environment. In the ELC all practitioners are involved in the “Getting it Right for Every Child” procedures and processes, for example, by attending child planning meetings for their key group. In the school class teachers and key staff are actively involved in the children’s Planning Process to ensure a multi-agency, solution focused approach to meeting needs. The school now plans to streamline the paperwork around SFL concerns and general wellbeing concerns by focusing on using the wellbeing concern forms within the GIRFEC process. Tracking progress in HWB using the wellbeing indicators and other important impact measures is a local and national priority to ensure effective and early intervention is closing the gaps for identified children. In line with this the school will now further develop this important aspect of its work through engagement with local and national training in how to plan and measure effective interventions. A very good start has been made to planning for early and effective intervention for targeted pupils and this will be fine-tuned over the next two years as schools work collectively and collaboratively with the local authority to refine plans and share effective interventions and measures.

3.2 Raising Attainment and Achievement / Securing Children’s Progress

In the ELC practitioners engage parents and carers in making valuable contributions and comments in their child’s Learner Journey profile. Individual trackers are used to analyse each child’s strengths and areas for improvement which takes them forward in their learning. Displays and floor books evidence the depth and breadth of the curriculum and learner’s involvement and engagement in their learning. Relevant information from the progress tracker is monitored, moderated and passed on to P1 staff. Using the progress tracker to focus on Key Aspects of Learning will help staff to be more specific about next steps in learning. In the light of the new benchmarks at the early level, more joint planning and assessment opportunities now need to take place for ELC and P1 staff to provide a cohesive early level experience that ensures increased pace and challenge and continuity and progression towards achievement of the early level. Learner’s Journey profiles are strongly valued by the parents and they have requested more regular opportunities to access these.

In the school attainment in Literacy and Numeracy is good and most pupils are making good progress over time. Attainment levels are at or above the West Lothian average for all stages. The school has taken appropriate steps to ensure that attainment in Literacy and Mathematics will continue to rise in accordance with trends over the last three years. It is predicted that attainment will exceed national and local targets in 2018. The management team and all staff have developed a robust and effective Tracking & Monitoring system that affords valuable and extended professional dialogue around learning for targeted groups and individuals. Interventions are identified for these pupils and evaluations are rigorously recorded in order to ensure appropriate next steps are achieved. School staff now need to effectively capitalise on pupils’ wider experiences and track skills being developed as a result of activities out with the classroom setting.

All pupils who took part in focus group discussions were personally and socially adept, could talk confidently about their learning and were all very keen to share examples of exciting experiences at Simpson PS. All pupils were more than able to take on roles which would allow them to lead learning and further develop their early skills for the workplace. Staff should begin to capitalise on the confidence and enthusiasm their pupils can display. Interventions for equity and excellence are appropriate and are already having a positive impact on attainment for some of the schools most vulnerable and disadvantaged children. This is particularly evident in Numeracy and Mathematics.

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

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

E. CONCLUSION

Approaches to leadership for learning across the school are highly inclusive and the school has demonstrated the capacity for effective self-evaluation which has a positive impact on learners and their families. No further visits to the school are anticipated in relation to this VSE. The wording of the School Self-Evaluation Summary (SSES) is very accurate and crisp and the school has selected important and appropriate priorities for improvement. Where QI evaluations were on the cusp we elevated them to reflect the very positive impact of leadership for change and learning – particularly in the Early Learning Centre where the team saw model practice. While in school some improvements have not fully impacted on performance yet the school is very well placed to make similar progress across the school owing to the exceptional quality of leadership at all levels and the fundamental groundwork in developing the curriculum rationale, vision, values and aims.

Actions Arising

- Continue to implement the well-judged priorities for improvement in the School Improvement plan (including strategies for closing the gaps identified in the PEF).
- Embed developments in the curriculum so that all learners experience activities which are varied, differentiated, active and provide more effective support and challenge to learn more independently.
- Build on the good start made with planning for Es and Os and the new benchmarks to more consistently apply the principles of planning, observation, assessment and reporting as an integral feature of learning and teaching.
- Ensure that early level staff have more joint planning and assessment opportunities to provide a cohesive early level experience that increases pace and challenge and continuity and progression towards achievement of the early level by the end of P1 for almost all learners.

- Further improve staff confidence in selecting and utilising a wider range of data to inform decision making about interventions to close the gaps.
- Extend and strengthen approaches to capture impact of interventions in numeracy, literacy and wellbeing in closing the gaps.

