



## ***Education (Quality Assurance) Committee***

West Lothian Civic Centre  
Howden South Road  
LIVINGSTON  
EH54 6FF

31 October 2018

A meeting of the **Education (Quality Assurance) Committee** of West Lothian Council will be held within **Council Chambers, West Lothian Civic Centre** on **Tuesday 6 November 2018 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 Tuesday 4 September 2018 (herewith).
5. Validated Self Evaluation: Bridgend Primary School - Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)
6. Validated Self Evaluation: Whitdale Primary School and Early Learning and Childcare Centre - Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)
7. Validated Self Evaluation: Peel Primary School - Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)

DATA LABEL: Public

8. Broxburn Primary School and Nursery Class Progress Report - Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)
9. Workplan 2018-2019 (herewith)

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NOTE     **For further information please contact Elaine Dow on 01506 281594 or email [elaine.dow@westlothian.gov.uk](mailto: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 4 SEPTEMBER 2018.

Present – Councillors Stuart Borrowman (Chair), David Dodds, Pauline Clark, Peter Heggie, Carl John, Charles Kennedy, Dave King, Andrew McGuire, Andrew Miller, George Paul, Moira Shemilt and Damian Timson; Appointed Representatives Myra Macpherson, Lynne McEwen and Margaret Russell.

Apologies – Councillor Chris Horne

1. DECLARATIONS OF INTEREST

Lynne McEwen, Appointed Representative, declared an interest due to her daughter being a teacher at Winchburgh Primary School.

2. MINUTE

The committee confirmed the minute of its meeting held on 12 June 2018 as being a correct record. The Chair thereafter signed the minute.

3. WINCHBURGH PRIMARY SCHOOL AND NURSERY CLASS PROGRESS REPORT

The committee considered a report (copies of which had been circulated) by the Head of Education (Curriculum, Quality Improvement and Performance) providing an update on the progress made towards the actions arising from the school's VSE carried out in November 2017.

The report recalled that a VSE was carried out at Winchburgh Primary School and Nursery Class on 27 November 2017. Details of the progress made against the actions arising from the original VSE were outlined within the report.

The following areas for ongoing improvement were highlighted:

- Systems would be introduced to gather, analyse and respond to attainment information, which included regular planned meetings with staff;
- Attainment meetings would be refocused to target discussion around tracking of universal and targeted support to ensure excellence and equity for all learners; and
- Ongoing staff engagement with national Benchmarks, West Lothian Progression Pathways and moderation activities would be further developed in 2018-19 to inform planning of challenging

learning experiences for all pupils.

The Seconded Head Teacher, Ian Harvey, then provided the committee with details of the work carried out to ensure the school and nursery class continued to make positive progress. Members of staff were actively engaging in the school's improvement journey using national Benchmarks. Tracking and monitoring systems were in place with regular analysis of attainment data being carried out to improve the progress for all learners. Professional learning sessions were being held providing increased opportunities for professional dialogue with increased focus on self-evaluation.

The Head Teacher then responded to questions from members of the committee. In response to a question relating to the challenges for the school due to the demographic changes in the area he advised that the situation would continue to be monitored and staff would work closely with parents and partners to further strengthen the curriculum.

Finally, the report outlined the Primary School Quality Indicators recorded in November 2017 compared to May 2018.

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

It was recommended that the committee note the contents of the report and the school's progress in addressing identified areas for improvement.

The committee was happy with the progress made and acknowledged that improvements have been made in addressing the areas identified for improvement.

#### Decision

To note the terms of the report and the update from the Head Teacher.

#### 4. SPRINGFIELD PRIMARY SCHOOL AND BONNYTOUN NURSERY PROGRESS REPORT

The committee considered a report (copies of which had been circulated) by the Head of Education (Curriculum, Quality Improvement and Performance) providing an update on the progress made towards the actions arising from the school's VSE carried out in January 2018.

The report recalled that a VSE was carried out at Springfield Primary School and Bonnytoun Nursery on 22 January 2018. Details of the progress made against actions arising from the original VSE were outlined within the report.

The following areas for ongoing improvement were highlighted:

- To embed ongoing strategic curriculum planning, implementation and evaluation;
- To embed moderation activities and systems into planned improvements;
- To further develop pupil and parent understanding of the wellbeing indicators to support accurate self-reporting of personal progress; and
- To embed systems and procedures for monitoring and tracking attainment and wider achievement.

The Head Teacher, Mark Wells, advised the committee that it was recognised that there was a need to continue to review the curriculum to meet the needs of the school. Members of staff were embracing increased leadership opportunities. Staff training and professional learning opportunities were available to ensure members of staff have a clear understanding of national Benchmarks. The school has strengthened and further developed self-evaluation processes and staff were more aware of the school's strengths and areas for development.

The Head Teacher then responded to questions from members of the committee. He highlighted the after school clubs available which were staff led and provided opportunities for all children in school. He also advised that work was carried out to ensure the vision, value and aims of the school were being implemented and would continue to be embedded. A rigorous moderation framework was also in place further strengthening the school and cluster group.

Finally, the report outlined the ELC setting and Primary School Quality Indicators recorded in January 2018 compared to May 2018.

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

The committee acknowledged the improvements made in school and was optimistic that improvements would continue to be made.

It was recommended that the committee note the contents of the report and the school's progress in addressing identified areas for improvement.

