



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

West Lothian Civic Centre  
Howden South Road  
LIVINGSTON  
EH54 6FF

9 January 2019

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 15 January 2019 at 2:00pm**.

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 Education (Quality Assurance) Committee held on Tuesday 06 November 2018 (herewith)
5. Validated Self Evaluation: St John Ogilvie Primary School and Woodlands Nursery Schools - Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)
6. Validated Self Evaluation Update: Letham Nursery Class - Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)
7. Validated Self Evaluation: Parkhead Primary School - Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)

DATA LABEL: Public

8. Education Scotland Report: Armadale Primary School and Nursery Class  
- Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)
9. Actions to Improve Performance in Social Subjects - Report by Head of Education (Curriculum, Quality Improvement and Performance) (herewith)
10. Workplan (herewith)

-----

NOTE **For further information please contact Anastasia Dragona on tel. no. 01506 281601 or email [anastasia.dragona@westlothian.gov.uk](mailto:anastasia.dragona@westlothian.gov.uk)**

MINUTE of MEETING of the EDUCATION (QUALITY ASSURANCE) COMMITTEE held within COUNCIL CHAMBERS, WEST LOTHIAN CIVIC CENTRE, on 6 NOVEMBER 2018.

Present – Councillors Stuart Borrowman (Chair), David Dodds, Pauline Clark, Peter Heggie, Chris Horne, Carl John, Dave King, Dom McGuire (substituting for Andrew McGuire), Andrew Miller, Moira Shemilt and Damian Timson; Appointed Representatives Myra Macpherson and Lynne McEwen.

Apologies – Councillors Charles Kennedy, Andrew McGuire and George Paul; Appointed Representative Margaret Russell.

1. DECLARATIONS OF INTEREST

Agenda Item 8: Broxburn Primary School and Nursery Class Progress

Councillor Horne declared an interest as his friend was a teacher at Broxburn Primary School and his children had attended the school within the last sixteen months and were taught by Lisa Davis, the Head Teacher presenting the report. Councillor Horne advised that he would not participate in consideration of this item of business and would withdraw from the meeting.

2. MINUTE

The committee confirmed the minute of its meeting held on 4 September 2018 as being a correct record. The Chair thereafter signed the minute.

3. VALIDATED SELF EVALUATION: BRIDGEND 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) of Bridgend Primary School.

The report outlined a number of key strengths and areas for ongoing improvement. Details of performance information for the school were provided in the report relating to attendance for session 2017/18 and teacher professional judgements for pupils achieving expected national levels in 2017/18 at Primary 1, 4 and 7.

The Head Teacher, Clare Deas, advised the committee that members of staff were happy with the key strengths outlined within the report and would continue to build on improvements being made. A review of the Leadership Team and staff remits would continue to specify responsibilities and leadership opportunities across the school. Staff were developing pupil and parent understanding of the wellbeing indicators to support accurate self-reporting of personal progress and were ensuring that robust information was being shared with parents. Members were

also advised that since the VSE was carried out work was being carried out to strengthen the Quality Indicators. Staff were also appreciative of the continued support from the Quality Improvement Team. A quality improvement day would be scheduled before the end of the session to review improvement made towards actions arising from the VSE.

The Head Teacher then responded to a number of questions from members of the committee. Members acknowledged the challenges experienced in school and were advised that systems were in place to promote equity through the Scottish Attainment Challenge and Pupil Equity Fund providing a wide range of experiences for learners, improving outcomes and reducing the attainment gap.

In response to a question relating to the support given by Linlithgow Academy the Head Teacher advised that staff were working closely with staff from Linlithgow Academy to ensure that children's transitions to the Academy were as successful as possible. Ms Deas also confirmed the number of children attending school who had been identified as being dyslexic.

The committee acknowledged the improvements made in addressing the areas identified for improvement. Members were happy with the progress made and congratulated staff for all their hard work.

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.

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

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 of Whitdale Primary School and Early Learning and Childcare Centre.

The report outlined a number of key strengths and areas for ongoing improvement. Details of performance information for the school were provided in the report relating to attendance for session 2017/18 and teacher professional judgements for pupils achieving expected national levels in 2017/18 at Primary 1, 4 and 7.

The Acting Head Teacher, Lynn Findlay, advised that members of staff were happy with the findings of the VSE which reflected the improvements made, evidenced by the improved quality indicators for the ELC setting and primary school. Professional dialogue and professional learning to support staff has ensured a collaborative approach to meet the needs of all learners. Improved tracking and monitoring systems were in place to inform next steps in children's learning and the use of digital

technologies were enhancing engagement in learning.

The Head Teacher then responded to questions from members of the committee. In response to a question relating to the number of authorised absences being higher than the West Lothian average, Ms Findlay advised that the school had a family link worker who was addressing attendance issues and engaging with families to ensure early interventions were in place. The Head Teacher also confirmed the number of children attending the school who had been identified as being dyslexic.

The committee was advised that a significant amount of Pupil Equity Funding was received by the school. Parents, staff, pupils and stakeholders were fully involved in discussing the best ways for the funding to be used. Outdoor learning spaces were a key priority for parents, which would provide opportunities for children to grow and engage in outdoor activities. A newsletter was also sent to parents to advise how they could provide support at home or in the community, and workshops were available over an eight week period to support parents with their children's learning. Finally, members noted that the school had a busy breakfast club which was well attended by more than 100 children a day, which provided an opportunity for children to start their day in a positive way. Activities were also in place to encourage children to attend.

The committee acknowledged the positive work carried out in school, evidenced by the strong report and the improved quality indicators. Members were confident that the school would continue on its journey of improvement.

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.

### 5. VALIDATED SELF EVALUATION: PEEL 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 outcome of the Validated Self Evaluation carried out at Peel Primary School.

The report outlined a number of key strengths and areas for ongoing improvement. Details of performance information for the school were provided in the report relating to attendance for session 2017/18 and teacher professional judgements for pupils achieving expected national levels in 2017/18 at Primary 1, 4 and 7.

The seconded Head Teacher, Iain McDermott, advised that the school continued to build on positive approaches and staff were developing further curricular opportunities. The positive culture in school motivates and engages learners to succeed and achieve. Robust tracking and

monitoring systems and frameworks for learning, teaching and assessment were well established and learners were making good progress in literacy and numeracy. There was also a strong focus on science and technology. A clear action plan was in place which involved parents, staff and pupils. Pupil Equity Funding was used effectively to provide targeted support in literacy and numeracy for individual learners.

The Head Teacher then responded to questions from members of the committee. Members were advised that the nursery school linked to Peel Primary School had not been included in the VSE as this had recently been evaluated. In response to a question relating to teaching and learning approaches, Mr McDermott advised that staff were taking on leadership courses at all levels and were developing teaching and learning approaches which generated curiosity in learners enabling them to lead their own learning. Members of the committee were also advised of the work carried out to ensure transition from nursery school to primary school was planned in a positive manner. Finally, the Head Teacher confirmed the number of children attending the school who had been identified as being dyslexic.

The committee acknowledged the excellent report and the improvements made in addressing the areas identified for ongoing improvement.

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 seconded Head Teacher.

## 6. BROXBURN PRIMARY SCHOOL AND NURSERY CLASS PROGRESS REPORT

Councillor Horne did not participate in consideration of this item of business and withdrew from the meeting.

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 progress made towards the actions arising from the school's Education Scotland inspection in November 2016.

The report advised that an inspection was carried out by Education Scotland in November 2016 and an authority evaluation took place in September 2018. The report outlined the progress made since the Education Scotland inspection and the areas for ongoing improvement.

The Head Teacher, Lisa Davis, advised that she was delighted with the progress update highlighting the progress made and actions taken to ensure school improvements were being made. All teachers have engaged in focussed professional learning 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. Approaches to improve learning and teaching were ongoing to ensure appropriate pace and challenge for all pupils in order to maximise attainment and achievement by the end of Primary 7. The school has made good progress tracking children's progress using national benchmarks.

The Head Teacher then responded to questions from members of the committee. Work has been ongoing to engage with parents. The school benefits from a supportive and very proactive Parent Council and an enthusiastic and committed Fundraising Group. Ms Davis advised that since the inspection was carried out by Education Scotland staff have worked hard to embed their vision for learners ensuring that the school values were well understood and evident in the actions of all members of the school community.

Finally, the Quality Improvement Manager, Greg Welsh, advised that having supported the school during the evaluation process he was confident that the quality indicators which had improved from "satisfactory" to "good" would continue to improve.

The committee was pleased with the improvements made and members were confident that the school would continue to address identified areas for improvement.