F. BACKGROUND REFERENCES

None

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Date of meeting: 21 November 2017



EDUCATION QUALITY ASSURANCE COMMITTEE

VALIDATED SELF EVALUATION : EASTERTOUN PRIMARY SCHOOL

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 Eastertoun Primary School and 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	09/10/17 – 13/10/17
School roll	301
Nursery Roll	60
Staffing and date of appointment of management team	Head Teacher(s) – 1 (Aug 1992) Depute Head Teacher(s) – 1 (Aug 2014) Principal Teacher(s) - 1 Chartered Teacher(s) - 0 Class Teacher(s) – 19.32 Early Years Officer(s) – 1 Nursery Nurse(s) – 2.18 Pupil Support Worker(s) – 8.44
Scottish Index of Multiple Deprivation (SIMD) – 1 st being most deprived and 67 th being least deprived	SIMD rank 3337.05 Order 38 out of 67 West Lothian Primary Schools
Pupil Equity Fund Allocation	£54, 600

2017/18 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	60	46.67%	1.67%	0.00%	0.00%
P1	42	66.67%	23.81%	0.00%	2.38%
P2	37	59.46%	35.14%	2.70%	2.70%
P3	56	64.29%	35.71%	0.00%	0.00%
P4	39	51.28%	46.15%	2.56%	0.00%
P5	39	66.67%	33.33%	0.00%	0.00%
P6	41	58.54%	39.02%	2.44%	0.00%
P7	47	59.57%	38.30%	2.13%	0.00%
School	301	61.13%	35.88%	1.33%	0.66%

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

Performance Information

Attendance (Previous Session 2016/17)

Attendance	School – 95.29% West Lothian – 95.05%
Authorised Absence	School – 3.53% West Lothian – 3.52%
Unauthorised Absence	School – 1.17% West Lothian – 1.41%

Teacher Professional Judgement 2016/17 Pupils Achieving Expected National Level

School	Roll	Reading	Writing	Listening & Talking	Numeracy
P1 (Early)	34	85.29%	76.47%	85.29%	85.29%
P4 (First)	40	82.50%	85.00%	92.50%	82.50%
P7 (Second)	49	73.47%	77.55%	77.55%	65.31%

Authority	Roll	Reading	Writing	Listening & Talking	Numeracy
P1 (Early)	2255	81.46%	77.92%	85.45%	83.95%
P4 (First)	2335	80.86%	78.89%	88.57%	80.81%
P7 (Second)	2106	79.58%	75.12%	85.94%	74.07%

Teacher Professional Judgement 2015/16 Pupils Achieving Expected National Level

School	Roll	Reading	Writing	Listening & Talking	Numeracy
P1 (Early)	59	76.27%	62.71%	91.53%	79.66%
P4 (First)	43	76.74%	65.12%	95.35%	74.42%
P7 (Second)	46	54.35%	43.48%	76.09%	50.00%

Authority	Roll	Reading	Writing	Listening & Talking	Numeracy
P1 (Early)	2227	80.15%	78.36%	85.95%	83.52%
P4 (First)	2271	74.31%	70.61%	83.94%	67.71%
P7 (Second)	2096	69.51%	63.74%	78.91%	59.97%

Other Relevant Information

Eastertoun Primary and Nursery School is a non-denominational school, which benefits from a mixed catchment area in terms of socio-economic background. The school comprises of 12 primary classes and a 35/35 nursery, with specialist staff providing support for learning and PE. The Principal Teacher has responsibility for the establishment and development of the school's Nurture Strategy. The school runs a highly popular breakfast club provision. The school has a long established and fully supportive Parent Staff Council, which is very active in school. The school has excellent relationships with cluster schools, the local community and the local church.

Team Members

Gerald Cowan	Head Teacher
Jackie Speirs	Education Officer
Greg Welsh	Quality Improvement Manager
Frances Stewart	Depute Head Teacher
Pamela Fletcher	Principal Teacher
Geraldine Armstrong	Assisting Head Teacher
Ann Pettit	Assisting Head Teacher
Mark Wells	Assisting Head Teacher
Claire Kane	Early Years' Development Officer
Tracey Ross	Educational Psychologist

Focus of the VSE

- Leadership of change
- Raising attainment and achievement
- Arrangements for ensuring wellbeing, equity and inclusion

Findings

How good is the school's leadership and approach to improvement?

1.3 Leadership of Change

The school improvement planning process is key to on-going improvement in the school. The process is supported strongly by staff who speak positively about the collaborative nature of improvement planning. Staff value being involved in the design of the plan, as well as the regular dialogue linked to its evaluation. Senior leaders are careful to prioritise targets and manage an appropriate pace of change for staff.

The school uses a range of strategies to monitor learning, teaching and assessment, and seeks to develop consistent, high quality practice across the school. Focused classroom observations, linked to priorities identified in the improvement plan, are used to develop teaching and learning. Teachers value the individual feedback they receive from senior leaders, as well as whole school feedback which is collated and shared following a range of observations. Other aspects of quality assurance, such as sampling children's work and learners' journals, are in place. Teachers talk positively about the peer and cluster observation approach and how this impacts on their own practice.