### Decision

To note the terms of the report and the update from the Head Teacher.

## 5. VALIDATED SELF EVALUATION : WHITBURN 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 outcomes of the Validated Self Evaluation (VSE) of Whitburn Academy.

The report outlined a number of key strengths within the school and the areas for improvement.

Details of performance information for the school were provided in the report relating to:

- Attendance for previous session 2016/17;
- Teacher Professional Judgement for pupils achieving Expected National Curriculum for Excellence Levels by the end of S3;
- Senior Phase Breadth & Depth 2017/18;
- Leavers Entering Initial Positive Destinations;
- Subject Performance – S5 SQA Highers;
- Strengths, Areas for Improvement and Overall Evaluations of the school.

The Head Teacher, Tracey Loudon, advised the committee that key attainment figures within the school were improving. Support was being provided to areas of the curriculum requiring additional support to ensure continued improvements were being made and an extensive action plan was implemented. All members of staff were committed to professional learning to improve practice. Tracking and monitoring of data was being carried out on a monthly basis and appropriate pace and challenge in all lessons for all learners.

The Head Teacher then responded to a number of questions from members of the committee. She provided details of the Flexible Learning Hub being offered in school. Alternative courses were available to young people in danger of disengaging. The committee also noted the SIMD ranking of the school. The Head Teacher advised that the development of health and wellbeing within the school was a priority within the school's current improvement plan and Pupil Equity Funding (PEF) interventions were enhancing the support provided in school in a bid to close the attainment gap. Work was being carried out to develop pupil voice and learner participation in all aspects of school life.

The report concluded by advising that the strategic leadership, motivation and drive of the Head Teacher 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 committee acknowledged the excellent work carried out in school in

moving forward positive change under the leadership of the Head Teacher and members were confident that positive progress would continue to be made.

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 school's arrangements for continuing improvement; and
2. To note the update from the Head Teacher.

#### 6. EDUCATION SCOTLAND REPORT: ST COLUMBA'S PRIMARY SCHOOL AND NURSERY CLASS

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 28 August 2018. Education Scotland's letter and the School's Improvement Plan were attached as appendices to the report.

Inspectors noted the following key strengths of the school:

- The leadership of the Head Teacher in transforming the culture of the school;
- The supportive teamwork among the staff who work well with each other and with children to create a positive environment for learning; and
- Happy children who benefitted from the calm ethos and responded by engaging well in play and learning throughout the school and nursery class.

The Head Teacher, Fiona Smyth, advised the committee that staff found the inspection process to be a positive experience, allowing the school to continue on its improvement journey. The following areas for improvement were identified by Education Scotland:

- To continue to develop consistency in learning and teaching throughout the school; and
- To continue to develop children's learning profiles across the school and nursery class and ensure consistency in their use.

The Head Teacher then responded to question from members of the committee.

The report confirmed that Inspectors were confident that the school has the capacity to continue to improve therefore no more visits were required in connection with the inspection. The school was well supported by West Lothian Council.

The committee acknowledged the excellent work carried out in school and was confident that continued improvements would be 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.

### 7. WORKPLAN

The committee noted the workplan which had been circulated for information.

#### Decision

To note the contents of the workplan.





## **EDUCATION QUALITY ASSURANCE COMMITTEE**

### **VALIDATED SELF EVALUATION: BRIDGEND 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 Bridgend 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**

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

## D. TERMS OF REPORT

### Background

Date of VSE	25 <sup>th</sup> September 2018
School roll	66
Nursery Roll	19
Staffing and date of appointment of management team	1 Head Teacher – April 2016 Principal Teacher (0.78 Full Time Equivalent) Principal Teacher (0.5FTE) Teachers (6.4 FTE) 1 EYO – Nursery 1 Graduate EYO – Nursery 1 Nursery Nurse 6 Pupil Support Workers 1 Admin Assistant
Scottish Index of Multiple Deprivation (SIMD) – 1 <sup>st</sup> being most deprived and 67 <sup>th</sup> being least deprived	SIMD Rank 1638.2 Order 7 out of 67 West Lothian Primary School
Pupil Equity Fund Allocation	£38,400
Scottish Attainment Challenge Allocation	£62,730

### Other Relevant Information

Bridgend Primary School and Nursery is a non-denominational school forming part of the Linlithgow Academy Cluster. The school serves the community of Bridgend, Philipstoun and some rural, outlying farms in West Lothian. The school comprises four classes and an early learning centre (ELC). In August 2015, the school was identified as one of the two primary schools in West Lothian included in the Scottish Government's Attainment Challenge programme. The school has priorities for enhanced focus which are aimed at raising attainment and closing the poverty related attainment gap in Literacy, Numeracy, Health & Wellbeing. In addition to the school compliment of staff, a 0.5 FTE Principal Teacher is appointed to lead the coordination of the Scottish Attainment Challenge initiatives. The Parent Council is actively involved in the life of the school and community and partnership links are strong. The school runs a Breakfast Club and there are a wide range of after-school clubs.

