



West Lothian  
Council

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

West Lothian Civic Centre  
Howden South Road  
LIVINGSTON  
EH54 6FF

14 January 2015

A meeting of the **Education (Quality Assurance) Committee** of West Lothian Council will be held within **Council Chambers, West Lothian Civic Centre**, on **Tuesday 20 January 2015 at 10:00 a.m.**

For Chief Executive

### **BUSINESS**

1. Apologies for Absence
2. Order of Business, including notice of urgent business
3. 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.

### **Public Session**

4. Confirm Draft Minute of Meeting of the Education (Quality Assurance) Committee held on Tuesday 18 November 2014 (herewith).

### **Public Items for Decision**

5. Education Scotland Report: St Paul's Primary School, East Calder - Report by Head of Schools with Education Support (herewith)

### **Public Items for Information**

6. Progress Update of Validated Self Evaluation: Winchburgh Primary School - Report by Head of Schools with Education Support (herewith)

DATA LABEL: Public

7. Validated Self Evaluation: Blackburn Primary School - Report by Head of Schools with Education Support (herewith)
8. Validated Self Evaluation: Dedridge Primary School - Report by Head of Schools with Education Support (herewith)
9. Validated Self Evaluation: Armadale Primary School - Report by Head of Schools with Education Support (herewith)
10. Workplan 2014-2015 (herewith)
11. Progress Update: Knightsridge Early Years Centre - Report by Head of Schools with Education Support (herewith)

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

MINUTE of MEETING of the EDUCATION (QUALITY ASSURANCE) COMMITTEE of WEST LOTHIAN COUNCIL held within COUNCIL CHAMBERS, WEST LOTHIAN CIVIC CENTRE on 18 NOVEMBER 2014.

Present – Councillors Stuart Borrowman (Chair), David Dodds, Tony Boyle, Harry Cartmill (substituting for Lawrence Fitzpatrick), Alexander Davidson, Carl John, Dave King, Danny Logue, John McGinty, Anne McMillan, Andrew Miller, George Paul and Jim Walker; Appointed Representative Myra MacPherson.

Apologies – Councillor Lawrence Fitzpatrick; Appointed Representatives John Hendrie, Eric Lumsden and Lynne McEwen.

1. DECLARATIONS OF INTEREST

There were no Declarations of Interest made in terms of the Councillors' Code of Conduct.

2. MINUTE

The Education (Quality Assurance) Committee approved the minute of its meeting held on 2<sup>nd</sup> October 2014. The minute was then signed by the Chair.

3. BROXBURN ACADEMY HMI - FOLLOW THROUGH REPORT

The Committee considered a report (copies of which had been circulated by the Head of Education (Quality Assurance) providing details of the progress made in Broxburn Academy as required by Education Scotland in their inspection follow up visit of 5 November 2013. Appendix 1 to the report detailed the progress made at Broxburn Academy across all areas which were highlighted in the Education Scotland follow through report.

The report recalled that in the Broxburn Academy inspection follow through report of November 2013, Education Scotland noted that there was clear evidence that improvements had been made. However, work remained to be done to ensure that all young people enjoyed a consistently high quality and challenging learning experience across the school. Education Scotland requested a report from the education authority within one year of the publication of their report.

The Head Teacher informed the Committee that improvements had been made with members of staff taking on board a range of improvement strategies, supported by the local authority. More robust tracking and monitoring was carried out which allowed staff and senior managers to scrutinise pupil performance. As a result, attainment in national examinations had improved significantly. Effective assertive mentoring by the SMT took place with targeted students, which was found to be very successful. There was also improved parental engagement which was developed through a range of strategies which included monthly reporting to parents/carers informing them of their child's progress and parental

engagement evenings, encouraging them to become more involved in their children's learning. Pupils at risk of losing out were supported by buddies which provided responsive, flexible support particularly in times of crisis.

Weekly attainment meetings took place with the PTCs and staff to discuss students' progress which enabled staff to identify support strategies required to achieve improvements in attainment. The Committee was also advised that ongoing staff training and self-evaluation processes continued to lead to improvements.

The Head Teacher concluded by advising the Committee that he was pleased with the progress made and was looking forward to using the systems in place to facilitate improvements.

The Head Teacher then responded to questions raised by members of the Committee.

The Head of Education (Quality Assurance) advised the Committee that due to the improvements made at Broxburn Academy, Education Scotland had agreed to disengage from the school.

The Committee then congratulated the Head Teacher and all staff involved for the excellent progress and improvements made within the school.

The Committee was asked to note the contents of the report.

#### Decision

Noted the contents of the report.

#### 4. VALIDATED SELF EVALUATION: CARMONDEAN PRIMARY SCHOOL

The Committee considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) providing details of the outcomes of the Validated Self Evaluation (VSE) carried out at Carmondean Primary School.

The focus of the VSE was:

- How well children learn and achieve;
- How well the school supports the children to develop and learn; and
- How well the school improves the quality of its work.

It was noted that the VSE validated the school's judgements about its performance in the school and nursery with the exception of curriculum in the nursery. Supports in place were having a positive impact on children's experiences in the nursery, however, the curriculum required to be improved further.

The Head Teacher informed the Committee that robust tracking systems were in place to ensure all children were progressing well and were achieving. The staff team were enthusiastic and motivated and demonstrated their commitment to improving the school by their willingness to take on leadership roles and professional learning opportunities. With the support of the management team the school was improving its approaches to self-evaluation and development which were leading to improvements. Parents were also being encouraged to be more involved in their children's education and were both active and supportive to the school. In conclusion, the Head Teacher advised that plans were in place to improve and develop strategies in both the school and nursery school.

In response to a question from the Committee regarding arrangements in place for meeting individual children's needs, the Head Teacher gave examples of activities available in school to support the children.

The Head of Schools with Education Support advised the Committee that robust self-evaluation processes were in place and he was confident that improvements would be ongoing.

On behalf of the Committee, the Chair acknowledged the findings of the VSE, which closely validated the school's judgements about its performance in the school and nursery school and confirmed that members were satisfied with the progress made.

The Committee was asked to note the contents of the report.

#### Decision

Noted the contents of the report.

### 5. VALIDATED SELF EVALUATION: WESTFIELD PRIMARY SCHOOL

The Committee considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) providing details of the outcomes of the Validated Self Evaluation (VSE) carried out at Westfield Primary School.

The focus of the VSE was:

- The quality of learners' experiences in the school and in the nursery class;
- The school's arrangements for meeting learners' needs; and
- The school's arrangements for improvement through self-evaluation.

In all but one area the VSE validated the judgements of the school and the nursery class in evaluating its performance. The exception was in the Q.I. 5.9 where the school's arrangements for improvements through self-evaluation were judged to be very good, which the school had judged to

be good. A high level of engagement in professional learning, together with strong leadership at all levels contributed to school improvement.

The Head Teacher advised the Committee that the VSE process was found to be a useful experience for the school which had a positive impact on the children's learning and development. Staff, pupils and partners have a strong sense of community rooted in the school's vision of celebrating success which helped to influence improvements and ensured continuity and progression in learning. The Committee also noted that the school has an active Parent Council which continued to provide significant support. The partnership existing between members of staff and parents benefitted the pupils significantly.

The Head Teacher then responded to questions raised by Committee members and provided details of the arrangements in school to support the multi-composite class structure, in particular for P4-P7 pupils.