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

#### Decision

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

### 7. WORKPLAN 2018-2019

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: ST JOHN OGILVIE PRIMARY SCHOOL AND WOODLANDS NURSERY SCHOOLS**

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

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

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

#### **B. RECOMMENDATION**

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

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

<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
<b>VIII Other consultations</b>	None

## D. TERMS OF REPORT

### Background

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

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

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

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

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

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

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

### Other Relevant Information

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

### **Key Strengths**

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

### **Areas for ongoing improvement**

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

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

### **Performance Information**

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

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

### **Teacher Professional Judgement**

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

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

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

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

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

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

## Pupils Achieving Expected National Level – Primary 7

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

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

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

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

## E. CONCLUSION

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

## F. BACKGROUND REFERENCES

### VSE Team Members

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

Contact Person: Lisamaria Purdie (Lead Head Teacher)  
Tel: 01506 414612  
Email: [lisamaria.purdie@westlothian.org.uk](mailto:lisamaria.purdie@westlothian.org.uk)

Donna McMaster, Head of Education (Curriculum, Quality Improvement & Performance)  
Tel: 01506 281673  
Email: [donna.mcmaster@westlothian.gov.uk](mailto:donna.mcmaster@westlothian.gov.uk)

Date of meeting: 15 January 2019



## **EDUCATION QUALITY ASSURANCE COMMITTEE**

### **VALIDATED SELF EVALUATION UPDATE: LETHAM NURSERY CLASS**

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

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

To bring to the Committee's attention the progress made in Letham Early Learning and Childcare (ELC) setting through their action plan.

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

It is recommended that the Committee:

Note the contents of the report and the arrangement for securing continuous improvements.

##### **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 Early Learning and Childcare?(HGIOELC?).
<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
<b>VII Consideration at PDSP</b>	Not applicable

**VIII Other consultations**

None

**D. TERMS OF REPORT****Background****Progress of Validated Self-Evaluation Action Plan**

Date of initial VSE	19 <sup>th</sup> February 2018
Date of latest VSE update	Monday 10 <sup>th</sup> December 2018
Nursery Class/ ELC setting roll	43
Staffing and date of appointment of management team	Staffing from August 2018 1 Head Teacher (Appointed Aug '18) 1 FT EYO ( Early Years Officer Additional Graduate appointed Aug '18)
Letham Nursery Class/ ELC setting transitioned to Peel Primary School leadership team on 18 <sup>th</sup> April 2017	2 FT Nursery Nurses 1 x 0.5 Nursery Nurse 1 x 0.5 Pupil Support Worker
Scottish Index of Multiple Deprivation (SIMD) 1 <sup>st</sup> being most deprived and 60 <sup>th</sup> being least deprived	SIMD rank – 1086.07  Order 1 out of 61 West Lothian Early Years Centres

<b>GIRFEC Levels (% of students)</b>				
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
	Core – Needs are met within the classroom by teacher	Targeted – A higher level of support possibly in consultation with agencies out with education	Enhanced - The child's additional support needs requires input from two or more support service and/or different agencies	Intensive - Referral to SORG who will allocate alternative provision
Letham Nursery Class/ ELC setting	83.72%	16.28%	0.00%	0.00%

**Other Relevant Information****VSE Team Members – 19<sup>th</sup> February 2018**

Valerie Brodie	Head Teacher (former)
Mvairi Lynch	Lead Officer – Early Years
Catherine Thomas	Early Years Development Officer
Ann Duncan	Assisting Head Teacher
Phyllis Wood	Educational Officer

**VSE Update team members – Monday 10 December 2018**

Sharon Wallace	Head Teacher
Mvairi Lynch	Lead Officer, Early Years, (Seconded)
Ann Doyle	Development Officer, Early Years



## **Focus of the follow-up report from VSE February 2018**

- To review progress and assess the impact of the action plan to secure improvement in the quality of children's learning experiences.

## **Findings**

A revised strategic direction for the ELC setting at Letham is now in place and aligns with current national guidance.

The Head Teacher has worked with the ELC practitioner team to review and refresh their vision, values and aims for ELC in consultation with all stakeholders.

The Early Years Officer has effectively led the ELC practitioner team to engage with the action plan which is leading to improvements across the setting.

The environment and resources now promote curiosity, inquiry and creativity in line with "Building the Ambition" national practice guidance.

Children now have daily access to the outdoor learning environment which has been reviewed and refreshed to ensure breadth and challenge of play experiences.

The Early Years Officer has supported practitioners in implementing the authority's consultative planning approach which promotes children in leading their own learning.

The targeted work undertaken by the graduate Early Years Officer has impacted positively on identified children's vocabulary and the practitioner team support this literacy intervention project across all contexts of learning.

ELC practitioner involvement in cluster networks and the authority's Continuing Professional Learning, (CPL) programme has positively impacted on improvement in the ELC setting.

Parents and families are very positive and supportive of the improvements. Increased opportunities are being provided for parents and families to be involved in the life and work of the ELC setting.

<b>Quality Indicators for ELC Class</b>	<b>VSE February 2018</b>	<b>Update December 2018</b>
<b>1.3 Leadership of Change</b>	Satisfactory	Good
<b>2.2 Curriculum</b>	Satisfactory	Good
<b>2.3 Learning, Teaching and Assessment</b>	Satisfactory	Good
<b>3.2 Securing children's progress</b>	Satisfactory	Satisfactory

## **E. CONCLUSION**

The ELC Action Plan has ensured well-paced improvements to date. The Head Teacher has supported the Early Years Officer to lead improvement across the setting and motivate the ELC practitioner team and enhance performance. This has had a positive impact for children and families.

The Quality Improvement Team and Early Years Development Officers will continue to support and challenge improvement in Letham ELC setting.

### **Actions Arising**

The Head Teacher and Early Years Officer should continue to support all practitioners to actively participate in the self-evaluation process and take ownership of continuous improvement in the ELC setting.

The Head Teacher and Early Years Officer will support all ELC practitioners in developing their understanding of continuity and progression within Numeracy and Mathematics.

## **F. BACKGROUND REFERENCES**

None

Appendices/Attachments:

Contact Person: Geraldine Armstrong, Education Officer  
Tel: 01506 281947  
Email: Geraldine. Armstrong [@westlothian.gov.uk](mailto:geraldine.armstrong@westlothian.gov.uk)

Donna McMaster, Head of Education (Curriculum, Quality Improvement & Performance)  
Tel: 01506 281673  
Email: [donna.mcmaster@westlothian.gov.uk](mailto:donna.mcmaster@westlothian.gov.uk)

Date of meeting: 15 January 2019

## **EDUCATION QUALITY ASSURANCE COMMITTEE**

### **VALIDATED SELF EVALUATION: PARKHEAD 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 Parkhead Primary School and Nursery Class.

#### **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
<b>VIII Other consultations</b>	None

## D. TERMS OF REPORT

### Background

Date of VSE	12 <sup>th</sup> November 2018
School roll	315
Nursery Roll	69
Staffing and date of appointment of management team	1 Head Teacher – August 2017 1 Depute Head Teacher (Acting) – August 2018 1 Principal Teacher – August 2017  14 Class Teachers 3 Specialist Teachers – Art, PE, Spanish 1 Support for Learning Teacher 1 Early Years Officer – August 2018 4 Nursery Nurses (2 x August 2018) 7 Pupil Support Workers 2 Clerical Assistants
Scottish Index of Multiple Deprivation (SIMD) – 1 <sup>st</sup> being most deprived and 67 <sup>th</sup> being least deprived	SIMD Rank - 2986.41 Order 34 out of 67 West Lothian Primary Schools
Pupil Equity Fund Allocation	£56,400

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

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	69	92.75%	5.80%	1.45%	0.00%
P1	45	80.00%	17.78%	2.22%	0.00%
P2	38	68.42%	28.95%	2.63%	0.00%
P3	38	71.05%	23.68%	5.26%	0.00%
P4	46	78.26%	19.57%	2.17%	0.00%
P5	43	74.42%	23.26%	2.33%	0.00%
P6	58	72.41%	24.14%	1.72%	1.72%
P7	47	72.34%	17.02%	10.64%	0.00%
School	315	73.97%	21.90%	3.81%	0.32%

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

### Other Relevant Information

Parkhead Primary School is a non-denominational school serving the community of West Calder, Polbeth, and the surrounding farming communities. The school was built in 1951 and in March 2008 a nursery extension was completed. The school benefits from a mixed catchment area with free meal entitlement of 20%. There is a very successful Breakfast Club which is well attended. Pupils are organised into 14 classes (double stream with no composites) and there is a nursery class with up to 40 children attending am/pm. Pupils participate in a wide range of sporting and community events. The school is part of the West Calder High School cluster and there are strong collegiate relationships with all cluster schools. The school has strong links with the community of West Calder and with the West Kirk. The school also benefits from an active Parent Council and fundraising Parent Association (PPA). Regular parent volunteers work within the school and a larger group of parents support events which are well received by all in the community.