### 2018/19 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	19	78.95%	21.05%	0.00%	0.00%
P1	8	75.00%	12.50%	12.50%	0.00%
P2	11	81.82%	0.00%	18.18%	0.00%
P3	6	83.33%	16.67%	0.00%	0.00%
P4	6	83.33%	0.00%	0.00%	16.67%
P5	9	22.22%	33.33%	44.44%	0.00%
P6	9	44.44%	44.44%	11.11%	0.00%
P7	17	35.29%	23.53%	35.29%	5.88%
School	66	56.06%	19.70%	21.21%	3.03%

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

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

## **Key Strengths**

- The leadership team has a clear sense of direction for the school which is underpinned by the school's vision and values. They use quantitative and qualitative data effectively to plan priorities for improvement.
- The leadership team and staff understand the local context well resulting in the school having positive engagement with children, their families and the local community.
- There is strong commitment across the school team to achieving high standards and positive outcomes for children. Staff are motivated to develop their practice and they are committed to continuous improvement. Relevant school improvement priorities are planned and these are impacting positively on learners.
- Learners are motivated and engaged in their learning. They interact well with learning experiences which are planned carefully by staff. The learning environment is bright, attractive and purposeful. Questioning, explanations and instructions are clear and these are used effectively to enhance understanding. Where staff have been engaged in developing learning and teaching approaches and agreeing shared standards this is leading to consistency.
- Relationships across the school are very positive. There is a nurturing, calm ethos which is based upon mutual respect and a shared commitment to making a difference. Children have opportunities for responsibility and leadership through pupil voice committees and new Together Time (learner self-evaluation) sessions are underway.
- Learners are making progress from prior levels of attainment in Literacy and Numeracy. Learners have some understanding of their progress and their next steps and some examples of high quality feedback were evident. There are clear systems in place to track and monitor pupil progress and well-considered interventions are planned. An increased focus on analysing and summarising assessment information in order to measure the impact of interventions is being considered.
- Children experiencing challenges in their learning are well-supported by all adults who work relentlessly to engage their interests, create a positive learning culture and adapt approaches to meet their needs. Systems to promote equity through the Scottish Attainment Challenge and Pupil Equity Fund are in place. A wide range of rich experiences have been provided for learners as a result of this and learners' achievements have been significantly enhanced. Effective partnership working to improve outcomes for learners and their families is a key strength.
- A curriculum rationale has been developed and West Lothian progression pathways are used to guide planning and assessment. Curriculum development is an ongoing priority for the school and staff have been reviewing approaches to key elements, such as interdisciplinary learning. Staff are committed to taking a lead in curriculum design and development.
- In the ELC there is strong evidence of high quality learning experiences, curriculum planning and design of the environment. Securing children's progress in Literacy, Numeracy and Wellbeing is as a clear focus. Further developing approaches to assessment and tracking progress are ongoing priorities within the ELC and staff are fully committed to this process.

### **Areas for ongoing improvement**

- Review Leadership Team and staff remits to specify responsibilities and leadership opportunities within the school's improvement agenda. Develop clear leadership responsibilities for the ELC.
- Review and embed a programme of quality improvement activities linked to school priorities in order to strengthen self-evaluation. Build on effective practice in engaging stakeholders in school life to fully involve them in all aspects of school improvement and self-evaluation.
- Fully involve staff in leading curriculum design, planning and evaluation. Develop flexible curriculum pathways which ensure coverage of all curriculum areas, meet the unique needs of the school and provide high levels of challenge for all learners.
- Further strengthen staff understanding of progression through robust moderation approaches which focus on all stages of the moderation cycle – planning, implementing, observing and assessing learning and teaching.
- Review and refine learning, teaching and assessment approaches with all staff to identify approaches which have the most impact on raising attainment and achievement.
- Further develop pupil and parent understanding of the wellbeing indicators to support accurate self-reporting of personal progress. Embed systems for self-reporting and tracking wellbeing.
- Further develop effective use of quality observations and assessment information in the ELC and use to inform the West Lothian Progress Tracker and sharing progress with parents.

**Performance Information**  
**Attendance (Previous Session 2017/18)**

Attendance	School – 93.19% West Lothian – 94.49%
Authorised Absence	School – 4.14% West Lothian – 3.92%
Unauthorised Absence	School – 2.51% West Lothian – 1.52%

**Teacher Professional Judgement**

**Pupils Achieving Expected National Level – Primary 1**

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	11	90.91%	90.91%	90.91%	90.91%
Authority	2133	81.76%	79.75%	85.70%	85.70%
National	Available in December 2018				

2016/17	Roll	Reading	Writing	Listening & Talking	Numeracy
School	6	66.67%	66.67%	83.33%	66.67%
Authority	2252	81.75%	78.15%	85.79%	84.28%
National	#N/A	80.21%	77.08%	85.26%	83.44%

**Pupils Achieving Expected National Level – Primary 4**

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	9	22.22%	22.22%	66.67%	55.56%
Authority	2206	81.37%	76.70%	87.76%	81.41%
National	Available in December 2018				

2016/17	Roll	Reading	Writing	Listening & Talking	Numeracy
School	9	88.89%	55.56%	88.89%	88.89%
Authority	2326	81.17%	79.19%	88.91%	81.13%
National	#N/A	76.88%	71.11%	83.04%	74.82%

**Pupils Achieving Expected National Level – Primary 7**

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	12	75.00%	75.00%	91.67%	83.33%
Authority	2193	81.94%	78.16%	88.46%	79.16%
National	Available in December 2018				

2016/17	Roll	Reading	Writing	Listening & Talking	Numeracy
School	15	86.67%	93.33%	86.67%	80.00%
Authority	2101	79.77%	75.30%	86.15%	74.25%
National	#N/A	76.04%	68.60%	81.24%	70.46%

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

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

## E. CONCLUSION

The Quality Improvement Team will continue to provide regular support and challenge to the school on its continuous journey of improvement. A quality improvement day will be scheduled before the end of the session to review improvement made towards actions arising from the VSE.