In conclusion, the Head Teacher, together with the staff team, would continue to engage in high levels of professional learning, together with strong leadership at all levels to contribute to school improvement.

On behalf of the Committee the Chair acknowledged the positive findings on the VSE and congratulated the staff team, under the leadership of the Head Teacher, on the excellent progress made.

The Committee was asked to note the contents of the report.

#### Decision

Noted the contents of the report.

### 6. VALIDATED SELF EVALUATION: BROXBURN PRIMARY SCHOOL

The Committee considered a report (copies of which had been circulated) providing details of the outcomes of the Validated Self Evaluation (VSE) carried out at Broxburn Primary School. The focus of the VSE was:

- The school arrangements to raise attainment for all pupils;
- The development of Curriculum for Excellence; and
- Self-evaluation leading to school improvement.

A number of areas were re-evaluated through the VSE process. The team did not validate the schools' judgements about its performance in learners' experience, curriculum, meeting learning needs and partnership with the community, educational establishments, agencies and employers. The nursery evaluations were validated in all aspects apart from meeting learning needs.

The report advised that during the course of the VSE the team met with confident and articulate learners who contributed positively to the life of the school. Staff engagement in the process was very positive and they

welcomed the opportunity to engage in professional dialogue to reflect on learning and teaching. The school was able to demonstrate improving self-evaluation procedures which led to accurate identification of key areas for development in the school improvement plan. The positive introduction of revised “Getting it Right for Every Child” processes was supporting more effective planning for individualised support suited to the needs of vulnerable pupils. The school has a well-designed and supportive approach to transition, particularly in aspects of pupil welfare.

The Head Teacher then advised the Committee that members of staff gained significant experience during the VSE process, more accurately focussing on the agenda to bring about effective improvements in the key areas identified to ensure that children’s needs were being met. More rigorous and systematic monitoring and self-evaluation procedures were now in place. The Quality Improvement Team would continue to provide support within the school and nursery school and would monitor and evaluate progress within the identified areas for improvement. The Head Teacher then responded to questions raised by members of the Committee.

The Head of Schools with Education Support provided an update and confirmed that a further report on the implementation of the agreed actions and the progress made would be provided to the Committee within the school year 2015/2016 when further information would be available to evidence improvements. The school would continue to be supported by the Quality Improvement Team.

The members of the Committee then commented on the disappointing findings of the VSE, however, members were optimistic that measures were in place to support the school which would have a positive impact to ensure effective school improvement.

It was recommended that the Committee note the contents of the report and note that a further report on the progress made and the implementation of the agreed actions would be provided to the Committee within the school year 2015/2016.

### Decision

1. Noted the contents of the report; and
2. Noted that a further report would be submitted to the Committee within the school year 2015/2016.







**EDUCATION QUALITY ASSURANCE COMMITTEE**

**EDUCATION SCOTLAND REPORT : ST PAUL'S PRIMARY SCHOOL EAST CALDER**  
**REPORT BY HEAD OF SCHOOLS WITH EDUCATION SUPPORT**

**A. PURPOSE OF REPORT**

To bring to Committee's attention St Paul's Primary School's action plan to address the areas for improvement identified in the Education Scotland report published on 4 November 2014.

**B. RECOMMENDATION**

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

**C. SUMMARY OF IMPLICATIONS**

<b>I Council Values</b>	Focusing on our customers' needs; Being honest, open and accountable; Developing employees; Making best use of our resources; Working in partnership
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	None
<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.
<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
<b>VIII Other consultations</b>	None

## D. TERMS OF REPORT

### Background

Date of inspection	8 September 2014
School roll	119
Nursery class roll	19/5
Staffing	Head teacher appointed October 2012 Principal teacher appointed August 2010 6 class teachers Part time support for learning teacher Visiting teachers of PE and Music Nursery teacher 1 full time nursery nurse 2 pupil support workers Administrative assistant
Attendance	Above West Lothian average
Absence	Below West Lothian average
Scottish Index of Multiple Deprivation (SIMD)	Decile 8
Free Meals Entitlement (FME)	West Lothian average (Feb 2014) was 21.8% at which time St Paul's FME was 10.6%
<b>Other relevant information</b>  St. Paul's Primary school is a denominational school serving the villages of East Calder, Mid Calder, Pumpherston and Kirknewton. The school also has placing requests from outside the catchment area each session.  St. Paul's currently has 6 classes and a nursery class. The Nursery Class has the capacity for 40 pre-school children aged 3 and 4 years.  There have been a number of staff changes over the last two sessions. In the nursery class, a new staff team was established in August 2014. In the school, existing part time staff are working additional hours to cover staff absence.  The school's parent body, led by a very proactive Parent Council, works tirelessly to support the school community.	

At the beginning of the inspection, the head teacher and staff, with the Education Officer, discussed the school's self-evaluation with the inspection team. The inspection team then gathered information by visiting classes, by speaking with children, parents/carers, staff and members of the local community. The inspection team looked at some particular aspects of the school's recent work, including:

- The impact of collaborative working on the school's improvement agenda.

## **The Report**

Inspectors found that children in St Paul's Primary School enjoy very good learning experiences, behave well and make good progress. Children in the nursery class are happy and enjoy playing where they are developing their early language and mathematical skills well.

Children are becoming increasingly skilled at reflecting on their own strengths and needs as learners. Feedback from teachers is used to set improvement goals in personal learning plans. The school has plans in place to develop this even further, into other areas of the curriculum.

Children are making very good progress in reading. Inspectors noted that children make good progress in mathematics. Teachers have a very good understanding of children's learning needs in the primary classes. There are opportunities to extend this strong practice to the nursery class.

The quality of transitions is extremely high. Staff work closely with staff in other schools to ensure children's needs are met and also that their learning builds on what they already know and can do.

Inspectors found that the school has systematic and rigorous arrangements to evaluate the quality of its work. The collaborative work of the school to develop self-evaluation was noted as being worthy of sharing more widely with other schools.

Pupil voice is strong in the school and influences change. Parents have good opportunities to be involved in their children's learning. The school's comprehensive plan to bring about further improvements now needs to show more clearly how improvements will relate to the nursery class.

Inspectors recognised the strong leadership of the head teacher and her clear vision for the future of the school. They also acknowledged staff commitment to providing the children in St Paul's with the best possible education.

Appendix 1 identifies key strengths and how the school and nursery class can continue to improve.

## **Education Officer Role**

The Quality Improvement team will work with the head teacher on the action plan and will monitor and evaluate its progress over the next year at regular quality assurance visits.

## **E. CONCLUSION**

Inspectors are satisfied with the overall quality of provision. They are confident that the school's self-evaluation processes are leading to improvements. As a result, inspectors will make no further evaluative visits in connection with this inspection.

During the inspection, inspectors identified innovative practice in a collaborative approach to self-evaluation. Inspectors shall work with the school, and West Lothian Council, to record this innovative practice and share it more widely.

## **F. BACKGROUND REFERENCES**

Appendices/Attachments: 3

Appendix 1: Education Scotland Inspection Report  
Appendix 2: Education Scotland Quality Indicators  
Appendix 3: School Improvement Plan

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Date of meeting: 20 January 2015

4 November 2014

Dear Parent/Carer

**St Paul's RC Primary School and Nursery Class  
West Lothian Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including how well staff work with colleagues in other schools. As a result, we were able to find out how good the school is at improving children's education.