All teachers engage in priority groups which nurture their strengths and areas of interest, and teachers are supported to undertake additional learning activities and/or initiatives. Aspects of practitioner enquiry work have been implemented through small tests of change by staff across the school. Teachers share their findings with the rest of the staff and this encourages implementation across the school. Children's leadership is also fostered well, in classrooms and in the wider school. Through participating in the pupil council, presentations at assemblies, buddying and dialogue linked to the development of their learning, they show themselves to be confident, articulate and well-mannered. They speak passionately about the opportunities they are given at Eastertoun Primary School.

In the nursery, staff have a clear, shared vision and there is a strong positive ethos for continuous improvement. All staff feel valued and included in the improvement process, and are very well supported by the senior leadership team. There is clear evidence of the impact of the nursery's 'Building the Ambition' training on the practice of staff. All nursery staff have engaged in cluster network learning opportunities leading to a clear audit of the nursery's current practice and subsequent actions for improvement. Staff are encouraged to visit other establishments as a means of further improving their own provision.

How good is the quality of care and education offered?

2.2 Curriculum

2.3 Learning, Teaching and Assessment

The strong, positive ethos of the school reflects a commitment to children's rights and the importance of relationships, which is grounded in the school's curriculum. All learners across the school demonstrate positive behaviour, and interaction with peers and adults is respectful and polite. All children are eager and keen to learn, and they engage in the activities presented to them. In the lessons observed, learners were enjoying experiences, however, further challenge was required in most lessons. In the nursery, staff were sensitively supporting children's play demonstrating an awareness of differing needs, and an element of risk taking was being encouraged in the outdoor learning environment. The school has initiated the development of Anywhere, Anytime Learning and, as this progresses, increased and effective use of digital technology to enhance learning should permeate experiences. In a few lessons, learners were offered choice in how they consolidated their learning. Opportunities to fully involve learners in planning and leading their learning should now be maximised. The ethos within the school promotes the four capacities of Curriculum for Excellence and learners demonstrate their pride in their school and contribute effectively in a range of ways. Learners feel that their views are sought, valued and acted upon.

Staff have a shared commitment to developing and delivering quality learning and teaching. Staff have been trialling a range of approaches, particularly in relation to Numeracy and Maths. The school should now evaluate the impact of these tests of change and agree a whole school approach to classroom practice which includes effective use of digital technologies. Across the school explanations and instructions were clear. Planned and consistent use of higher order questioning will lead to increased challenge for all learners. Verbal and written feedback is given to learners. Further developing clarity and differentiation of feedback will increase learners' ability to achieve success and to feel confident about their progress.

Across the school there is considerable professional dialogue about learners' individual progress and attainment. This takes place regularly and is based on a range of data and information which identifies groups of children who face additional challenges. The senior leadership team and staff would benefit from working together to review and streamline data collection and analysis which will support monitoring and tracking. Long, medium and short term planning is in evidence. Medium term planning should now focus on identifying what is to be learned and assessed and not focus on content. The revised national moderation flow chart/cycle could provide a useful tool for the school to audit its planning processes and their impact on the quality of learning, teaching and assessment.

How good is the school at improving Outcomes for all learners?

3.1 Ensuring Wellbeing, Equality and Inclusion

3.2 Raising Attainment and Achievement / Securing Children's Progress

The school has a well-developed, holistic approach to ensure all staff understand their role in relation to wellbeing and the impact on learning for children and their families. Strong, positive relationships are evident between staff, children, parents and partner agencies. Individuals are valued, encouraged and respected. All staff are effective role models showing the importance of respect, communication skills and empathy in their interactions with other adults and children. All this creates a culture where children are supported to reach their goals and they know how to seek support if needed.

Children have a good understanding of the wellbeing indicators. They are able to talk about measures the school takes to keep them safe, including internet safety lessons, visits from community police and regular assemblies focussing on the range of indicators. The school has robust arrangements in place for children to self-assess their physical, mental and emotional wellbeing. The school then uses this information to inform decisions regarding supports and interventions.

There is considerable commitment to children's rights and developing children's awareness of key issues around equalities and inclusion. The school has undertaken significant work in the areas of Stonewall and Anti-Sectarianism, and children understand, value and celebrate diversity and challenge discrimination.

In the nursery, the literacy rich curriculum and interventions are ensuring that most children are making progress in language. Numeracy and maths experiences are planned with the children and children were observed using maths and numeracy skills across learning, both indoors and out. Most children are making progress in numeracy and maths. Staff are developing confidence in using the West Lothian tracker and use this information to inform planning for future learning.

The Head Teacher, supported by the extended leadership team, has a clear strategic overview of children's progress in literacy, numeracy and health and wellbeing. The school's rich range of data allows for detailed professional dialogue with staff through professional dialogue meetings to identify targeted groups of children facing barriers to their learning and make decisions about appropriate interventions.