## F. BACKGROUND REFERENCES

Team Members

Clare Deas	Head Teacher
Tracy Barron	Principal Teacher
Michael Stewart	Acting Principal Teacher
Jackie Speirs	Education Officer
Rita Angus	Assisting Head Teacher
John Paul Cassidy	Attainment Advisor, Education Scotland
Joanne McKissack	Assisting Head Teacher
Ann Doyle	Development Officer, Early Years
Michelle Simpson	Assisting Depute Head Teacher

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Date of meeting: 6 November 2018



## **EDUCATION QUALITY ASSURANCE COMMITTEE**

### **VALIDATED SELF EVALUATION: WHITDALE PRIMARY SCHOOL AND EARLY LEARNING AND CHILDCARE CENTRE**

### **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 Whitdale Primary School and Early Learning and Childcare Centre.

#### **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**

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

**D. TERMS OF REPORT****Background**

Date of VSE	1 October 2018
School roll	382
Nursery Roll	85
Staffing and date of appointment of management team	1 Acting Head Teacher (Aug 17) 1 Acting Depute Head Teacher (Aug 17) 2 Principal Teachers 28.4 Teachers 9 Nursery Nurses 2 Early Years' Officers 9.1 Pupil Support Workers
Scottish Index of Multiple Deprivation (SIMD) – 1 <sup>st</sup> being most deprived and 67 <sup>th</sup> being least deprived	SIMD Rank 2123.0 Order 15 out of 67 West Lothian Primary School
Pupil Equity Fund Allocation	£139,200

**Other Relevant Information**

Whitdale Primary School and Early Learning and Childcare Centre serves the communities of Whitburn and East Whitburn. With a roll of 386 in the school and 88 in the nursery, 43% of children are within Quintile 1 based on the Scottish Index of Multiple Deprivation. The school is part of the Whitburn Academy cluster and the school has excellent relationships with the schools in the cluster. Strong links in the locally community with local churches, care home and local traders support the school in enhancing opportunities for children. The school has an active role in the Whitburn Regeneration Group. An established, active Parent Council and a resourceful Fundraising Group support the school in its work. The school has a busy breakfast club which is well attended by more than 100 children each day.

**2018/19 GIRFEC Levels (% of students)**

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	88	85.00%	15.00%	0.00%	0.00%
P1	60	80.00%	20.00%	0.00%	0.00%
P2	57	70.18%	29.82%	0.00%	0.00%
P3	47	89.36%	10.64%	0.00%	0.00%
P4	57	87.72%	12.28%	0.00%	0.00%
P5	50	84.00%	14.00%	2.00%	0.00%
P6	58	81.03%	18.97%	0.00%	0.00%
P7	57	87.72%	10.53%	1.75%	0.00%
School	474	85.86%	13.71%	0.42%	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



### **Key Strengths**

- The senior leadership team has created a positive, supportive and reflective ethos of teamwork. This results in a clear commitment from staff at all levels to reflect on local and national advice to ensure that planning for improvement is evidence based and linked to effective self-evaluation.
- Senior leaders take a considered and ambitious approach to building on the existing strengths of the school whilst refining and improving other areas of school life, such as learner participation in decision-making.
- The positive relationships, based on professional respect and challenge, which enhance collaborative approaches ensures that the needs of all learners are being met. Staff know their children and their families well.
- The positive attitudes to learning, which are shown by almost all pupils, is a result of the school's commitment to children's rights and the value of respectful relationships.
- The school has embraced participatory budgeting approaches to ensure that their Pupil Equity Fund is spent on evidence based interventions, and these are impacting positively on identified children's progress.
- Consultative and systematic approaches to developing the curriculum support staff, parents and learners in understanding what the school is aiming to achieve through its curriculum.
- Professional learning is used to secure commitment to change and identify agreed actions across the school community. Agreed actions and areas for improvement are owned by staff and learners, leading to increasing consistency of expectations and attitudes.
- Transitions from nursery to P1, from class to class and from P7 to S1 are well-planned with enhanced transitions in place for those who require additional support.
- The creative, confident use of digital technologies to enhance learning, particularly targeting children at the upper stages who find it challenging to interpret and create texts, is enhancing engagement in learning.
- The quality of learning experiences in the ELC setting, both indoors and outdoors, offer plentiful opportunities for children to develop their curiosity, inquiry and creativity. This has resulted in children who are highly engaged in their learning within a nurturing and motivating environment.

### **Areas for ongoing improvement**

- Embed agreed approaches to learning, teaching and assessment in all classes to ensure appropriate pace and challenge for all learners.
- Continue with planned developments to the curriculum ensuring these are informed by educational research and are relevant to the context of the school.
- Provide professional learning for staff to support them in building their data analysis skills so that all staff can participate fully in measuring the impact of targeted interventions which have been designed to raise attainment overall and to address the gaps in attainment which the school has identified.