## **Key Strengths**

- The Head Teacher has a clear sense of direction for the school and is committed to continuous school improvement. Well-informed priorities are planned from a range of self-evaluation evidence. Collaborative approaches to school improvement are being developed in partnership with the staff team. The newly formed leadership team is creating a culture where staff feel confident in initiating change and trialling approaches. The staff team should now embrace opportunities to take responsibility for leading improvements and evaluating the impact on learners.
- A clear and accessible vision statement has been created effectively in consultation with the school community. There is a planned approach to embedding the school's new INSPIRE values with learners and parents. Staff know the local context of the school and there are positive relationships with parents and the community.
- Relationships across the school are positive and supportive. There is a climate of mutual respect and a strong sense of community. Children facing challenges in their learning are well-supported by the 'team around the child'. All adults have sound knowledge of the needs of children as a result of the robust systems in place to review and track progress, and plan interventions. Pupil Support Workers are benefitting from high quality professional learning and there is effective support for learners as a result.
- Children are very proud of their school. They describe the opportunities they have to exercise responsibility and develop leadership through a range of community learning groups involving all pupils from P1-7. The views of learners are sought and valued, and they influence school improvement.
- The school is developing a range of effective systems and approaches to share progress in learning and to celebrate the achievements of learners. The school has plans to further develop these with increased involvement of children and parents.
- Learners are making progress from prior levels of attainment in Literacy and Numeracy. Learners have an understanding of their progress and their next steps and some examples of high quality feedback are evident. Gaining consistency in the quality of feedback has been identified by the school as an area of focus going forward. There are clear systems in place to track and monitor pupil progress and attainment. An increased focus on developing staff understanding of the analysis of assessment and attainment information is required to gain shared understanding of the school profile, to further develop teacher professional judgement and to raise levels of aspiration for all.
- The leadership team is providing strategic direction for Early Learning and Childcare (ELC) that aligns with current national guidance. The ELC practitioners provide nurturing relationships with children and families.

## **Areas for ongoing improvement**

- Expand opportunities for all staff to 'look inwards, outwards and forwards' through self-evaluation, professional learning and seeking models of effective practice within the school, local authority and nationally.

- Build upon existing collaborative professional learning frameworks, such as Professional Learning Communities, and use these to further develop effective practice in learning, teaching and assessment which will secure consistent, high quality across the school. Develop shared understanding of approaches which promote higher order thinking, such as probing questioning and rich tasks, in order to increase levels of challenge and creativity across the school.
- Continually promote ambition, aspiration and creativity to ensure all children experience high levels of challenge and progression.
- Develop children's involvement in planning, assessing and sharing their learning, and fully engage parents at key points. As part of this process, develop systems for self-reporting using the wellbeing indicators.
- Strengthen staff understanding of progression and consistent high quality learning, teaching and assessment through robust moderation approaches which focus on all stages of the moderation cycle – planning, implementing, observing and assessing learning and teaching. In doing so, identify approaches which have the most impact on attainment and achievement.
- The leadership team will support ELC practitioners in implementing the authority's consultative planning approach and in gathering robust assessment information to ensure all children experience appropriate continuity and progression in their learning.

## Performance Information

### Attendance (Previous Session 2017/18)

Attendance	School – 94.32% West Lothian – 94.49%
Authorised Absence	School – 4.78% West Lothian – 3.92%
Unauthorised Absence	School – 0.88% West Lothian – 1.57%

## Teacher Professional Judgement

### Pupils Achieving Expected National Level – Primary 1

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	40	72.50%	67.50%	82.50%	72.50%
Authority	2133	81.76%	79.75%	85.70%	85.70%
National	#N/A	81.28%	78.30%	87.02%	84.65%

2016/17	Roll	Reading	Writing	Listening & Talking	Numeracy
School	40	80.00%	80.00%	85.00%	82.50%
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	84.78%	82.61%	86.96%	86.96%
Authority	2206	81.37%	76.70%	87.76%	81.41%
National	#N/A	77.45%	71.77%	84.52%	75.80%

2016/17	Roll	Reading	Writing	Listening & Talking	Numeracy
School	54	77.78%	77.78%	83.33%	75.93%
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	53	84.91%	71.70%	90.57%	81.13%
Authority	2193	81.94%	78.16%	88.46%	79.16%
National	#N/A	78.74%	72.87%	84.10%	74.77%

2016/17	Roll	Reading	Writing	Listening & Talking	Numeracy
School	55	81.82%	78.18%	83.64%	78.18%
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	Satisfactory	Good
2.3 Learning, teaching and assessment	Good	Satisfactory
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
2.3 Learning, teaching and assessment	Satisfactory	Satisfactory
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

### VSE Team Members

Vicky Fish	Head Teacher
Rebecca Moses	Depute Head Teacher (Acting)
Ailsa Griffiths	Principal Teacher
Jackie Speirs	Education Officer
Kathy Gibson	Head Teacher
Fiona McPhail	Head Teacher
Laura Gingell	Head Teacher
Siobhan Kellock	Head Teacher
Ruth McMaster	Head Teacher
Nicola Ferris	Depute Head Teacher
Mvairi Lynch	Education Officer, Early Years
Ann Doyle	Development Officer, Early Years

Contact Person: Jackie Speirs (Education Officer)

Tel: 01506 282631

Email: [jackie.speirs@westlothian.gov.uk](mailto:jackie.speirs@westlothian.gov.uk)

Donna McMaster, Head of Education (Curriculum, Quality Improvement & Performance)

Tel: 01506 281673

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

Date of meeting: 15 January 2019





## **EDUCATION QUALITY ASSURANCE COMMITTEE**

### **EDUCATION SCOTLAND REPORT: ARMADALE PRIMARY SCHOOL AND NURSERY CLASS**

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

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

To bring to the Committee's attention, Armadale Primary School and Nursery Class' improvement plan to address the areas for improvement identified in the Education Scotland report published on 27 November 2018.

#### **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 Inspection	10 <sup>th</sup> September 2018
School roll	418
Nursery roll	81
Staffing and date of appointment of management team	1 Head Teacher (Acting - Aug 2018) 1 Depute Head Teacher (Acting - Aug 2018) 2 Principal Teachers 2 Principal Teachers - PEF leads (Acting - Aug 2018) 19 Teachers 1 Early Years Officer (Acting - Oct 2018) 5 Nursery Nurses 4.5 Pupil Support Workers 5 Pupil Support Workers - PEF 1 Admin Assistant 1 Clerical Assistant 1 Music Specialist
Scottish Index of Multiple Deprivation (SIMD) – 1 <sup>st</sup> being most deprived and 67 <sup>th</sup> being least deprived	SIMD Rank - 2718.96 Order 29 out of 67 West Lothian Primary Schools
Pupil Equity Fund Allocation	£141, 600

**Context of the school**

Armada Primary School is a non-denominational school serving the south side of Armadale. The school benefits from a mixed catchment. The primary school roll is 418 with 81 pupils in the Early Learning and Childcare setting. The school is organised into 16 classes. It is a double stream structure with additional composite classes at P4/5 and P6/7. Additional accommodation is provided through two temporary units situated to the rear of the main school building. Free school meal entitlement for Primary 4 - Primary 7 is 17.6%. The school runs a very successful breakfast club which is well attended. Armada Primary School has a fully supportive Parent Council and the school has very good relationships with cluster schools, the local community and the Church.

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

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	81	100.00%	0.00%	0.00%	0.00%
P1	48	95.83%	2.08%	0.00%	2.08%
P2	49	71.43%	14.29%	14.29%	0.00%
P3	55	89.09%	7.27%	3.64%	0.00%
P4	68	88.24%	11.76%	0.00%	0.00%
P5	65	84.62%	13.85%	1.54%	0.00%
P6	64	79.69%	12.50%	6.25%	1.56%
P7	69	73.91%	23.19%	2.90%	0.00%
School	418	83.01%	12.68%	3.83%	0.48%

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

## The Report

In September 2018, a team of inspectors from Education Scotland visited the school. The school was inspected using the short inspection model. Inspectors reported on the school's approaches to learning, teaching and assessment, and its success in raising attainment and achievement.

Inspectors identified the key strengths of the school and the nursery class as follows:

- There is a supportive and nurturing ethos throughout the school and nursery class. Relationships between children, and children and staff, are positive and respectful. Children are well-behaved.
- Practitioners in the early learning centre have developed the indoor and outdoor learning environments well to stimulate children's learning.
- Senior leaders, staff and a range of partners work together effectively to analyse a range of information to help meet the learning needs of all children.
- Staff have developed a positive culture towards reading. This is leading to children engaging well with reading in class and all staff continuing to develop their understanding of strategies to help children read confidently.

Inspectors recognised that teachers use the local authority's progression pathways for literacy and numeracy well to ensure children's learning is progressive and coherent. They found that senior leaders and teachers make good use of the school's data to track children's progress and to identify where targeted interventions could be used to support individuals and groups. It was noted that the school was using its Pupil Equity Fund effectively to support children and this is beginning to have a positive impact on children's learning and engagement.

The team from Education Scotland stated that overall attainment in Literacy and Numeracy is good and they were confident that the data provided by the school illustrates children's progress accurately. It was felt that moderation activities have helped teachers to develop a better understanding of standards in numeracy and mathematics which is having a positive impact on children's attainment. Inspectors stated that children are developing well across the four capacities of Curriculum for Excellence through the wide range of opportunities provided by staff and partners. Children's achievements are celebrated in a variety of ways which helps them to feel valued and contributes towards the positive ethos of the school.

Inspectors discussed and agreed the priorities for continuing improvement with the school and the local authority representative. These priorities are to:

- Share effective practice in learning and teaching more regularly to ensure all children benefit from high-quality learning and teaching, and all teachers have consistently high expectations of children's work.
- Further improve approaches to tracking children's achievements, including out-of-class activities.