**How well do children learn and achieve?**

In the nursery class, children are happy and are making friends. They enjoy playing outdoors in the garden area and going for walks in Almondell Country Park and the local area. They are developing their independence by helping at snack and getting changed for physical education or outdoor play. In the playroom, a few activities are too structured and do not allow children to express themselves freely enough. We have asked staff to develop more inspiring play experiences which capture children's interests and encourage them to investigate and explore. Children are developing their early language and mathematical skills well and most listen to stories and instructions. Older children are attempting to read and write their name. Staff regularly count with children, for example when baking and measuring. Most older children are beginning to recognise and name two-dimensional shapes. Staff talk to children about activities but need to involve children and parents more in planning and recording achievements in children's Learning Journeys.

Overall, children in the primary classes enjoy very good learning experiences and make good progress. School staff have high aspirations for your children and expect them to do their best. Children respond by behaving well and engaging in their learning. With increasing confidence, they share their ideas and opinions when working together in groups. Children enjoy sharing their learning with teachers, parents and with each other. For example, children showcase their topic work, perform in school shows and take part in sporting and cultural events in the community. From the early stages, children are becoming increasingly skilled at reflecting on their own strengths and needs as learners. They use the helpful feedback they get from teachers to set themselves goals for improvement in their personal learning plans. The school has rightly identified that these plans could be

developed further, so that these goals are more meaningful to individual children. Staff have improved the way they teach reading and writing and use a wide range of assessment information to monitor children's progress. Consequently children are making very good progress in these areas. We have asked staff to similarly develop this good practice in other areas of the curriculum. In mathematics, children make good progress particularly at the early stages. Children's skills in mental mathematics calculations are improving across the classes. By the upper stages, children can apply successful strategies to solve mathematical problems. Children have a clear understanding of physical and nutritional health and through the Rights Respecting Schools award are learning about children's rights and responsibilities.

### **How well does the school support children to develop and learn?**

In the primary classes, teachers make effective use of assessments, and monitor children's progress closely. This provides them with a very good understanding of children's learning needs. Consequently they are able to plan learning which provides the right level of support and challenge for almost all children. This strong practice should now be extended to the nursery class so that staff observations of play and learning help children make stronger progress. Children who need additional support with their learning are supported very well by class teachers, support assistants and by a skilled support for learning teacher. The school accesses support for children from other professionals and partner agencies when needed, and staff draw up detailed individualised educational programmes for a few children who require them. The school has a clear vision for your children to learn, and to develop their faith, based on the teachings and values of the Catholic Church. Staff are working very hard to provide a broad, relevant and challenging curriculum which ensures children make strong progress. In recent years, the school has successfully implemented many aspects of Curriculum for Excellence, for example establishing a new programme for health and wellbeing. Some of these developments will take time to have an impact on children's achievement. The school has clear plans to develop other areas of the curriculum, including science, social studies and technologies. Because staff work closely with each other and with other local schools, there are particularly supportive arrangements in place for children when they transfer from nursery to P1 and from P7 to St Margaret's Academy. Staff work hard to ensure children's social and emotional needs are met and also that their learning builds on what they already know and can do.

### **How well does the school improve the quality of its work?**

The school has a wide range of systematic and rigorous arrangements to evaluate the quality of education it provides. For example, the headteacher monitors teaching and learning and staff visit each other's classrooms to share ideas and good practice. Frequently, staff also share their practice with colleagues from other schools. For example, teachers have worked successfully with others in West Lothian to ensure the way they assess children's progress is accurate. Local headteachers have worked very well together to develop approaches to self-evaluation and this work is worthy of sharing more widely with other schools. There are very effective arrangements in place to monitor children's progress in English and mathematics. The school has rich data to support decisions it makes about teaching and learning. The school seeks the views of parents on various events and initiatives and is currently exploring even more

effective ways to do this. The Parent Council is supportive of the school, for example by helping to raise funds for resources. Children have frequent opportunities to comment on their experiences and their learning. They can influence changes which affect them through participation in different groups and committees, such as the pupil council or eco committee. The school has a comprehensive plan in place to bring about further improvements but this plan needs to show more clearly how improvements will relate to the nursery class. The headteacher provides strong leadership and has a clear vision for the future of the school. Together with the principal teacher and other staff she is committed to providing your children with the best possible education. With your continued support we are confident that this will be possible.

This inspection found the following key strengths.

- Happy, polite children who engage well in learning and make very good progress in reading and writing at the primary stages.
- Supportive arrangements for children when they transfer from nursery to P1 and from P7 to secondary school.
- The high aspirations of the headteacher and staff and their commitment to continuous improvement.
- Very effective partnerships within and beyond the school.

We discussed with staff and West Lothian Council how they might continue to improve the school and nursery class. This is what we agreed with them.

- Ensure whole school improvements have more impact on the nursery class.
- Build on existing approaches to assessment and monitoring so that children make clear progress in all subjects.
- Continue with existing plans to develop the curriculum further.

### **What happens at the end of the inspection?**

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further evaluative visits in connection with this inspection. During the inspection, we identified an aspect of innovative practice which we would like to explore further. We shall work with the school and West Lothian Council to record the innovative practice and share it more widely.

Elaine Merrilees  
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/StPaulsPrimarySchoolWestLothian.asp>

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: [complaints@educationscotland.gsi.gov.uk](mailto:complaints@educationscotland.gsi.gov.uk) or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.



Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*<sup>1</sup>. Quality indicators for the nursery class can be found in the publication *Child at the Centre*<sup>2</sup>. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for St Paul's RC Primary School.

<b>Improvements in performance</b>	<b>good</b>
<b>Learners' experiences</b>	<b>very good</b>
<b>Meeting learning needs</b>	<b>very good</b>

Nursery class

<b>Improvements in performance</b>	<b>satisfactory</b>
<b>Children's experiences</b>	<b>satisfactory</b>
<b>Meeting learning needs</b>	<b>satisfactory</b>

We also evaluated the following aspects of the work of the school and nursery class.

<b>The curriculum</b>	<b>good</b>
<b>Improvement through self-evaluation</b>	<b>very good</b>

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/StPaulsPrimarySchoolWestLothian.asp>

<sup>1</sup> *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3\\_tcm4-684258.pdf](http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf).

<sup>2</sup> *The Child at the Centre (2), Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey\\_tcm4-712692.pdf](http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey_tcm4-712692.pdf).

Please note that the term "adequate" in these documents has been replaced with "satisfactory".



# **St. Paul's Primary School Improvement Plan Following Inspection Report September 2014**

**Priority:** Raising attainment

**Area of Development:** MONITORING AND TRACKING LEARNING

**To build on our existing approaches to assessment and monitoring procedures to ensure our learners make clear progress in all subjects.**

**School Current Position:** The school has a wide range of systematic and rigorous arrangements to evaluate the quality of education it provides. Staff make very good use of assessment information to plan learning which helps learners make strong progress in reading and writing. Staff involve pupils in peer and self- assessment activities and our pupils are becoming skilled at discussing their next steps. All staff engage in peer moderation and share their practice with school and cluster colleagues.