- In the ELC setting, embed the assessment cycle in the planning process and further the use of tracking information to inform next steps in children's learning, which will enhance progress and outcomes for children.

**Performance Information**  
**Attendance (Previous Session 2017/18)**

Attendance	School – 92.69% West Lothian – 94.49%
Authorised Absence	School – 4.46% West Lothian – 3.92%
Unauthorised Absence	School – 1.57% West Lothian – 1.52%

**Teacher Professional Judgement**

**Pupils Achieving Expected National Level – Primary 1**

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	57	63.16%	63.16%	73.68%	68.42%
Authority	2133	81.76%	79.75%	85.70%	85.70%
National	Available in December 2018				

2016/17	Roll	Reading	Writing	Listening & Talking	Numeracy
School	47	80.85%	76.60%	89.36%	78.72%
Authority	2252	81.75%	78.15%	85.79%	84.28%
National	#N/A	80.21%	77.08%	85.26%	83.44%

**Pupils Achieving Expected National Level – Primary 4**

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	46	80.43%	76.09%	80.43%	78.26%
Authority	2206	81.37%	76.70%	87.76%	81.41%
National	Available in December 2018				

2016/17	Roll	Reading	Writing	Listening & Talking	Numeracy
School	55	67.27%	65.45%	89.09%	70.91%
Authority	2326	81.17%	79.19%	88.91%	81.13%
National	#N/A	76.88%	71.11%	83.04%	74.82%

**Pupils Achieving Expected National Level – Primary 7**

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	62	79.03%	77.42%	83.87%	85.48%
Authority	2193	81.94%	78.16%	88.46%	79.16%
National	Available in December 2018				

2016/17	Roll	Reading	Writing	Listening & Talking	Numeracy
School	54	83.33%	79.63%	90.74%	79.63%
Authority	2101	79.77%	75.30%	86.15%	74.25%
National	#N/A	76.04%	68.60%	81.24%	70.46%

<b>Quality Indicators for ELC setting</b>	<b>School</b>	<b>VSE</b>
1.3 Leadership of change	Very 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

<b>Quality Indicators for Primary</b>	<b>School</b>	<b>VSE</b>
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**

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

## **F. BACKGROUND REFERENCES**

### **Team Members**

Lynn Findlay	Acting Head Teacher
Julie Bell	Acting Depute Head Teacher
Nicola Hamilton	Assisting Head Teacher
Vicky Fish	Assisting Head Teacher
Natalie Tracey	Assisting Head Teacher
John Cloherty	Assisting Head Teacher
Catherine Thomas	Early Years' Development Officer
Maree Young	Principal Teacher
Clare McGoldrick	Principal Teacher
Maureen McNaughton	Education Officer
Lindsey Duncan	PEF Literacy Development Officer

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Date of meeting: 6 November 2018





## **EDUCATION QUALITY ASSURANCE COMMITTEE**

### **VALIDATED SELF EVALUATION: PEEL 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 Peel 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**

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

**D. TERMS OF REPORT****Background**

Date of VSE	8 <sup>th</sup> October 2018
School roll	406
Staffing and date of appointment of management team	1 Head Teacher (seconded) August 17 1 Depute Head Teacher April 15 2 Principal Teacher(s) August 18 17.1 Teacher(s) 6.3 Pupil Support Worker(s)
Scottish Index of Multiple Deprivation (SIMD) – 1 <sup>st</sup> being most deprived and 67 <sup>th</sup> being least deprived	SIMD Rank 4763.5 Order 55 out of 67 West Lothian Primary School
Pupil Equity Fund Allocation	£28,800

**Context of School**

Peel Primary School is a non-denominational school catering for pupils living in the Elburn catchment area. The school building has been extended over time in line with an increasing roll and offers semi open-plan accommodation. There is a community wing which is used by a range of groups and a purpose built sports hall provides facilities for the school and community. The school has a strong relationship with the Inveralmond Cluster Schools, the local community and the local chaplain. The school has a positive reputation in the local community. The school has well-established and active Pupil and Parent Councils.

**2018/19 GIRFEC Levels (% of students)**

Stage	Roll	Level 1	Level 2	Level 3	Level 4
P1	60	98.33%	1.67%	0.00%	0.00%
P2	56	91.07%	7.14%	1.79%	0.00%
P3	60	91.67%	8.33%	0.00%	0.00%
P4	59	86.44%	11.86%	1.69%	0.00%
P5	58	84.48%	15.52%	0.00%	0.00%
P6	55	83.64%	14.55%	1.82%	0.00%
P7	58	87.93%	6.90%	5.17%	0.00%
School	406	89.16%	9.36%	1.48%	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

### **Key Strengths**

- The culture of trust and respect in the school leads to a strong school identity where everyone in the community feels valued. Relationships are positive and there is a consistent approach and shared language for promoting high expectations for learning and behaviour.
- Values, vision and aims are well embedded and shared by the whole school community. There is very strong collective leadership at all levels which has led to significant improvements in curriculum and early level pedagogy.
- The whole learning community has been fully involved in the design and development of the curriculum which takes account of the unique context of Peel Primary School. This provides children with their full entitlement to a broad general education and ensures appropriate progress in learning.
- The very positive culture motivates and engages learners to succeed and achieve. Systems and frameworks for learning, teaching and assessment are well established and learners make good progress in literacy and numeracy.
- The school has raised attainment in literacy and numeracy for all learners with almost all children attaining appropriate levels at the end of P1 and most children attaining appropriate levels at P4 and P7. Wider achievement is recognised and celebrated through structured rewards for skills for life and learning.
- Tracking and monitoring is robust and this has allowed the attainment of individuals and groups to improve consistently over time. Appropriate and well timed interventions support and challenge learners to improve. Pupil Equity Funding is used effectively to provide targeted support in literacy and numeracy for individual learners