## Performance Information

### Attendance (Previous Session 2017/18)

Attendance	School - 92.89% West Lothian – 94.49%
Authorised Absence	School – 5.21% West Lothian – 3.92%
Unauthorised Absence	School – 1.91% West Lothian – 1.57%

### Teacher Professional Judgement

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

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	47	74.47%	74.47%	85.11%	76.60%
Authority	2133	81.76%	79.75%	85.70%	85.70%
National	#N/A	81.28%	78.30%	87.02%	84.65%

2016/17	Roll	Reading	Writing	Listening & Talking	Numeracy
School	54	83.33%	83.33%	88.89%	90.74%
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	64	79.69%	75.00%	82.81%	73.44%
Authority	2206	81.37%	76.70%	87.76%	81.41%
National	#N/A	77.45%	71.77%	84.52%	75.80%

2016/17	Roll	Reading	Writing	Listening & Talking	Numeracy
School	66	80.30%	77.27%	93.94%	81.82%
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	78	82.05%	85.90%	89.74%	82.05%
Authority	2193	81.94%	78.16%	88.46%	79.16%
National	#N/A	78.74%	72.87%	84.10%	74.77%

2016/17	Roll	Reading	Writing	Listening & Talking	Numeracy
School	64	75.00%	75.00%	79.69%	78.13%
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	Inspection Evaluations
2.3 Learning, teaching and assessment	Good
3.2 Securing children's progress	Good

Quality Indicators for Primary	Inspection Evaluations
2.3 Learning, teaching and assessment	Good
3.2 Raising attainment and achievement	Good

### Education Officer Role

The Quality Improvement Team will continue to work with the school leadership team on the improvement plan and will monitor the school's progress through the school's self-evaluation processes.

## E. CONCLUSION

Inspectors are confident that the school has the capacity to continue to improve so will make no more visits in connection with this inspection. The school is well supported by West Lothian Council.

## F. BACKGROUND REFERENCES

Education Scotland Report

<https://education.gov.scot/assets/inspectionreports/armadaleprimaryschoolins271118.pdf>

Summarised Inspection Findings

<https://education.gov.scot/assets/inspectionreports/armadaleprimaryschoolsif271118.pdf>

Appendices/Attachments:

Appendix 1 – Education Scotland letter

Appendix 2 – School's Improvement Plan

Contact Person: Jackie Speirs, Education Officer

Tel: 01506 283139

Email: [jackie.speirs@westlothian.gov.uk](mailto:jackie.speirs@westlothian.gov.uk)

Donna McMaster, Head of Education (Curriculum, Quality Improvement & Performance)

Tel: 01506 281673

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

Date of meeting: 15 January 2019



27 November 2018

Dear Parent/Carer

In September 2018, a team of inspectors from Education Scotland and the Care Inspectorate visited Armadale Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- There is a supportive and nurturing ethos throughout the school and nursery class. Relationships between children, and children and staff, are positive and respectful. Children are well-behaved.
- Practitioners in the early learning centre have developed the indoor and outdoor learning environments well to stimulate children's learning.
- Senior leaders, staff and a range of partners work together effectively to analyse a range of information to help meet the learning needs of all children.
- Staff have developed a positive culture towards reading. This is leading to children engaging well with reading in class and all staff continuing to develop their understanding of strategies to help children read confidently.

The following areas for improvement were identified and discussed with the headteacher and a representative from West Lothian Council.

- Share effective practice in learning and teaching more regularly to ensure all children benefit from high-quality learning and teaching, and all teachers have consistently high expectations of children's work.
- Further improve approaches to tracking children's achievements, including out-of-class activities.

We gathered evidence to enable us to evaluate the schools work using four quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#) and [How good is our early learning and childcare?](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

## Here are Education Scotland's evaluations for Armadale Primary School

Quality indicators for the primary school	Evaluation
<b>Learning, teaching and assessment</b>	<b>good</b>
<b>Raising attainment and achievement</b>	<b>good</b>
Descriptions of the evaluations are available from: <a href="#">How good is our school? (4<sup>th</sup> edition)</a> , <a href="#">Appendix 3: The six-point scale</a>	

Quality indicators for the nursery class	Evaluation
<b>Learning, teaching and assessment</b>	<b>good</b>
<b>Securing children's progress</b>	<b>good</b>
Descriptions of the evaluations are available from: <a href="#">How good is our early learning and childcare? Appendix 1: The six-point scale</a>	

## Here are the Care Inspectorate's gradings for the nursery class

Care Inspectorate standards	Grade
<b>Quality of care and support</b>	<b>good</b>
<b>Quality of environment</b>	<b>good</b>
<b>Quality of staffing</b>	<b>good</b>
<b>Quality of management and leadership</b>	<b>good</b>



### Requirements/recommendations made by Care Inspectorate for the nursery class

During the previous Care Inspectorate inspection, the setting had no requirements and no recommendations. As a result of this inspection, there no requirements and no recommendations.

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/inspection-reports/west-lothian/5504627> and the [Care Inspectorate website](#).

### What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. West Lothian Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Celia McArthur  
HM Inspector

Seonaid Lowe  
Care Inspector



# **ARMADALE PRIMARY SCHOOL IMPROVEMENT PLAN**

**2018 / 2019**

# Factors Influencing the Improvement Plan

## School Factors

Addressing Action Points identified in school's Self Evaluation procedures

Cluster Improvement Plan

Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*

Flexible early learning and childcare implementation

## Local Authority Factors

*Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework*

Raising attainment, including closing the gap

*Delivering Better Outcomes*

Single Outcome agreement

Corporate Plan

Integrated Children's Services Plan (Life Stages)

Education Services Management Plan

West Lothian's Early Years' Framework

West Lothian Parental Engagement Framework

Increased entitlement to early years' provision

## National Factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All

Pupil Equity Funding

How Good is Our School? 4<sup>th</sup> Edition and How Good is Our Early Learning and Childcare

Getting it Right for Every child (GIRFEC)

Curriculum for Excellence

Developing Scotland's Young Workforce

Building the Ambition

Standardised Assessments

Child Protection Issues / Guidance

National Legislation: Children and Young People (Scotland) Act 2014

GTCS standards and professional update

Effective moderation processes (internal and external) to inform the achievement of a CfE level

Children and young people's assessments that are accurate and inform decisions and interventions and contribute to their progress and wellbeing



**Vision, Values & Aims statement:**

**“All working in partnership for success.”**

Armadale Primary School, where learning makes a difference.

**F**eel the energy

**H**ear the excitement

and

**S**ee the learning that is filled with curiosity, creativity and success.

Armadale Primary School is at the

**H**onesty, **E**quality, **A**ccountability, **R**espect, **T**rust

of partnerships through the development of

**B**elonging, **R**esilience, **A**cceptance, **I**ndependence, **N**urture **POWER!**

Armadale Primary School			Ensuring Excellence and Equity			
Desired outcomes linked to NIF priorities (observable, measurable outcomes which focus on learning, achievement and wellbeing)	NIF driver mapping (check as appropriate)	HGIOS4 / HGIOELCC QIs	Proposed Actions	By Whom	By When	Measures of Success (include performance data, quality indicators and stakeholders' views)
<b>Raising attainment for all:</b> <ul style="list-style-type: none"> <li>Learners will have the vocabulary to talk confidently about their learning.</li> <li>Learners will be able to clearly articulate their learning journey.</li> <li>Staff will confidently support learners to create SMART targets.</li> <li>Learners will understand their next steps in learning and how to achieve them. Learners will actively engage with Learners Journey and DIDBOOK to document their learning journey – record progress attainment and achievement.</li> <li>Parents/carers will engage in Profiles and have a better understanding of their child's progress and achievements in learning through Sharing our Learning Events.</li> <li>Staff will confidently use assessment information to inform teacher judgement of a level within literacy and numeracy.</li> <li>Learners will experience a balanced, cohesive approach to Literacy &amp; Numeracy. Embedding progression pathways within core subjects.</li> </ul>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	<u>HGIOS4</u> 1.1 1.2 1.3 1.4 2.2 2.3 2.5 2.6 3.2  <u>HGIOELCC</u> 1.1 1.2 1.3 1.4 2.2 2.3 2.5 2.6 3.2	<ul style="list-style-type: none"> <li>Introduce Visible Learning approach to further develop Growth Mindset approach.</li> <li>Further develop Professional Reading schedule linked to Visible Learning.</li> <li>Planning opportunities for professional dialogue and sharing best practice.</li> <li>Introduction of the Jigsaw Resource to support learners to understand what they need to succeed in learning – building resilience.</li> <li>Provide Visible Learning information sessions for parents/carers through assemblies, newsletters, family homework tasks, Learning Festival.</li> <li>Formative Assessment strategies to be fully embedded from Nursery to P7.</li> <li>Create visuals for assessment tools with an interactive display.</li> <li>Planning assessment and moderation opportunities through CAT sessions.</li> <li>Provide staff with a clear schedule for moderation within core areas.</li> <li>Ensure staff are familiar with Education Scotland/HMIE expectation of moderation to enhance teaching and learning Assessment and Moderation – NAR (say, write, make, do). Become familiar with annotated exemplars and implement within practice.</li> <li>Fully embed assessment and moderation within planning process. National Improvement Framework – increase understanding of key priorities and impact on school improvement.</li> <li>Learners Journey and DIDBOOK training sessions for all staff through CAT sessions.</li> <li>Lead Learners identified to support the implementation of profiling from Nursery to P7.</li> <li>Professional dialogue to develop strategic approach to extend the implementation of profiling, shared standard and expectations.</li> </ul>	All staff  Lead learners	Aug 2018 - June 2019	<p>Learners will understand themselves as learners, knowing where they are in their learning pathway and next steps.</p> <p>Learners will show an understanding where they are in their learning and their next steps.</p> <p>Learners will have relevant, meaningful and succinct targets for core curricular areas which are regularly reviewed and adapted to meet the needs of individuals.</p> <p>A whole school approach will be developed to profiling where learners have ownership of identifying next steps in their learning pathway.</p> <p>Almost all parents/carers will attend Sharing our Learning Events and participate in learning conversations.</p> <p>Agreed non-negotiables to teaching and learning within Literacy &amp; Numeracy.</p> <p>Agreed expectations for achievement of a level through moderation activities in line with the Benchmarks &amp; WL progression pathways.</p>