**Next Step-** The school now needs to build on these approaches and extend them into other areas of the curriculum.

Desired Outcome	Implementation Process (Actions)	By Whom	Time Scale	Resources	Monitoring
Pupils are given feedback on their work and set themselves goals for improvement in <b>all</b> curricular areas.	<ul style="list-style-type: none"> <li>Develop our Personal learning Plans</li> <li>so that targets are personal to individual pupils.</li> <li>Develop an online profile, initially in P4-7 where pupils regularly record their achievements and their next steps.</li> <li>Engage pupils in developing the new PLP/Profile</li> <li>Staff will engage in regular dialogue with pupils about next steps in learning</li> </ul>	HT and all staff  pupils	Jan-Jun 15	Access to ICT resources	HT /PT and ICT co-ordinator
Learners' progress will be tracked in science to ensure they are developing appropriate skills for learning, life and work as they move through the school.	<ul style="list-style-type: none"> <li>Staff have developed new science pathways across early-second levels. Staff will record skills development to ensure progression.</li> <li>Prepare appropriate assessments</li> </ul>	All Staff	Nov 14 June 15-	WLC curricular pathways	HT/PT Forward Plan monitoring  During attainment meetings
Learners' progress will be tracked in Social Studies through the	<ul style="list-style-type: none"> <li>Produce new learning pathways for Social Studies using the Pathways developed by WLC Social Studies Working group</li> </ul>	All Staff	Jan –Feb 15		HT and PT Forward Plan monitoring

planning and assessment of significant aspects of learning.	<ul style="list-style-type: none"> <li>• Prepare appropriate assessments</li> <li>• Plan opportunities to develop and apply 'investigating', 'exploring', 'discussing', and 'presenting' skills through a range of contexts for learning and inter-disciplinary topics</li> <li>• Identify and discuss next steps for individual pupils which pupils will record in their PLP/profile</li> </ul>			WLC Curricular Pathways	<p>During attainment meetings</p> <p>Tracking meetings with groups of pupils</p>
Establish systems to track pupils progress in technologies, drama and Art during session 2015-16	<ul style="list-style-type: none"> <li>• Produce learning pathways for each area.</li> <li>• Prepare appropriate assessments</li> <li>• Track pupil progress using systems already established in other curricular areas</li> </ul>	Exp Arts working group Technologies working group	Sept 15-June 16		HT and PT
<b>Evaluation</b> <ul style="list-style-type: none"> <li>• Do staff engage in dialogue with individual pupils to help them identify next steps in learning?</li> <li>• Are learners able to talk about their achievements and next steps?</li> <li>• Are PLPs pupil friendly and manageable allowing pupils to update their targets/profiles?</li> <li>• Are pupils developing skills for learning, life and work as they move through the school?</li> <li>• Are appropriate assessments prepared using a variety of make/say/write/do?</li> <li>• Are staff recording skills development and next steps for learners in science?</li> <li>• Do moderation activities ensure all staff are using a consistent approach to assessment?</li> <li>• Are skills development proformas used to track learner's progress and do these inform next steps for learners?</li> <li>• Do we have evidence of learner's progress across science, social studies and HWB?</li> <li>• Are systems in place to support assessment and monitoring procedures to ensure our learners make clear progress in all subjects?</li> </ul>				<p>How do we know?</p> <ul style="list-style-type: none"> <li>• PLPs will be personal to individual pupils and will be managed by pupils from P4-7</li> <li>• Learners will show that they are developing skills by transferring these across all curricular areas</li> <li>• Staff will have evidence that learners are making progress and management team will be able to track progress of individuals and cohorts of pupils</li> </ul>	

<b><u>Area for Development 2 Raising Attainment</u></b> <b>To ensure whole school improvements have more impact on the nursery class</b>					
<b><u>School's Current Position:</u></b> Our nursery staff has changed this session and we are in the process of building a new team. Our children have regular opportunities for outdoor learning including access to the local area. We have secured funding to improve the schools outdoor areas and are working with the "Grounds for Learning" team to create an exciting outdoor area to encourage problem solving and investigation across the whole school. Staff consult children about their learning through mind maps and children's ideas and interests are beginning to inform planning.					
<b><u>Next Steps:</u></b> To review the layout of the nursery to ensure children have access to a wider range of resources. To continue to develop the outdoor learning area and work towards more investigation and problem solving opportunities To ensure assessments/observations of learning are linked to planning to ensure next steps for individuals are appropriate. To continue to develop self-evaluation procedures to track learning and teaching and the quality of nursery provision.					
Desired Outcome	Implementation Process to achieve outcomes (actions)	By Whom?	Time Scale	Resources/Cost Training needs	Monitoring by whom?
The nursery classroom will more effectively meet the needs of all learners.	<ul style="list-style-type: none"> <li>Audit and evaluate existing resources</li> <li>Involve children in auditing the layout of the nursery classroom.</li> <li>Arrange best practice visits to other nurseries</li> <li>Identify and purchase new resources to engage children in investigations and problem solving activities.</li> <li>Engage parents in this process.</li> </ul>	HT and Nursery Teacher Nursery Nurse	Nov 14 – Feb 15  Dec 14- Jan 15	Furniture will be replaced in nursery cloakroom area  Staff cover to allow best practice visits	HT/ early years development officer / Nursery Staff

Children will have a wide range of outdoor learning opportunities which will allow them to investigate and develop problem solving skills	<ul style="list-style-type: none"> <li>Replace nursery fence moving this to increase the outdoor area.</li> <li>Work with “Grounds for Learning” team to design an outdoor learning area.</li> <li>Staff training focussing on Investigative Learning from “Mind stretchers”</li> <li>Nursery team to develop outdoor investigation boxes.</li> </ul>	Maintenance Manager  Grounds for learning team Nursery Team	Dec 14  Dec- June 15  Jan –June15	Payment for construction of new fence Training from Mind stretchers and Grounds for Learning team	HT and Nursery Staff
<p>Staff will develop their skills in observing and recording children’s learning and use this information effectively in their planning to ensure appropriate next steps are identified for individuals</p> <p>Continue to develop self-evaluation procedures to track learning and teaching and the quality of nursery provision.</p>	<ul style="list-style-type: none"> <li>Weekly Professional dialogue about progress and next steps for individual children.</li> <li>Nursery team to then plan learning which meets the needs of learners</li> <li>Staff to actively engage pupils in talking about their learning and next steps</li> <li>Regular review and robust evaluation build into the planning process.</li> <li>Nursery team to engage with cluster colleagues to discuss tracking pupil’s progress through learner’s journeys.</li> <li>Engage parents in discussing learning targets for pupils by providing monthly drop in sessions.</li> </ul>	<p>HT,NT,NN</p> <p>Nursery Team</p> <p>HT,NT,NN</p> <p>Cluster HTs and Nursery Teacher</p> <p>NT,NN,HT and parents</p>	<p>Nov14-June15</p> <p>Nov14-June 15</p> <p>Dec 14-Jun15</p> <p>Jan 15-June 15</p>		<p>HT Nursery teacher Nursery nurse</p> <p>Cluster headteachers to build opportunities for peer moderation within cluster nurseries into school CPD calendar.</p>
<p>Evaluation:</p> <p>Is the nursery classroom more attractive for children?</p> <p>Are children using all areas appropriately?</p> <p>Are resources fit for purpose?</p> <p>Do they engage children in investigations and problem solving activities?</p> <p>Have best practice visits had a positive impact on learners’ experiences?</p> <p>Are parents aware and engaging with of our improvement agenda?</p>		<p>Evidence (how do we know?)</p> <p>The nursery classroom will be attractive and appropriately resourced to provide opportunities for children to engage in planned purposeful play.</p> <p>Parents will engage with our plans to improve the learning experiences for our children.</p>			