### **Areas for ongoing improvement**

- Continue to develop further curricular opportunities for outdoor learning. Ensure that learning about sustainability and developing the young workforce permeate the curriculum at all levels.
- Continue to create conditions to support creativity, innovation and enquiry across the curriculum. Teachers will explore and investigate how to further develop these themes to enrich learners' experiences.
- Further develop teaching and learning approaches which generate curiosity in learners and enable them to lead their own learning. This will raise expectations and enhance the level of challenge for all learners.
- Further develop the very good approaches to learner conversations which enable children to more fully engage in identifying their next steps in learning based on understanding of what progress looks like.

**Performance Information**  
**Attendance (Previous Session 2016/17)**

Attendance	School – 95.60% West Lothian – 94.49%
Authorised Absence	School – 3.25% West Lothian – 3.92%
Unauthorised Absence	School – 1.15% West Lothian – 1.52%

**Teacher Professional Judgement**

**Pupils Achieving Expected National Level – Primary 1**

<b>2017/18</b>	<b>Roll</b>	<b>Reading</b>	<b>Writing</b>	<b>Listening &amp; Talking</b>	<b>Numeracy</b>
School	56	92.86%	94.64%	98.21%	94.64%
Authority	2133	81.76%	79.75%	85.70%	85.70%
National	Available in December 2018				

<b>2016/17</b>	<b>Roll</b>	<b>Reading</b>	<b>Writing</b>	<b>Listening &amp; Talking</b>	<b>Numeracy</b>
School	56	92.86%	85.71%	98.21%	91.07%
Authority	2252	81.75%	78.15%	85.79%	84.28%
National	#N/A	80.21%	77.08%	85.26%	83.44%

**Pupils Achieving Expected National Level – Primary 4**

<b>2017/18</b>	<b>Roll</b>	<b>Reading</b>	<b>Writing</b>	<b>Listening &amp; Talking</b>	<b>Numeracy</b>
School	57	87.50%	87.50%	89.29%	91.07%
Authority	2206	81.37%	76.70%	87.76%	81.41%
National	Available in December 2018				

<b>2016/17</b>	<b>Roll</b>	<b>Reading</b>	<b>Writing</b>	<b>Listening &amp; Talking</b>	<b>Numeracy</b>
School	62	80.65%	87.10%	88.71%	85.48%
Authority	2326	81.17%	79.19%	88.91%	81.13%
National	#N/A	76.88%	71.11%	83.04%	74.82%

**Pupils Achieving Expected National Level – Primary 7**

<b>2017/18</b>	<b>Roll</b>	<b>Reading</b>	<b>Writing</b>	<b>Listening &amp; Talking</b>	<b>Numeracy</b>
School	55	85.45%	83.64%	89.09%	87.27%
Authority	2193	81.94%	78.16%	88.46%	79.16%
National	Available in December 2018				

<b>2016/17</b>	<b>Roll</b>	<b>Reading</b>	<b>Writing</b>	<b>Listening &amp; Talking</b>	<b>Numeracy</b>
School	51	84.31%	82.35%	82.35%	84.31%
Authority	2101	79.77%	75.30%	86.15%	74.25%
National	#N/A	76.04%	68.60%	81.24%	70.46%



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 Senior Leadership Team provides effective leadership and the school has a clear understanding of its strengths and areas for improvement. The team is confident that the school's arrangements for self-evaluation will continue to lead to improvement.

## F. BACKGROUND REFERENCES

### Team Members

Iain McDermott	Head Teacher
Emma Ballantyne	Depute Head Teacher
Phyllis Wood	Education Officer
Karen Brown	Assisting Head Teacher
Jackie Mill	Assisting Head Teacher
Hazel Thurlow	Assisting Head Teacher
Gillian Norquoy	Assisting Depute Head Teacher
Catherine Thomas	Early Year' Development Officer

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Date of meeting: 6 November 2018





## **EDUCATION QUALITY ASSURANCE COMMITTEE**

### **BROXBURN PRIMARY SCHOOL AND NURSERY CLASS PROGRESS REPORT**

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

##### **A. PURPOSE OF REPORT**

To bring to the Committee's attention the progress made towards the actions arising from the school's Education Scotland inspection in November 2016.

##### **B. RECOMMENDATION**

It is recommended that the Committee note the contents of the report and the school's progress in addressing identified areas for improvement.