The school's regular and rigorous approaches to analysing and discussing attainment information is leading to increased staff knowledge of children's needs, and planned interventions are being implemented to address these for most children. The school now intends to continue this work to ensure that all staff are rigorously monitoring and tracking attainment to ensure appropriate learning opportunities are planned and implemented to maximise attainment and achievement. All staff are aware of the attainment gap and their role in addressing this within the context of their school. The school uses a wide range of criteria to identify groups of children who have additional barriers to their learning. Ongoing developments are planned to ensure that interventions are appropriate to ensure identified groups are fully engaged in their learning to maximise attainment and achievement.

Quality Indicators for ELC setting	ELC setting	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	Very Good	Very Good
3.2 Securing children's progress	Very Good	Good

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

E. CONCLUSION

The VSE team is confident that the school's arrangements for self-evaluation will continue to lead to improvement and raised attainment for learners.

Actions Arising

- The school should now clearly articulate and further develop its vision and rationale for the curriculum within the four contexts for learning. A strategic overview which leads to shared understanding of the purpose and design of the curriculum should now be developed with all stakeholders.
- Maximise opportunities to build on prior learning and ensure shared understanding of progression for all. Further engagement with national benchmarks and West Lothian pathways should be a focus for professional dialogue and ongoing curriculum development.
- Continue rigorous approaches to monitoring and tracking of attainment, and ensure appropriate learning opportunities are planned and implemented to maximise attainment and achievement.
- Develop a consistent whole school approach to identifying, discussing and evaluating next steps with learners to ensure that all children are familiar with their targets and that these clearly impact on learning and achievement.

F. BACKGROUND REFERENCES

None

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Date of meeting: 21 November 2017

EDUCATION (QUALITY ASSURANCE) COMMITTEE (EQAC) WORKPLAN 2017-2018

ES (HMI) – Education Scotland (Her Majesty’s Inspectorate)

VSE – Validated Self Evaluation

Title	Purpose	Lead Officer	EQAC date
VSE – Longridge Primary School	To inform committee of the VSE review and next steps – Longridge Primary School	Maureen McNaughton	21/11/2017 (2.00 pm)
VSE – Woodmuir Primary School	To inform committee of the VSE review and next steps – Woodmuir Primary School	Maureen McNaughton	21/11/2017 (2.00 pm)
VSE – Inveralmond Community High School	To inform committee of the VSE review and next steps – Inveralmond Community High School	Catrina Hatch	21/11/2017 (2.00 pm)
VSE – Simpson Primary School	To inform committee of the VSE review and next steps – Simpson Primary School	Phyllis Wood	21/11/2017 (2.00 pm)
VSE - Eastertoun Primary School	To inform committee of the VSE review and next steps – Eastertoun Primary School	Greg Welsh/ Jackie Speirs	21/11/2017 (2.00 pm)
Education Scotland Inspection – Blackburn Primary School	To inform committee of the outcome of Education Scotland (HMI) inspection at Blackburn Primary School	Margaret Johns	30/01/2018 (2.00 pm)
VSE – Broxburn Academy	To inform committee of the VSE review and next steps – Broxburn Academy	Catrina Hatch	30/01/2018 (2.00 pm)
VSE – Falla Hill Primary School	To inform committee of the VSE review and next steps – Falla Hill Primary School	Maureen McNaughton	30/01/2018 (2.00 pm)
VSE – Meldrum Primary School	To inform committee of the VSE review and next steps – Meldrum Primary School	Margaret Johns	30/01/2018 (2.00 pm)
VSE – St Columba’s Primary School	To inform committee of the VSE review and next steps – St Columba’s Primary School	Maureen McNaughton	30/01/2018 (2.00 pm)
VSE – Winchburgh Primary School	To inform committee of the VSE review and next steps – Winchburgh Primary School	Jackie Speirs	30/01/2018 (2.00 pm)
VSE – Southdale Primary School	To inform committee of the VSE review and next steps – Southdale Primary School	Greg Welsh	27/02/2018 (2.00 pm)
VSE – Uphall Primary School	To inform committee of the VSE review and next steps – Uphall Primary School	Phyllis Wood/ Charlette Robertson	27/02/2018 (2.00 pm)

VSE – Springfield Primary School	To inform committee of the VSE review and next steps – Springfield Primary School	Jackie Speirs	27/02/2018 (2.00 pm)
VSE – Our Lady of Lourdes Primary School	To inform committee of the VSE review and next steps – Our Lady of Lourdes Primary School	Margaret Johns	27/02/2018 (2.00 pm)
VSE – Beatlie School Campus	To inform committee of the VSE review and next steps – Beatlie School Campus	Phyllis Wood/ Mvairi Lynch	27/02/2018 (2.00 pm)
			24/04/2018 (2.00 pm)
			12/06/2018 (2.00 pm)