<p>Does the outdoor area provide a more effective learning environment?</p> <p>Are nursery children represented as part of the whole school outdoor learning agenda?</p> <p>Has staff training had a positive impact on experiences provided for learners?</p> <p>Do children have access to and do they engage with a wide range of outdoor investigation boxes?</p> <p>Are staff developing their skills in using assessment information to identify next steps for learners?</p> <p>Is there evidence of this in Learner's Journeys?</p> <p>Is this information shared with parents and children?</p> <p>Is staff engagement with cluster colleagues impacting positively on their practice?</p> <p>Are staff developing areas of the nursery to meet the needs of learners</p>	<p>In the final term our nursery children will join Rights Respecting Schools and Eco committees and remain as class reps for their P1 year.</p> <p>Staff will demonstrate skills in using assessment information to plan children's learning.</p> <p>Learners Journeys will have evidence of planning for individuals next steps and parental engagement</p> <p>Staff engagement with cluster colleagues will have a positive impact on their practice which they will demonstrate through their interactions with children.</p>	
<b>ADDITIONAL TASKS 2014-15</b>	<b>RESPONSIBILITIES</b>	<b>PROGRESS</b>
<p>To continue to develop outdoor learning- PT to develop outdoor learning supported by Grounds for Learning and lead sessions with all staff. PT to offer a workshop to parents on the value of outdoor learning.</p>	All Staff lead by PT	.
<p>To engage with Grounds for Learning Team to develop our playground To involve pupils in the design of the outdoor area. To make effective use of the grant received from the big lottery to improve the playground experience for our learners.</p>	All Staff Lead by PT	Whole day training for staff, pupils and parents with Grounds for Learning team arranged for January 2015
<p>To continue to engage parents in the concept and design of the curriculum for excellence through workshops and opportunities to become involved in RRS, ECO and Health Groups.</p>	HT and parent Council	HT attended a meeting with Ed Psych , HT from Armadale academy and a researcher to look at engagement with parents. This will be on the agenda for January 2015 Parent Council meeting.
<p>Introduce 1+2 languages: Introduce Spanish to new Primary 1 pupils (August 14) and build on Primary 2's existing knowledge of Spanish. Continue with existing programme of French for P3-7</p>	All staff led by 2+1 co-ordinator	All class teachers supported by Lead Learner Mhairi Mooney Input from WLC Development officer Tuesday 25 <sup>th</sup> November WLC Planners shared with staff and

		we will begin to use these to record work covered.
To work collaboratively with cluster colleagues to further develop the impact of self -evaluation on improvement.	All staff	Dec 14 All Staff are using the new cluster Self -evaluation framework.
To continue to develop opportunities for children to take responsibility for leading their learning at their own pace and in their own style.	All staff	Jan –June 2015
Develop the school website to further share learning with parents.	HT and ICT co-ordinator	Jan –June 2015
To celebrate the school's 50 <sup>th</sup> anniversary, led by the parent council, by working with parents and the wider school community to arrange a Celebration Mass, ceilidh and display of historical artefacts	Whole school community	Complete October 2014
To work collaboratively with cluster colleagues to further develop the impact of self -evaluation on improvement.	All staff and cluster colleagues	HT/PT tracking a group of pupils across each class. Staff have engaged in peer observations (Nov 14 ) with a focus on Skills development in science Action plan produced Dec 2014
Rights Respecting Schools- We has now achieved our first level accreditation and will continue to work towards Level 2.	All staff led by Rights Respecting Schools lead learner	June 2016
To establish a new team in our nursery class through collaboration, team work and peer support.	Head teacher, Nursery Teacher Nursery Nurse	Ongoing throughout session 2014 - 2015





## **EDUCATION QUALITY ASSURANCE COMMITTEE**

### **PROGRESS UPDATE OF VALIDATED SELF EVALUATION: WINCHBURGH PRIMARY SCHOOL**

#### **REPORT BY HEAD OF SCHOOLS WITH EDUCATION SUPPORT**

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

To bring to the Committee's attention progress made following the recommendations for improvement outlined in the Validated Self Evaluation (VSE) report presented to Committee at its meeting of 7 October 2014.

#### **B. RECOMMENDATION**

It is recommended that the Committee note the contents of this interim progress report and that a further report on the outcome of the action plan for the school and the nursery will be provided in June 2015.

#### **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>	None
<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
<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

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

At the Education Quality Assurance Committee meeting of 7 October 2014, it was noted that the findings of the validated self-evaluation (VSE) indicated that the school required to make significant improvements and that the head teacher would be supported by the Quality Improvement team to effect future improvement. Committee requested a brief interim progress report prior to the return VSE scheduled for April 2015.

**Progress Update and impact following support and intervention of the Quality Improvement team.**

In the nursery:

- Learning activities are now child generated to meet individual needs.
- Opportunities for increased parental involvement in the learning in the nursery include developing the outdoor area and story sacks.
- All staff have enhanced their knowledge and skills through professional reading and best practice visits to other establishments.
- The staff team within the nursery has changed personnel and all staff work together more effectively as a team with regular focussed team meetings and daily professional discussion.
- All staff have more clearly defined leadership roles which ensures ownership and commitment to planned improvement.
- The quality of outdoor play has been enhanced and is accessed daily by children who experience appropriate activities and engage with a range of stimulating resources which support their learning and development.
- Nursery planning has clear links to key areas of the curriculum and now provides children with a breadth and balance of early level experiences and outcomes.
- The head teacher has developed a more rigorous monitoring programme for the nursery. This includes weekly meetings with all nursery staff to review and evaluate provision.
- All staff participate in regular moderation of children's Learner's Journeys and have a better understanding of appropriate content and evaluative quality statements.
- The head teacher now monitors Learner's Journeys more effectively to ensure consistency and an appropriate range of assessment information.

Across the school:

- With support from education officers the Standards and Quality report has been updated to reflect the VSE findings.
- The head teacher in consultation with staff and education officers has developed an appropriate School Improvement Plan to address planned curriculum development and ensure a positive impact on pupil experience and attainment.
- The head teacher through professional reading and best practice visits has developed and begun to implement a programme of more robust self-evaluation activity.

All staff participated in professional discussion and evaluation of practice during the October inset which has resulted in better knowledge and understanding of quality practice.

## **E. CONCLUSION**

The head teacher and staff have been effectively supported by the Quality Improvement team and early years officers staff to address the action arising from the VSE of May 2014. Led by the head teacher, all staff are working collaboratively within the school, cluster and other authority schools to address the actions required for improvement. The school is now making good progress. A report of the outcomes of the return VSE will be presented to committee at its meeting scheduled for June 2015.

## **F. BACKGROUND REFERENCES**

None

Appendices – None

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Date of meeting: 20 January 2015





**EDUCATION QUALITY ASSURANCE COMMITTEE**

**VALIDATED SELF EVALUATION: BLACKBURN PRIMARY SCHOOL**

**REPORT BY HEAD OF SCHOOLS WITH EDUCATION SUPPORT**

**A. PURPOSE OF REPORT**

To bring to the Committee's attention the outcomes of the Validated Self Evaluation (VSE).

**B. RECOMMENDATION**

It is recommended that the Committee note the contents of the report.