##### **C. SUMMARY OF IMPLICATIONS**

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

**D. TERMS OF REPORT****Background**

Date of Inspection	November 2016
Date of authority evaluation	September 2018
School roll	486
Nursery Roll	89
Staffing and date of appointment of management team	1 Head Teacher – August 2017 1 Depute Head Teacher – August 2015 1 Principal Teacher 2.5 Chartered Teachers 23.65 Teachers 0.5 Nursery Teacher 4.47 Nursery Nurses 3.59 Early Years Officers 5.78 Pupil Support Workers
Scottish Index of Multiple Deprivation (SIMD) – 1 <sup>st</sup> being most deprived and 67 <sup>th</sup> being least deprived	SIMD rank 3704.29 Order 46 out of 67 West Lothian Primary Schools
Pupil Equity Fund Allocation	£62,400

**2018/19 GIRFEC Levels (% of students)**

	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	89	87.64%	10.11%	2.25%	0.00%
P1	56	87.50%	8.93%	3.57%	0.00%
P2	44	79.55%	13.64%	6.82%	0.00%
P3	50	78.00%	16.00%	4.00%	2.00%
P4	61	83.61%	11.48%	4.92%	0.00%
P5	60	81.67%	6.67%	10.00%	1.67%
P6	55	78.18%	12.73%	9.09%	0.00%
P7	56	87.50%	7.14%	3.57%	1.79%
School	382	82.46%	10.73%	6.02%	0.79%

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

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

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

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

**Other Relevant Information**

Broxburn Primary School is a non-denominational school serving the community of East Broxburn. The school has 15 primary classes, an Early Learning Centre and a wraparound facility. The school benefits from a supportive and very proactive Parent Council and an enthusiastic and committed Fundraising Group.

The school continues to work hard to embed their vision for learners: INSPIRE, ACHIEVE AND CARE in the primary and EXPLORE, LEARN and CARE in the Early Learning Centre.

The school values of FAIRNESS, ACHIEVEMENT, INTEGRITY and RESPECT, are well understood and evident in the actions of all members of the school community.

### **Progress made since Education Scotland Inspection**

- The school has made good progress by continuing to develop the use of curriculum plans. These are created by teachers, in consultation with pupils, to ensure appropriate breadth of learning across all curricular areas and takes account of children's interests and the local context. The school has created a skills progression framework, which, through its effective implementation, is ensuring a focus on skills for life, learning and work is embedded across learning.
- The school has reviewed curriculum overviews in mathematics and numeracy and social studies, to ensure balance and skills progression across the school. This sits within a flexible framework which ensures pace of learning and adaptation to meet the needs of learners. The school has further developed the expressive arts and physical education curriculum and this has resulted in increased levels of engagement from partners within the wider community to support learning for all.
- All teachers have engaged in focussed professional learning in order to increase consistency of good practice across the school. The school has continued to develop high quality learning experiences across the curriculum through staff planning collegiately, ensuring breadth and challenge in learning. This has resulted in increased levels of engagement and motivating experiences for all pupils.
- Through professional learning, staff have developed numeracy strategies across the school through the effective implementation of approaches such as Number Talks and consistent use of concrete, pictorial and abstract experiences for children. These are supporting deeper understanding and knowledge of progression in number, with reference to West Lothian progression pathways. Staff have an in depth knowledge of the national Benchmarks for Literacy and Numeracy and learners are being appropriately supported and challenged in their learning as a result.
- Staff take account of all available attainment data, including information from standardised assessments, to plan next steps in learning and set appropriate learning goals for all pupils. Staff have engaged in ongoing moderation in Literacy and Numeracy within stages, across a level and with cluster colleagues. These moderation experiences have increased staff knowledge and confidence in standards within and across their stage and level.

- The school has made good progress tracking children's progress. All staff use national benchmarks and are supported by quality improvement and moderation processes to ensure that learners' needs are met. Attainment meetings are held termly between class teachers and the senior leadership team to track and evaluate children's progress and identify next steps. Staff use a range data and assessment information to identify where additional support and challenge is required. In collaboration with colleagues, interventions are planned to measure impact for learners.
- ELC practitioners are immersed in the process of self-evaluation which informs change and improvement and has resulted in a quality literacy and numeracy rich environment supporting children to make good progress in early literacy and numeracy skills.
- Recent joint working between ELC practitioners and Primary 1 staff is leading to continuity and progression across the Early Level.

### **Areas for ongoing improvement**

- Building on recent improvements, further engage staff, pupils and parents in evaluating the impact of improvement activities in order to measure success and identify future areas for improvement.
- Continue to improve approaches to learning and teaching, ensuring appropriate pace and challenge for all pupils, particularly through First Level, in order to maximise attainment and achievement by the end of Primary 7.
- Maintain the current focus in raising expectations of expected standards, particularly in writing, to ensure an aspirational curriculum for all children. Attainment levels should now be sustained and improved further.
- In the ELC setting continue to develop consultative planning, quality observations and use of the WL trackers to effectively enhance progress and outcomes for children.