<p><b>Improvement in Literacy for all:</b></p> <ul style="list-style-type: none"> <li>• Learner's knowledge and use of more adventurous vocabulary is developed and extended, impacting positively on attainment in reading and writing.</li> <li>• Raised attainment in reading through increased learning and teaching of specific Higher Order Reading skills.</li> <li>• Raised attainment in writing through the planning and delivery of progressive programmes of work covering core writing targets.</li> <li>• Increased parental engagement and confidence in supporting their child/children with literacy activities</li> <li>• Increased accuracy and confidence in attainment of a level judgement.</li> <li>• Tracking and Monitoring information supports planning, learning, teaching and assessment to best meet the needs of all of our pupils.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School Improvement</li> <li><input checked="" type="checkbox"/> School Leadership</li> <li><input checked="" type="checkbox"/> Teacher Professionalism</li> <li><input checked="" type="checkbox"/> Parental Engagement</li> <li><input checked="" type="checkbox"/> Assess. of Children's Progress</li> <li><input checked="" type="checkbox"/> Performance Information</li> </ul>	<p><u>HGIOS4</u> 1.2 1.3 2.2 2.3 2.4 2.5 3.2</p> <p><u>HGIOELCC</u> 1.2 1.3 2.2 2.3 2.4 2.5 3.2</p>	<ul style="list-style-type: none"> <li>• Staff to engage fully in the use of the Tools for Reading in Reading Routes Resource supported by best practice visits and peer modelling.</li> <li>• Develop a bank of core progressive writing targets to be used to plan, deliver and promote progression and coverage of key writing skills Early-Second level.</li> <li>• Develop the use of the North Lanarkshire Writing Resource to support daily writing, writing across the curriculum and targeted teaching of writing weekly.</li> <li>• Re-launch and implement The Big Bedtime Read approach in Nursery and P1 focussing on story telling modelling, quality story books, appropriate prompts and questions and bedtime routines.</li> <li>• Further support for moderation through collaborative working time with a focus on benchmarks, holistic assessments and appropriate bundling of E's and O's Early-Second level at School and Partnership level.</li> <li>• WLC Progression pathways are used to identify developmentally appropriate next steps in tracking and monitoring professional dialogue sessions.</li> <li>• Provide guidance for parents/carers to support their children's learning at home in key aspects of literacy Early-Second Level.</li> <li>• Provide opportunities for adult learning to enhance parents engagement in pupils progression.</li> <li>• Provide groups of parents and children to engage in the PEEPS programme.</li> <li>• Implement WLC tracking and monitoring toolkit and use to identify next steps in learning for all and to support the identification of pupils who require additional support and challenge.</li> <li>• Review Nursery group time to plan for targeted support in early literacy skills.</li> <li>• Teacher modelling of quality literacy group time activities to support and develop practitioner skill and knowledge within the nursery.</li> </ul>	<p><i>All staff Development post holders PT</i></p>	<p><i>Aug2018-June 2019</i></p>	<p>Through professional dialogue meetings T&amp;M planning &amp; assessment show that most learners are on track or above. (showing an increase in whole school attainment)</p> <p>Through QI procedures all reading &amp; writing lessons are focussed on skill development.</p> <p>Almost all parents/carers will engage with the guidance provided and participate in literacy learning conversations.</p> <p>Agreed non-negotiables to teaching and learning within Literacy.</p> <p>Agreed expectations for achievement of a level through moderation activities in line with the Benchmarks &amp; WL progression pathways.</p>
---	--	---	---	---	---------------------------------	--

<p><b>Improvement in Numeracy for all:</b></p> <ul style="list-style-type: none"> <li>• Staff will deliver high quality teaching and learning opportunities within focus on numeracy/maths.</li> <li>• Learner's knowledge and understanding of numeracy will improve through the implementation of SEAL.</li> <li>• Staff will have a greater knowledge of SEAL approaches and fully embed within practice.</li> <li>• Staff will effectively engage in moderation to ensure shared understanding and knowledge of for numeracy/maths process.</li> <li>• Develop Peer Tutoring scheme.</li> <li>• Develop regular bitesize learning and teaching numeracy/maths sessions for parents.</li> <li>• Embed SEAL approaches within the Nursery, continue supporting Early Years staff to confidently implement SEAL strategies.</li> <li>• Develop robust moderation of numeracy/maths within and across levels.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School Improvement</li> <li><input checked="" type="checkbox"/> School Leadership</li> <li><input checked="" type="checkbox"/> Teacher Professionalism</li> <li><input checked="" type="checkbox"/> Parental Engagement</li> <li><input checked="" type="checkbox"/> Assess. of Children's Progress</li> <li><input checked="" type="checkbox"/> Performance Information</li> </ul>	<p><u>HGIOS4</u></p> <p>1.2 1.3 2.2 2.3 2.4 2.5 3.2</p> <p><u>HGIOELCC</u></p> <p>1.2 1.3 2.2 2.3 2.4 2.5 3.2</p>	<ul style="list-style-type: none"> <li>• Co-ordinate staff training opportunities including the completion of the number talks training.</li> <li>• Develop Peer Tutoring scheme.</li> <li>• Develop regular bitesize learning and teaching numeracy/maths sessions for parents.</li> <li>• Maths Recovery Training – Equip staff with essential training to embed SEAL approaches.</li> <li>• Embed SEAL approaches within the Nursery, continue supporting Early Years staff to confidently implement SEAL strategies, engage with SEAL planners to focus numeracy/maths.</li> <li>• Fully embed WL maths/numeracy progression pathways, Benchmarks to ensure continuity and progression.</li> <li>• Ensure full understanding of WL numeracy/maths progression pathways, Benchmarks and familiarisation with Significant Aspects of Learning.</li> <li>• Regular opportunities for professional dialogue and moderation of a level.</li> <li>• Develop SMART target setting for all learners.</li> <li>• Analysis of data through professional dialogue.</li> <li>• Opportunities for professional dialogue to identify key areas of strength and improvement.</li> <li>• Develop a strategic approach to addressing areas for improvement.</li> <li>• Numicon for Early level as a tool to support numeracy.</li> <li>• Develop staff confidence with Number Talks.</li> <li>• SEAL approaches introduced from Nursery to P7</li> </ul>	<p>All staff Development post holders PT</p>	<p>Aug2018-June 2019</p>	<p>Through professional dialogue meetings T&amp;M planning &amp; assessment show that most learners are on track or above. (showing an increase in whole school attainment)</p> <p>Through QI procedures all numeracy/maths lessons are focussed on skill development.</p> <p>Almost all parents/carers will engage with the guidance provided and participate in numeracy/maths learning conversations.</p> <p>Engagement in SEAL and Number Talk training and the implementation of approaches into practice.</p> <p>Agreed non-negotiables to teaching and learning within Numeracy.</p> <p>Agreed expectations for achievement of a level through moderation activities in line with the Benchmarks &amp; WL progression pathways.</p>
--	--	---	---	--	--------------------------	--