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

## D. TERMS OF REPORT

### Background

#### Validated Self-Evaluation Report

Date of validated self-evaluation (VSE)	November 2014
School roll	42
Nursery class roll	30/30
Autistic spectrum disorder (ASD)	11
Staffing	Head teacher appointed 2012 after a period of acting from August 2011 Principal teacher appointed in September 2014 after a period of acting from March 2014 8 teachers ( includes mainstream, nursery and ASD class teachers, support for learning and reduced class contact time) 4 nursery nurses 5 pupil support workers 1 Administration assistant
Attendance	In session 2013/14, attendance was below the W.L. average
Absence	Over 2013/14 authorised absences were above West Lothian average whilst unauthorised were below the WL average
Scottish Index of Multiple Deprivation (SIMD)	Decile 2.
Free Meals Entitlement (FME)	West Lothian average (Feb 2014) was 21.8% at which time Blackburn's FME was 62%
<b>Performance information</b> <ul style="list-style-type: none"><li>Performance in testing which took place in 2013/14, was below the average for schools in the same SIMD Decile band across almost all measures (Developed Ability, Reading, Mental Arithmetic and Mathematics) and stages.</li></ul>	
<b>Other relevant information</b> <p>Blackburn Primary School is a non-denominational school and serves part of the community of Blackburn in West Lothian. The school's nursery class is located in Hopefield Nursery School and has been jointly managed since 2012. Many children and their families require support to help them to overcome barriers to children's learning and well-being.</p> <p>In the previous session 2013-14, Education Services established two new classes within Blackburn PS for pupils with Autistic Spectrum Disorder (ASD). A separate VSE will be undertaken for the ASD provision in session 2015/16. Three classes from Pinewood School are located within the building but are managed by the head teacher of Pinewood and were not included in this VSE. The multi- composite primary class structure – currently P1/2, P3 /4 and P5/6/7-</p>	

is subject to change year on year depending on pupil numbers.

The school has an active Parent Council which continues to provide significant support to the school and reinforce its place in the local community. The pupils benefit greatly from the generosity of the fundraising activities.

### **Focus of the VSE**

- Effective learning and teaching that includes pace and challenge
- Assessment - Built in assessment that includes tracking and monitoring at whole school and individual teacher level
- Inclusion – Equality and fairness

### **Findings**

- Arrangements to ensure the care and welfare of pupils are very effective and the pastoral needs of children are well met. The leadership of the HT in working with the range of staff and partners across all three provisions has secured the commitment of all to providing a strong, inclusive school community.
- Parents, including those who have children in the ASD classes, feel included in the work and life of the school and are able to influence developments and improvements.
- Staff participate in discussions relating to the Standards & Quality Report and School Improvement Plan and are beginning to take more responsibility for specific improvement tasks.
- Recent planning, assessment and monitoring practices are beginning to be more focused on the impact of teaching interventions on individual pupil attainment. Staff should continue to develop approaches for increasing differentiation, pace and challenge and ensure ambitious targets are set for all learners.
- Staff have begun to engage with adaptive testing results and should continue to develop skills in effective performance analysis, making systematic use of a wider range of assessment evidence to inform planning. Existing best practice should be shared to embed formative assessment strategies.
- Work is planned to achieve a more coherent approach to planning, learning, teaching and assessment. Strategic curriculum development should take account of appropriate learning and teaching strategies and be set within the school's own curriculum rationale.
- Progression has been built into the development of literacy and numeracy.
- A positive start has been made to establishing the ASD provision.
- Significant strengths were evidenced in all aspects of provision within the nursery class. An effective structured planning approach is used and assessment opportunities are planned and spontaneous. Appropriate next steps are provided to support and challenge children. Evidence is gathered regularly and informs the Learners' Journeys.

<b>Quality Indicators for Primary</b>	<b>School (before)</b>	<b>VSE (after)</b>
<b>1.1 Improvements in performance</b>	<b>Satisfactory</b>	<b>Satisfactory</b>
<b>2.1 Learners' experience</b>	<b>Good</b>	<b>Good</b>
<b>5.1 Curriculum</b>	<b>Good</b>	<b>Satisfactory</b>
<b>5.3 Meeting learning needs</b>	<b>Very Good</b>	<b>Good</b>
<b>5.9 Improvement through self-evaluation</b>	<b>Good</b>	<b>Good</b>
<b>8.1 Partnership with the community, educational establishments, agencies and employers</b>	<b>Very Good</b>	<b>Very Good</b>

<b>Quality Indicators for Nursery</b>	<b>Nursery</b>	<b>VSE</b>
<b>1.1 Improvements in performance</b>	<b>Very Good</b>	<b>Very Good</b>
<b>2.1 Learners' experience</b>	<b>Very Good</b>	<b>Very Good</b>
<b>5.1 Curriculum</b>	<b>Good</b>	<b>Very Good</b>
<b>5.3 Meeting learning needs</b>	<b>Very Good</b>	<b>Very Good</b>
<b>5.9 Improvement through self-evaluation</b>	<b>Good</b>	<b>Good</b>
<b>8.1 Partnership with the community, educational establishments, agencies and employers</b>	<b>Very Good</b>	<b>Very Good</b>

## **E CONCLUSION**

- In all but two areas the VSE team validated the school's judgements about its performance in the primary classes. Curriculum and Meeting learning needs have been re-evaluated through the VSE process. The nursery evaluations were validated in all aspects apart from Curriculum where it was judged to have moved from good to very good.
- The head teacher demonstrates strong leadership and all staff are committed to working collaboratively with others within and beyond the school to make improvements which impact on pupils' learning and attainment. There is an exemplary inclusive environment.

## **Actions Arising**

- The school will review and update the standards and quality report and school improvement plan in line with the VSE findings to ensure that there is a clear focus on developing effective learning and teaching within their curriculum review.
- The head teacher and staff will continue to implement the more rigorous and systematic tracking and monitoring approaches to ensure that planned actions have a positive impact on the quality of the curriculum, pupils' learning experiences and their attainment.
- There will be a more focused VSE approach around ASD provision in session 2015-2016.



## **F. BACKGROUND REFERENCES**

None

Appendices/Attachments: None

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Date of meeting: 20 January 2015





## **EDUCATION QUALITY ASSURANCE COMMITTEE**

### **VALIDATED SELF EVALUATION: DEDRIDGE PRIMARY SCHOOL**

### **REPORT BY HEAD OF SCHOOLS WITH EDUCATION SUPPORT**

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

To bring to the Committee's attention the outcomes of the Validated Self Evaluation (VSE).

#### **B. RECOMMENDATION**

It is recommended that the Committee note the contents of the report.

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

#### **D. TERMS OF REPORT**

## Background

### Validated Self-Evaluation Report

Date of validated self-evaluation (VSE)	November 2014
School roll	182, at September 2014
Nursery class roll	20/20 (with capacity for 10 two year olds)
Staffing	Head Teacher (August 2011) Depute Head Teacher (October 2013) 2 Principal Teachers Principal Teacher (ASD Resource) 14 full time teachers 2 part time teachers 2 full time nursery nurses 2 part time nursery nurses 13 pupil support workers Visiting teachers of PE and Music Visiting instrumental specialists Administrative assistant Clerical assistant
Attendance	In session 2013/14, attendance was 95.1% which was below the West Lothian average of 95.8%
Absence	Over 2013/14, both authorised and unauthorised absences were above West Lothian averages.
Scottish Index of Multiple Deprivation (SIMD)	The school currently sits in Decile 2.
Free Meals Entitlement (FME)	FME is 39.8%, which was above the West Lothian average of 21.8%.
<b>Performance information</b> <ul style="list-style-type: none"> <li>• In respect of attainment in adaptive testing in 2013/14, the school's performance was in line with the average of its comparator schools across most key measures at P1, P2, P3, P4, P5 and P6.</li> <li>• Reading in P5 and P6 was above average in relation to comparator schools.</li> <li>• At P2, performance was below average in mental arithmetic</li> <li>• At P7, performance was below average across all measures.</li> </ul>	

### Other relevant information

Dedridge Primary School is a non-denominational school, which is part of The James Young High School cluster and serves the Dedridge East area of Livingston.