### **Performance Information**

#### **Attendance (Previous Session 2017/18)**

Attendance	School – 94.94% West Lothian – 94.47%
Authorised Absence	School – 3.61% West Lothian – 3.95%
Unauthorised Absence	School – 1.44% West Lothian – 1.57%

## Teacher Professional Judgement

### Pupils Achieving Expected National Level – Primary 1

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	45	88.89%	86.67%	91.11%	88.89%
Authority	2133	81.76%	79.75%	85.70%	85.70%
National	Available in December 2018				

2016/17	Roll	Reading	Writing	Listening & Talking	Numeracy
School	53	62.26%	60.38%	71.70%	60.38%
Authority	2255	81.64%	78.05%	85.68%	84.17%
National	#N/A	80.21%	77.08%	85.26%	83.44%

### Pupils Achieving Expected National Level – Primary 4

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	56	76.79%	73.21%	82.14%	78.57%
Authority	2206	81.37%	76.70%	87.76%	81.41%
National	Available in December 2018				

2016/17	Roll	Reading	Writing	Listening & Talking	Numeracy
School	58	89.66%	87.93%	86.21%	86.21%
Authority	2335	80.86%	78.89%	88.57%	80.81%
National	#N/A	76.88%	71.11%	83.04%	74.82%

### Pupils Achieving Expected National Level – Primary 7

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	49	75.51%	69.39%	77.55%	65.31%
Authority	2193	81.94%	78.16%	88.46%	79.16%
National	Available in December 2018				

2016/17	Roll	Reading	Writing	Listening & Talking	Numeracy
School	60	75.00%	70.00%	86.67%	76.67%
Authority	2106	79.58%	75.12%	85.94%	74.07%
National	#N/A	76.04%	68.60%	81.24%	70.46%

Quality Indicators for ELC	Inspection	Sept '18
1.3 Leadership of change	Satisfactory	Good
2.3 Learning, teaching and assessment	Satisfactory	Good
3.1 Ensuring wellbeing, equality and inclusion	Good	Good
3.2 Securing children's progress	Good	Good

Quality Indicators for Primary	Inspection	Sept '18
1.3 Leadership of change	Good	Good
2.3 Learning, teaching and assessment	Satisfactory	Good
3.1 Ensuring wellbeing, equality and inclusion	Good	Good
3.2 Raising attainment and achievement	Satisfactory	Good

## E. CONCLUSION

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

## F. BACKGROUND REFERENCES

Inspection Report (January 2017)

<https://education.gov.scot/assets/inspectionreports/broxburnpsins310117.pdf>

Appendices/Attachments: None

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 Email: [donna.mcmaster@westlothian.gov.uk](mailto:donna.mcmaster@westlothian.gov.uk)

Date of meeting: 6 November 2018



# EDUCATION (QUALITY ASSURANCE) COMMITTEE (EQAC) WORKPLAN 2018-2019

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

VSE – Validated Self Evaluation

Title	Purpose	Lead Officer	EQAC date
VSE – Bridgend Primary School	To inform committee of the VSE review and next steps – Bridgend Primary School	Jackie Speirs	6 Nov 2018
VSE – Whitdale Primary School	To inform committee of the VSE review and next steps – Whitdale Primary School	Maureen McNaughton	6 Nov 2018
VSE – Peel Primary School	To inform committee of the VSE review and next steps – Peel Primary School	Phyllis Wood	6 Nov 2018
Education Scotland – Broxburn Primary School (Update)	To inform committee of the progress made on the school’s action plan following Education Scotland (HMI) inspection at Broxburn Primary School carried out in November 2016	Greg Welsh	6 Nov 2018
VSE – St John Ogilvie Primary School	To inform committee of the VSE review and next steps – St John Ogilvie Primary School	Lisamaria Purdie	15 Jan 2019
VSE – Letham Primary School ELC – Update	To inform committee of the progress made in the ELC setting following VSE carried out in February 2018	Mvairi Lynch	15 Jan 2019
VSE – Parkhead Primary School	To inform committee of the VSE review and next steps – Parkeahd Primary School	Jackie Speirs	15 Jan 2019
Education Scotland Inspection – Armadale Primary School	To inform committee of the outcome of the Education Scotland (HMI) inspection at Armadale Primary School	Jackie Speirs	15 Jan 2019
Education Scotland Inspection – Armadale Academy	To inform committee of the outcome of the Education Scotland (HMI) inspection at Armadale Primary School (if published)	Catrina Hatch	15 Jan 2019
VSE – Bathgate Academy	To inform committee of the VSE review and next steps – Bathgate Academy		5 March 2019
VSE – Livingston Village Primary School	To inform committee of the VSE review and next steps – Livingston Village Primary School		5 March 2019
VSE – The James Young High School	To inform committee of the VSE review and next steps – The James Young High School		5 March 2019
VSE – East Calder Primary School	To inform committee of the VSE review and next steps – East Calder Primary School		5 March 2019
VSE – Uphall Primary School – Update	To inform committee of the progress made following VSE carried out in November 2017		30 April 2019

VSE – Windyknowe Primary School	To inform committee of the VSE review and next steps – Windyknowe Primary School		30 April 2019
VSE – St Paul’s Primary School	To inform committee of the VSE review and next steps – St Paul’s Primary School		30 April 2019
VSE – St Mary’s Primary School, Polbeth	To inform committee of the VSE review and next steps – St Mary’s Primary School, Polbeth		30 April 2019
VSE – Polkemmet Primary School – Update	To inform committee of the progress made following VSE carried out in February 2018		4 June 2019
VSE – Toronto Primary School	To inform committee of the VSE review and next steps – Toronto Primary School		4 June 2019
VSE – St Mary’s Primary School, Bathgate	To inform committee of the VSE review and next steps – St Mary’s Primary School, Bathgate		4 June 2019
VSE – Croftmalloch Primary School	To inform committee of the VSE review and next steps – Croftmalloch Primary School		4 June 2019