<p><b>Improvement in all children and young people's wellbeing:</b>  All pupils' needs in health and wellbeing will be identified, tracked and met through a whole school commitment to inclusive, nurturing practices. Pupils will develop greater confidence and resilience through improved breadth and balance in the Health and Wellbeing Programme. Pupils will experience more positive transitions towards effective citizenship through the development of social and emotional learning skills.  Pupils will develop more positive attitudes towards themselves, their family, each other and towards the environment through the Growth Mindset approach.  Pupils will develop more positive attitudes, habits and practices in physical health and wellbeing.  All pupils will enjoy quality social / emotional interactions with their peers through positive play experiences in the playground.  Pupils develop a positive, nurturing attitude to the outdoor environment.</p>	<p><input checked="" type="checkbox"/> School Improvement  <input checked="" type="checkbox"/> School Leadership  <input checked="" type="checkbox"/> Teacher Professionalism  <input type="checkbox"/> Parental Engagement  <input checked="" type="checkbox"/> Assess. of Children's Progress  <input checked="" type="checkbox"/> Performance Information</p>	<p><u>HGIOS4</u>  1.2  1.3  2.2  2.3  3.1  3.2    <u>HGIOELCC</u>  1.2  1.3  2.2  2.3  3.1  3.2</p>	<ul style="list-style-type: none"> <li>• All staff will engage with the GIRFEC tracking tool to identify and track pupils' needs in health and wellbeing and concerns will be raised through the use of Pastoral Notes.</li> <li>• Pupils to talk confidently about the wellbeing indicators.</li> <li>• Staff to further develop Nurturing Classrooms.</li> <li>• All staff to embed the Inclusive Classroom Checklist in everyday practice.</li> <li>• Teacher Learning Community to investigate the Emotion Works Programme to focus more closely on mental wellbeing, confidence and resilience, Jigsaw, Knowing Me, Knowing You Pack introduced to Improve skills development in personal wellbeing and develop transferrable skills for learning, life and work skills in Personal Wellbeing are an integral part of the profiling process.</li> <li>• Growth Mindset to be embedded across the curriculum.</li> <li>• Staff will share aims in Growth Mindset / Emotion Works through embedding these programmes in to practice.</li> <li>• P.7 pupils develop skills and qualities for successful transition.</li> <li>• All pupils, from the earliest stages develop skills of Citizenship.</li> <li>• Global citizenship links are established through the British Council.</li> <li>• P.7 pupils to develop a better understanding of transferrable skills for work by organising a Careers Forum, involving parents and businesses.</li> <li>• All staff to consolidate the commitment to physical wellbeing by embedding daily physical activity and ensuring all pupils experience 2hrs of quality physical education per week.</li> <li>• All pupils engage in a wider range of sporting activities and personal achievement in sport is recognised and celebrated through the Sports Award accreditation process.</li> <li>• PSWs to engage with the School Learning Community focussing on the Playground to build Emotion Works Strategies into playground practice.</li> <li>• Pupils at all stages will have opportunities to collaborate with others through quality outdoor learning experiences.</li> </ul>	<p>All staff PT</p>	<p>Aug2 018- June 2019</p>	<p>Through professional dialogue meetings T&amp;M planning &amp; assessment show that almost all learners feel safe, healthy, achieving, nurtured, active, responsible, respected and included. Pupils who have identified issues have a trusted adult to speak to.</p> <p>Through QI procedures almost all learners can talk about the Wellbeing Indicators.</p> <p>Through QI procedures almost all pupils display the skills of a Growth Mindset through their attitude and approach to learning.</p> <p>Agreed non-negotiables to teaching and learning within HWB.</p> <p>Agreed expectations for achievement of a level through moderation activities in line with the Benchmarks &amp; WL progression pathways.</p> <p>Through the development of HWB programmes Citizenship is core to the values being taught with high quality PE and Outdoor Learning opportunities.</p> <p>Tracking of achievements.</p>
---	--	---	--	-------------------------	--	--

<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <ul style="list-style-type: none"> <li>• Pupils are increasingly confident in talking about what they have learned, how they learned it and the purpose of why they were learning it.</li> <li>• Pupils are increasingly able to link learning in school to skills for learning, life and work.</li> <li>• Pupils have an increased opportunity to take part in science, technology, engineering and maths opportunities to support skill development and career opportunities in these subjects.</li> </ul>	<p> <input checked="" type="checkbox"/> School Improvement  <input type="checkbox"/> School Leadership  <input type="checkbox"/> Teacher Professionalism  <input checked="" type="checkbox"/> Parental Engagement  <input checked="" type="checkbox"/> Assess. of Children's Progress  <input type="checkbox"/> Performance Information         </p>	<p> <u>HGIOS4</u>            1.2            2.2            2.3            2.5            3.3    <u>HGIOELCC</u>            1.2            2.2            2.3            2.5            3.3         </p>	<p>Provide regular, structured and supported termly events for parents/carers and pupils to review learning and progress in profiles.</p> <p>Develop Skills Academy approach for all pupils Early-Second Level with a focus on STEM, DYWF and skills for learning, life and work.</p> <p>Enhanced Transition programme and develop in line with Cluster Primary Schools based on the well-being indicators and STEM.</p>	<p>All staff DHT</p>	<p>Aug2 018- June 2019</p>	<p>Learners will understand themselves as learners, knowing where they are in their learning pathway and next steps.</p> <p>Almost all parents/carers will attend Sharing our Learning Events and participate in learning conversations.</p>
---	--	---	--	--------------------------	--	--

**Additionality: Pupil Equity Funding Plan:**  
***Closing the attainment gap between the most and least advantaged children***

**PART 1: Contextual Data Analysis & Rationale**

\*

- a) Background
- b) Data
- c) What is our 'gap' and who are our target groups and their barriers to learning?
- d) Summary/overview of proposal & non-negotiable outcomes

**PART 2: Actions & Outcomes**

PEF Priority	Proposed Actions & Resources <i>(These should be based around the organisers of Learning &amp; Teaching, Leadership, and Families &amp; Communities. Also consider activities within and beyond the classroom)</i>	Stage/ Year Grp	What is the expected impact on reducing the gap in your context of your proposed actions? <i>(What story will your data tell by end of next session? By June 2020? You should include any targets linked to data)</i>	How will you measure the impact? <i>(You must be specific here in terms of:</i> <ul style="list-style-type: none"> <li>• <i>new and existing performance data and other quantitative and qualitative information that will be required</i></li> <li>• <i>plans for how data will be collected and reported)</i></li> </ul>
Literacy	Development Post holders to lead effective change in schools approach to raising attainment in Literacy. Reading: whole school to be set a challenge to create Imagination Stations within their classrooms sticking to their allocated budget. Create Literacy Calendar for regular Literacy events e.g. Roald Dahl days. Word Boost training by SALT at all stages including Nursery to implement Wordboost approach. Identification of non- negotiables for reading lessons and completion of Learning Walks to ensure implementation. Links with local library to support Family Engagement and the building of adult Literacy skills Use of Oxford Owl website to support	Nursery P1-P7	A clear action plan to developing structured and effective programmes of work in line with the benchmarks and West Lothian progression pathways in order to ensure progression within and across levels. Each class will have a bespoke Imagination Station and door decoration to raise the profile of reading for enjoyment as research shows that motivation for reading has a direct impact on attainment. Due to some childhood experiences the exposure to written text and books is imperative for pupils to experience in order to build vocabulary skills and self-motivation. The use of the resources will be consistent across the school to build consistency in experiences which will support high quality learning and teaching.	T&M professional dialogue & planning. Using the data to target support. Track the data within a year group & across a cohort. Impact measured by the increase in pupils engagement at the Imagination Stations through professional judgements from observations. Learning Walk feedback in line with agreed criteria.

	<p>quality reading teaching. Paired Reading training by Authority PEF Literacy lead. Review Home Learning approaches to reading to support the most disadvantaged pupils. Writing: North Lanarkshire Writing resource to support structured writing lessons with clear skills progression. Identification of non- negotiables for writing lessons and completion of Learning Walks to ensure implementation.</p>			
Numeracy	<p>Development Post holders to lead effective change in schools approach to raising attainment in Numeracy. Numeracy: whole school to be set a challenge to create numeracy Exploration station. Create Numeracy Calendar for regular Numeracy events e.g. World Maths day. Numicon, Number Talks and SEAL training by Authority PEF Numeracy Lead at all stages including Nursery. Identification of non- negotiables for Numeracy lessons and completion of Learning Walks to ensure implementation. Links to support Family Engagement and the building of adult Numeracy skills Review Home Learning approaches to numeracy to support the most disadvantaged pupils.</p>	Nursery P1-P7	<p>A clear action plan to developing structured and effective programmes of work in line with the benchmarks and West Lothian progression pathways in order to ensure progression within and across levels. Each class will have a bespoke numeracy Exploration Station to raise the profile of numeracy. The use of the resources will be consistent across the school to build consistency in experiences which will support high quality learning and teaching. The implementation of training will ensure that consistent approaches to discussing numeracy strategies is clear across the school, ensuring that pupils receive high quality learning and teaching.</p>	<p>T&amp;M professional dialogue &amp; planning. Using the data to target support. Track the data within a year group &amp; across a cohort. Impact measured by the increase in pupils' engagement at the Exploration Stations through professional judgements from observations. Learning Walk feedback in line with agreed criteria.</p>
Health and Wellbeing	<p>Wellbeing Indicator focus with pupils building their knowledge and skills to self-report. Staff to engage with tracking tool to create bespoke programmes to support whole class and individual needs in response of pupils' self-reporting against the Wellbeing Indicators. Introduction of the Jigsaw Resource</p>	Nursery, P1- P7	<p>A clear action plan to developing structured and effective programmes of work in line with the benchmarks and West Lothian progression pathways in order to ensure progression within and across levels. Each class will have a HWB programme to respond to the self-reporting against the Wellbeing Indicators. The use of the resources will be consistent across the school to build consistency in experiences which will support high quality learning and teaching.</p>	<p>T&amp;M professional dialogue &amp; planning. Using the data to target support. Track the data within a year group &amp; across a cohort. Impact measured by the data collected through the self-reporting audits completed regularly throughout the year.</p>
Across Learning	<p>Review IDL programmes to ensure literacy and numeracy is embedded across the curriculum through a whole</p>	Nursery, P1- P7	<p>A clear action plan to developing structured and effective programmes of work in line with the benchmarks and West Lothian progression pathways in order to ensure progression</p>	<p>T&amp;M professional dialogue &amp; planning. Reviewed and refreshed IDL planners.</p>

	school audit of learning and teaching.		within and across levels.	
<b>Cluster Professional Learning</b> (bespoke)	Cluster moderation through HWB with a particular focus on the implementation of the Jigsaw resource.	Nursery, P1- P7	A clear action plan to developing structured and effective programmes of work in line with the benchmarks and West Lothian progression pathways in order to ensure progression within and across levels.	Cluster learning walks and moderation materials produced.