The head teacher also manages Glenvue Nursery, which is situated on the same campus and integrates successfully with the primary.

The school also has an authority provision for children with Autistic Spectrum Disorder (ASD), which comprises 4 classes.

### **Focus of the VSE**

- Learners' Experiences
- Meeting Learners' Needs

### **Findings**

- There is a need to review and refresh areas of the curriculum to have a more coherent approach to planning learning, teaching and assessment to ensure appropriate progression for all learners.
- Planning, assessment, tracking and monitoring practices need to be more focused on improving individual pupil attainment. There is insufficient differentiation, pace and challenge for some learners.
- The school and nursery have created a positive and inclusive ethos with strong and respectful relationships throughout the school community.
- The children are polite, confident and well behaved across the school and nursery.
- The school and nursery provide opportunities for outdoor learning which are beginning to positively impact on teaching and learning.
- Leadership at all levels across the school is having an impact on school improvement.
- The school and its partners take an active role in promoting the care and welfare of children and their families and deal sensitively and effectively with their needs and concerns.

<b>Quality Indicators for Primary</b>	<b>School</b>	<b>VSE</b>
<b>1.1 Improvements in performance</b>	<b>Satisfactory</b>	<b>Satisfactory</b>
<b>2.1 Learners' experience</b>	<b>Good</b>	<b>Good</b>
<b>5.1 Curriculum</b>	<b>Satisfactory</b>	<b>Satisfactory</b>
<b>5.3 Meeting learning needs</b>	<b>Good</b>	<b>Good</b>
<b>5.9 Improvement through self-evaluation</b>	<b>Good</b>	<b>Good</b>
<b>8.1 Partnership with the community, educational establishments, agencies and employers</b>	<b>Very good</b>	<b>Very good</b>

<b>Quality Indicators for Nursery</b>	<b>School</b>	<b>VSE</b>
<b>1.1 Improvements in performance</b>	<b>Good</b>	<b>Good</b>
<b>2.1 Learners' experience</b>	<b>Good</b>	<b>Good</b>
<b>5.1 Curriculum</b>	<b>Satisfactory</b>	<b>Satisfactory</b>

<b>5.3 Meeting learning needs</b>	<b>Satisfactory</b>	<b>Good</b>
<b>5.9 Improvement through self-evaluation</b>	<b>Good</b>	<b>Good</b>
<b>8.1 Partnership with the community, educational establishments, agencies and employers</b>	<b>Very good</b>	<b>Very good</b>

## **E. CONCLUSION**

- The VSE validated the school's judgements about its performance in the school and nursery with the exception of meeting learners' needs in the nursery, which has improved since the inspection by Education Scotland in 2012 and has now been graded as good.
- The school is aware of its strengths and areas for development and the team is confident that the school's self-evaluation is leading to improvements.
- The head teacher and senior management team demonstrate strong leadership and provide opportunities for distributive leadership to take forward school improvement.

### **Actions Arising**

- The school will review and update the standards and quality report and school improvement plan in line with the VSE findings and continue to ensure that planned actions impact positively on the quality of the curriculum, pupils' learning experiences and attainment.
- The school will further develop the curriculum to ensure that there is a robust, clear and coherent progression for all learners by fully introducing the West Lothian curricular pathways and ensuring a consistent approach to teaching of literacy and numeracy across the school.
- The head teacher and staff will continue to implement rigorous and systematic tracking and monitoring approaches to ensure that planned actions have a positive impact on the quality of the curriculum, pupils' learning experiences and their attainment.
- Staff will ensure that pace and challenge are appropriate to meet the needs of all learners.
- Staff will further improve learning and teaching by developing consistency in
  - sharing learning intentions and success criteria,
  - effective use of plenaries
  - appropriate use of ICT to enhance learning
  - effective use of feedback to support learning
- Staff will continue to further develop opportunities for pupil evaluation of learning across the school.
- Staff will ensure that pace and challenge are appropriate to meet the needs of all learners
- There will be a more focused VSE approach around ASD provision in session 2015/16.

## **F. BACKGROUND REFERENCES**

None

Appendices: None

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Date of meeting: 20 January 2015







**EDUCATION QUALITY ASSURANCE COMMITTEE**

**VALIDATED SELF EVALUATION: ARMADALE PRIMARY SCHOOL**

**REPORT BY HEAD OF SCHOOLS WITH EDUCATION SUPPORT**

**A. PURPOSE OF REPORT**

To bring to the Committee's attention the outcomes of the Validated Self Evaluation (VSE).

**B. RECOMMENDATION**

It is recommended that the Committee note the contents of the report.

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

## D. TERMS OF REPORT

### Background

#### Validated Self-Evaluation Report

Date of validated self-evaluation (VSE)	November 2014
School roll	501
Nursery class roll	52 am/55 pm
Staffing	Head teacher appointed May 2003 Depute head teacher 2 principal teachers 2 x 0.5 acting principal teachers 21 full time teachers 7 part time teachers 10 pupil support workers 2 admin assistants 1 early years officer 5 nursery nurses
Attendance	In session 2013/14, attendance was below West Lothian average
Absence	Over 2013/14, both authorised and unauthorised absences were above West Lothian averages.
Scottish Index of Multiple Deprivation (SIMD)	Decile 5
Free Meals Entitlement (FME)	30.4%, which was above the West Lothian average of 21.8%?
<b>Performance information</b> <ul style="list-style-type: none"><li>• Performance in Reading was in line with the decile average.</li><li>• Performance in testing which took place at both the start and the end of P1 last session, 2013/14, was below the decile average in Reading and Phonics but in line with the average in Maths.</li><li>• In testing at stages primary 2 to primary 7, performance across most measures at most stages was in line with the decile average.</li><li>• Reading at P3, P4 and P6 was below the decile average and above average in P5. Maths was also above the decile average in primary 5.</li></ul>	
<b>Other relevant information</b> <p>Armadale Primary is a non-denominational school serving Armadale. The school has received a significant increase in the number of placing requests over the last few years. A recent extension has been added to the nursery. To accommodate the increasing primary roll four additional classrooms have been provided in temporary units.</p> <p>There is a very supportive and active Parent Council and strong links with the local community.</p>	

## Focus of the VSE

- Self-evaluation for continuous improvement.
- Developing the four capacities of the Curriculum for Excellence through various learning opportunities.

## Findings

- Reviewed tracking and monitoring procedures are being implemented across the school which ensure staff can effectively identify next steps in learning for all pupils
- The school improvement plan contains appropriate areas for development and there is clear evidence of the impact on progression in literacy and numeracy.
- Effective teaching strategies ensure almost all pupils are motivated and actively engaged in their learning.
- Good progress is being made in reviewing and developing the curriculum.
- Staff in the nursery provide all children with a breadth of experiences to support and challenge their development and learning.
- Learners in both the school and nursery are developing the four capacities of the curriculum
- Transition arrangements at all stages support children and their families well with innovative and evolving programmes to meet the particular needs of individuals and the community.
- Barriers to learning are identified early and in consultation with other agencies, appropriate strategies are put in place to support pupils' attainment and achievement.
- All staff demonstrate a commitment to self-evaluation for improvement.
- Systems to monitor the impact of new initiatives to improve the quality of learning and teaching are in place.
- The school including the nursery works well to engage with parents, other partner agencies and the community.