**EDUCATION QUALITY ASSURANCE COMMITTEE**

**ACTIONS TO IMPROVE PERFORMANCE IN SOCIAL SUBJECTS**

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

**A. PURPOSE OF REPORT**

To bring to the Committee's attention the actions being taken to improve performance in Social Subjects across West Lothian Secondary schools.

**B. RECOMMENDATION**

It is recommended that the Committee notes:

- the contents of the report
- the arrangements for improvement actions across Social Subjects

**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****D1 Introduction**

A Broad General Education (BGE) Curriculum VSE is currently underway across West Lothian's Secondary schools. As a result of evidence gathered in the Curriculum BGE VSE and additional analysis of Senior phase attainment data in Social Subjects, this has identified areas for improvement. West Lothian Council is addressing this by developing a strategic approach to improving outcomes across all areas of the Social Subjects curriculum. The aim of the strategy is to raise attainment in Geography, Modern Studies and History across all secondary schools.



## D2 Performance Information

S5 Highers - Social subjects: 4 year pass and presentation rates (numbers in brackets indicate the number of pupils that passed or were presented in the specified stage, subject, and level):

		% Pass Rate				Presentation Rate (% of S4)			
		2015	2016	2017	2018	2015	2016	2017	2018
Armadale Academy	Geography	100 (5)	100 (11)	100 (12)	75 (9)	4 (5)	7.5 (11)	9.3 (12)	7.4 (12)
	History	20 (1)	83.3 (10)	63.6 (7)	89.5 (17)	4 (5)	8.2 (12)	8.5 (11)	11.7 (19)
	Modern Studies	88.9 (8)	85.7 (12)	77.8 (7)	78.6 (11)	7.1 (9)	9.5 (14)	7 (9)	8.6 (14)
Bathgate Academy	Geography	50 (1)		100 (1)		1.1 (2)		0.7 (1)	
	History	72.7 (8)	100 (6)	77.8 (7)	69.2 (9)	6 (11)	3.7 (6)	6.4 (9)	8.4 (13)
	Modern Studies	63.6 (7)	36.7 (11)	46.2 (6)	54.5 (6)	6 (11)	18.3 (30)	9.3 (13)	7.1 (11)
Broxburn Academy	Geography	66.7 (2)	60 (3)		50 (3)	1.8 (3)	3.4 (5)		4.3 (6)
	History	81.8 (27)	100 (15)	87.5 (21)	82.4 (14)	19.9 (33)	10.2 (15)	14.9 (24)	12.3 (17)
	Modern Studies	31.8 (7)	40 (2)	92.3 (12)	60 (3)	13.3 (22)	3.4 (5)	8.1 (13)	3.6 (5)
Deans Community High School	Geography	55.6 (5)	50 (2)	100 (3)	100 (3)	5 (9)	2 (4)	1.7 (3)	1.7 (3)
	History	78.6 (22)	75.9 (22)	55.6 (10)	68.2 (15)	15.6 (28)	14.6 (29)	10 (18)	12.2 (22)
	Modern Studies	37.5 (3)	70 (7)	21.4 (3)	56.3 (9)	4.4 (8)	5.1 (10)	7.8 (14)	8.8 (16)
Inveralmond Community High School	Geography	56.3 (9)	71.4 (10)	55.6 (5)	40 (10)	7.4 (16)	7.3 (14)	4.9 (9)	13.3 (25)
	History	100 (2)	75 (3)	83.3 (5)	100 (5)	0.9 (2)	2.1 (4)	3.2 (6)	2.7 (5)
	Modern Studies	67.4 (31)	85.7 (30)	78.9 (30)	60 (18)	21.4 (46)	18.3 (35)	20.5 (38)	16 (30)
Linlithgow Academy	Geography	96.8 (30)	85.7 (24)	84.8 (28)	88.5 (23)	15.3 (31)	14.4 (28)	13.6 (33)	13.2 (26)
	History	92.3 (36)	97.6 (41)	90.2 (37)	90.7 (39)	19.3 (39)	21.6 (42)	16.9 (41)	21.8 (43)
	Modern Studies				100 (2)				1 (2)
St Kentigern's Academy	Geography	60 (6)	66.7 (2)	64.7 (11)	75 (6)	4.6 (10)	1.4 (3)	7.7 (17)	3.7 (8)
	History	84.8 (28)	87.1 (27)	60.9 (14)	93.5 (29)	15.3 (33)	14.4 (31)	10.5 (23)	14.5 (31)
	Modern Studies	63.2 (12)	64.7 (11)	71.4 (5)	66.7 (18)	8.8 (19)	7.9 (17)	3.2 (7)	12.6 (27)
St Margaret's Academy	Geography	80 (4)	70 (7)	77.8 (7)	50 (3)	2.5 (5)	5.1 (10)	4.6 (9)	3 (6)
	History	90.9 (20)	85 (17)	88.2 (15)	47.4 (9)	10.9 (22)	10.2 (20)	8.6 (17)	9.4 (19)
	Modern Studies	71 (22)	95.2 (20)	80 (20)	82.6 (19)	15.4 (31)	10.7 (21)	12.7 (25)	11.3 (23)
The James Young High School	Geography	68.8 (11)	57.1 (8)	50 (4)	23.1 (3)	7.7 (16)	6.1 (14)	3.9 (8)	5.9 (13)
	History	80 (28)	91.2 (31)	78.1 (25)	72.4 (21)	16.7 (35)	14.9 (34)	15.7 (32)	13.1 (29)
	Modern Studies				100 (2)				0.9 (2)
West Calder High School	Geography	100 (5)	66.7 (6)	25 (2)	20 (2)	2.9 (5)	5.1 (9)	5.3 (8)	6.4 (10)
	History	77.1 (27)	75.8 (25)	81.8 (18)	52.6 (10)	20.6 (35)	18.9 (33)	14.5 (22)	12.2 (19)
	Modern Studies	90 (9)	76.9 (10)	76.2 (16)	77.8 (14)	5.9 (10)	7.4 (13)	13.8 (21)	11.5 (18)
Whitburn Academy	Geography			100 (5)	100 (6)			3.2 (5)	4.1 (6)
	History	92.1 (35)	97.1 (34)	95.8 (23)	80.8 (21)	25 (38)	24.5 (35)	15.6 (24)	17.6 (26)
	Modern Studies	83.3 (15)	66.7 (6)	90.9 (10)	36.4 (4)	11.8 (18)	6.3 (9)	7.1 (11)	7.4 (11)
West Lothian	Geography	76.5 (78)	74.5 (73)	74.3 (78)	59.1 (68)	5 (102)	4.9 (98)	5.3 (105)	5.9 (115)
	History	83.3 (234)	88.5 (231)	80.2 (182)	77.8 (189)	13.9 (281)	13.1 (261)	11.6 (227)	12.4 (243)
	Modern Studies	65.5 (114)	70.8 (109)	72.2 (109)	66.7 (106)	8.6 (174)	7.7 (154)	7.7 (151)	8.1 (159)
National	Geography	77.8 (3528)	75.6 (3515)	77.2 (3343)	75.9 (3019)	8.3 (4536)	8.8 (4647)	8.3 (4328)	7.8 (3980)
	History	87.1 (6172)	87.7 (6066)	84.6 (5736)	83.8 (5444)	13 (7085)	13.1 (6919)	13.1 (6783)	12.8 (6495)
	Modern Studies	75.1 (3861)	74.4 (3965)	77 (3898)	75.3 (4045)	9.4 (5142)	10.1 (5326)	9.8 (5061)	10.5 (5370)

National 5 - Social subjects: 4 year pass and presentation rates (numbers in brackets indicate the number of pupils that passed or were presented in the specified stage, subject, and level):

		% Pass Rate				Presentation Rate (% of S4)			
		2015	2016	2017	2018	2015	2016	2017	2018
Armadale Academy	Geography	70.4 (19)	95.5 (21)	66.7 (16)	61.9 (13)	18.2 (27)	16.9 (22)	14.6 (24)	12.1 (21)
	History	44 (11)	73.1 (19)	59.5 (22)	54.8 (17)	16.9 (25)	20 (26)	22.6 (37)	17.9 (31)
	Modern Studies	87.5 (14)	76.5 (13)	55.6 (5)	77.8 (14)	10.8 (16)	13.1 (17)	5.5 (9)	10.4 (18)
Bathgate Academy	Geography	100 (3)			25 (1)	1.9 (3)			2.8 (4)
	History	40 (8)	62.1 (18)	82.1 (23)	81.8 (18)	12.5 (20)	21.5 (29)	17.8 (28)	15.3 (22)
	Modern Studies	84.8 (39)	52.9 (18)	48.7 (19)	83.3 (20)	28.8 (46)	25.2 (34)	24.8 (39)	16.7 (24)
Broxburn Academy	Geography	46.7 (7)	100 (4)	100 (11)	57.1 (4)	10.1 (15)	2.5 (4)	8 (11)	4.9 (7)
	History	55.2 (16)	90 (36)	83.8 (31)	78.3 (18)	19.6 (29)	24.8 (40)	27 (37)	16.1 (23)
	Modern Studies	62.5 (10)	100 (16)	92.9 (13)	55 (11)	10.8 (16)	9.9 (16)	10.2 (14)	14 (20)
Deans Community High School	Geography	66.7 (12)	36.4 (4)	70 (7)	50 (4)	9.2 (18)	6.3 (11)	5.6 (10)	4.6 (8)
	History	44.6 (33)	76.9 (30)	53.7 (22)	63.9 (23)	37.9 (74)	22.3 (39)	23 (41)	20.7 (36)
	Modern Studies	60 (9)	63.6 (21)	92.6 (25)	62.5 (15)	7.7 (15)	18.9 (33)	15.2 (27)	13.8 (24)
Inveralmond Community High School	Geography	76.9 (30)	80 (12)	75.7 (28)	42.9 (18)	20.5 (39)	8.1 (15)	19.4 (37)	21.4 (42)
	History	33.3 (5)	68.8 (11)	57.1 (4)	75 (15)	7.9 (15)	8.6 (16)	3.7 (7)	10.2 (20)
	Modern Studies	82.1 (46)	86.7 (52)	75.8 (47)	77.8 (49)	29.5 (56)	32.3 (60)	32.5 (62)	32.1 (63)
Linlithgow Academy	Geography	90 (27)	100 (40)	88.2 (30)	87.5 (49)	15.4 (30)	16.5 (40)	17.4 (34)	23.8 (56)
	History	72.2 (13)	96.9 (31)	82.8 (48)	95.8 (46)	9.2 (18)	13.2 (32)	29.7 (58)	20.4 (48)
	Modern Studies				92.3 (24)				11.1 (26)
St Kentigern's Academy	Geography	50 (4)	72 (36)	51.6 (16)	40.6 (13)	3.7 (8)	22.9 (50)	14.8 (31)	15.5 (32)
	History	80.4 (41)	82.4 (42)	71.8 (51)	70.5 (43)	23.8 (51)	23.4 (51)	33.8 (71)	29.5 (61)
	Modern Studies	58.8 (20)	81.8 (18)	58.5 (38)	80.4 (41)	15.9 (34)	10.1 (22)	31 (65)	24.6 (51)
St Margaret's Academy	Geography	59.3 (16)	51.7 (15)	64.7 (11)	66.7 (16)	13.8 (27)	15 (29)	8.6 (17)	12.4 (24)
	History	76.7 (23)	48.9 (23)	51.3 (20)	68.6 (24)	15.3 (30)	24.4 (47)	19.8 (39)	18.1 (35)
	Modern Studies	77.8 (28)	86.7 (39)	65.2 (45)	76.4 (42)	18.4 (36)	23.3 (45)	35 (69)	28.5 (55)
The James Young High School	Geography	75 (24)	92.3 (12)	73.3 (11)	50 (5)	14.2 (32)	6.5 (13)	6.8 (15)	5.2 (10)
	History	76.5 (52)	72.9 (35)	78 (32)	61.8 (21)	30.1 (68)	23.9 (48)	18.7 (41)	17.6 (34)
	Modern Studies								
West Calder High School	Geography	96.4 (27)	70 (14)	60.9 (14)	64 (16)	16 (28)	13 (20)	15.1 (23)	18.7 (25)
	History	88.2 (45)	80 (28)	44.8 (26)	63 (29)	29.1 (51)	22.7 (35)	38.2 (58)	34.3 (46)
	Modern Studies	95 (19)	96.9 (31)	88 (22)	90.5 (19)	11.4 (20)	20.8 (32)	16.4 (25)	15.7 (21)
Whitburn Academy	Geography		71.4 (10)	100 (11)	57.1 (8)		9.2 (14)	7.5 (11)	10.7 (14)
	History	80 (40)	86.5 (32)	56.8 (25)	91.2 (31)	35 (50)	24.2 (37)	29.9 (44)	26 (34)
	Modern Studies	88.2 (15)	75 (15)	69.2 (9)	40.9 (9)	11.9 (17)	13.1 (20)	8.8 (13)	16.8 (22)
West Lothian	Geography	74.4 (169)	77.1 (168)	72.8 (155)	60.5 (147)	11.4 (227)	11.2 (218)	10.9 (213)	12.6 (243)
	History	66.6 (287)	76.3 (305)	65.9 (304)	73.1 (285)	21.7 (431)	20.5 (400)	23.7 (461)	20.3 (390)
	Modern Studies	78.1 (200)	79.9 (223)	69 (223)	75.3 (244)	12.9 (256)	14.3 (279)	16.6 (323)	16.8 (324)
National	Geography	82 (7483)	81.9 (6956)	76.4 (6334)	72.2 (5385)	17.4 (9123)	16.6 (8491)	16.5 (8292)	15 (7456)
	History	81.2 (10065)	80.7 (10070)	79.3 (9369)	80.7 (9273)	23.7 (12397)	24.3 (12484)	23.5 (11808)	23.1 (11491)
	Modern Studies	79.9 (7411)	79 (7118)	78.5 (7863)	73 (7019)	17.7 (9272)	17.6 (9014)	19.9 (10015)	19.3 (9619)

### D3 Aims

The aims of the project are to build a collaborative culture to enable the Principal Teachers of Social Subjects to build capacity in their leadership and quality improvement strategies; to improve learning and teaching of Social Subjects through classroom practitioners reviewing their practice and implementing change for improvement; to deepen knowledge and understanding of the standards required by the SQA in light of new qualifications (National 5 and Higher); to lead to an increase in attainment for young people in Social Subjects at levels 4, 5 and 6 (History, Geography, Modern Studies).

#### **D4 Actions – Career Long Professional Learning (CLPL)**

A programme has been developed in consultation with the Depute Head Teacher (DHT) Curriculum group and the Principal Teachers of Curriculum (Social Subjects). The programme is designed to further develop capacity of the Principal Teachers in Social Subjects and classroom practitioners, based on the successful model adopted by the Principal Teachers Maths last session.

An initial meeting launched intended aims of the programme, followed by two conferences which were based on sharing best practice. The following are identified actions/areas for improvement:

- Data analysis and developing measurement frameworks
- Using Improvement Methodology
- Tracking and Monitoring systems
- Looking at best practice across the RIC
- Understanding standards of national qualifications

A twilight programme will be delivered from January-June 2019 for practitioners which will focus on sharing best practice in learning, teaching and assessment, moderation sessions for Higher and National courses (with input from Education Scotland) and a full programme of Improvement Methodology, supported by the Improvement Advisor for West Lothian.

Curriculum network leads have been appointed to lead supportive and collaborative teams which will provide further support for practitioners.

#### **E. CONCLUSION**

The improvement actions planned should lead to increased attainment ensuring that every child and young person in West Lothian is maximising their potential in Social Subjects.

#### **F. BACKGROUND REFERENCES**

Appendices/Attachments:	None
Contact Person:	Siobhan McGarty, Chair of DHT Curriculum group
Tel:	01506 283924
Email:	siobhan.mcgarty@westlothian.gov.uk,

Head of Service (Curriculum, Quality Improvement and Performance)

Tel:	01506 281673
Email:	Donna.McMaster@westlothian.gov.uk
Date of meeting:	15 January 2019



## 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 – 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	Geraldine Armstrong	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
Actions to Improve Performance in Social Subjects	To inform committee of actions being taken to improve performance in Social Subjects across secondary schools	Siobhan McGarty	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
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 – East Calder Primary School	To inform committee of the VSE review and next steps – East Calder Primary School		5 March 2019
Education Scotland Inspection – Murrayfield Primary School	To inform committee of the outcome of the Education Scotland (HMI) inspection at Murrayfield Primary School		5 March 2019
Education Scotland Inspection – Armadale Academy	To inform committee of the outcome of the Education Scotland (HMI) inspection at Armadale Academy		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 Pirmary School	To inform committee of the VSE review and next steps – Croftmalloch Primary School		4 June 2019