Quality Indicators for Primary	School	VSE
1.1 Improvements in performance	Very Good	Very Good
2.1 Learners' experience	Very Good	Very Good
5.1 Curriculum	Good	Good
5.3 Meeting learning needs	Very Good	Very Good
5.9 Improvement through self-evaluation	Very Good	Very Good
8.1 Partnership with the community, educational establishments, agencies and employers	Very Good	Very Good

Quality Indicators for Nursery	School	VSE
1.1 Improvements in performance	Very Good	Very Good
2.1 Learners' experience	Very Good	Good
5.1 Curriculum	Good	Very Good
5.3 Meeting learning needs	Very Good	Very Good
5.9 Improvement through self-evaluation	Very Good	Very Good
8.1 Partnership with the community, educational establishments, agencies and employers	Very Good	Very Good

## **E. CONCLUSION**

- In almost all areas the VSE team validated the school's judgements about its performance in the school and nursery with the exception of learners experiences and curriculum in nursery.
- The school provides an appropriate range of opportunities to enable all pupils to develop the four curricular capacities and celebrates wider achievements.
- All staff demonstrate commitment to improvement and are well placed to take forward developments to support and challenge pupils' learning and attainment in both the school and nursery.
- The head teacher and senior management team demonstrate strong leadership and provide opportunities for distributive leadership to take forward school improvement.

### **Actions Arising**

- The school will review and update the standards and quality report and school improvement plan in line with the VSE findings.
- The staff in nursery will further develop their approach to child initiated planning and review provision to ensure seamless early learning and childcare throughout the extended hours.
- The head teacher will develop self-evaluation procedures to take more account of both the pupil voice and the views of the full range of stakeholders.

## **F. BACKGROUND REFERENCES**

None

Appendices/Attachments: None

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Date of meeting: 20 January 2015

# EDUCATION (QUALITY ASSURANCE) COMMITTEE (EQAC) WORKPLAN 2014-2015

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

VSE – Validated Self Evaluation

Title	Purpose	Lead Officer	EQAC date
VSE review and next steps Armadale PS	To inform committee of the VSE review and next steps – Armadale PS	Meg Morrison / Phyllis Wood	20/01/2015
VSE review and next steps Dedridge PS	To inform committee of the VSE review and next steps – Dedridge PS	Meg Morrison / Phyllis Wood	20/01/2015
VSE review and next steps Blackburn PS	To inform committee of the VSE review and next steps – Blackburn PS	Meg Morrison / Phyllis Wood	20/01/2015
VSE progress report – Winchburgh PS (action note 02/10/14)	To inform committee of the progress made by Winchburgh PS following VSE report to EQAC in October	Meg Morrison / Phyllis Wood	20/01/2015
ES (HMI) – St Paul's PS	To inform committee of the outcome of Education Scotland (HMI) inspection at St Paul's PS	Meg Morrison / Phyllis Wood	20/01/2015
VSE return visit St Columba's PS	To inform committee of the VSE return visit – St Columba's PS	Meg Morrison / Phyllis Wood	03/03/2015
VSE review and next steps Linlithgow PS	To inform committee of the VSE review and next steps – Linlithgow PS	Meg Morrison / Phyllis Wood	03/03/2015
VSE review and next steps Dechmont	To inform committee of the VSE review and next steps – Dechmont	Meg Morrison / Phyllis Wood	03/03/2015
VSE review and next steps Letham PS	To inform committee of the VSE review and next steps – Letham PS	Meg Morrison / Phyllis Wood	03/03/2015
VSE review and next steps Knightsridge PS	To inform committee of the VSE review and next steps – Knightsridge PS	Meg Morrison / Phyllis Wood	21/04/2015
Cedarbank	To inform committee of the VSE review and next steps – Cedarbank	Meg Morrison / Phyllis Wood	21/04/2015
VSE review (return visit) Mid Calder	To inform committee of the VSE return visit – Mid Calder PS	Meg Morrison / Phyllis Wood	21/04/2015
ASN Review	To inform committee of the outcomes of the ASN review	Elaine Cook	21/04/2015
ES (HMI) – To be identified and confirmed	To inform committee of the outcome of Education Scotland (HMI) inspection if required	Meg Morrison / Phyllis Wood	21/04/2015
VSE review and next steps – Simspon PS	To inform committee of the VSE review and next steps – Simspon PS	Meg Morrison / Phyllis Wood	02/06/2015

Date of Issue: 14/01/15

Issue No.04/14-15  
DATA LABEL: PUBLIC

VSE review and next steps – St Mary's PS (Polbeth)	To inform committee of the VSE review and next steps – St Mary's PS (Polbeth)	Meg Morrison / Phyllis Wood	02/06/2015
VSE review and next steps – Whitdale PS	To inform committee of the VSE review and next steps – Whitdale PS	Meg Morrison / Phyllis Wood	02/06/2015
VSE review (return visit) Winchburgh PS	To inform committee of the VSE review following from the interim report – Winchburgh PS	Meg Morrison / Phyllis Wood	02/06/2015



## **EDUCATION QUALITY ASSURANCE COMMITTEE**

### **PROGRESS UPDATE : KNIGHTSRIDGE EARLY YEARS CENTRE**

### **REPORT BY HEAD OF SCHOOLS WITH EDUCATION SUPPORT**

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

To bring to the Committee's attention progress made following the recommendations for improvement outlined in the February 2014 Education Scotland Inspection report on Knightsridge Early Years Centre presented to Committee at its meeting of 11 March 2014.

#### **B. RECOMMENDATION**

It is recommended that the Committee note the contents of the letter published by Education Scotland in January 2015 following a return visit to the school on 11<sup>th</sup> November 2014 and the positive progress towards addressing the recommendations from the initial inspection. (appendix 1)

#### **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>	None
<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
<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

**VII Consideration at PDSP** Not applicable

**VIII Other consultations** None

## **D. TERMS OF REPORT**

### **Background**

In November 2013 HM Inspectors visited Knightsridge Early Years Centre and in February 2014 published a letter which identified a number of recommendations required to effect improvement. With the support of the Quality Improvement Team the head teacher drew up a detailed action plan following the inspection. On 11 November 2014 HM Inspectors made a return visit to find out how well the centre has continued to improve. Overall the centre has made positive progress towards addressing the recommendations and improvements include the following:

- Children are now more engaged in their learning
- Staff are providing a better range of opportunities for children to develop their early literacy skills
- Children who need extra help with their learning are well supported
- The head teacher is highly committed to the centre and its children and has a clear and ambitious vision for taking the centre forward.
- The head teacher and principal teacher have made well-judged decisions about prioritising areas for improvement.

The centre now needs to continue to develop the curriculum and approaches to monitoring its work to secure further improvements in children's learning and attainment.

## **E. CONCLUSION**

The head teacher and staff have been effectively supported by the Quality Improvement team and early years officers to address the action arising from the Education Scotland Inspection in 2013. Led by the head teacher, all staff are working collaboratively within the school, cluster and other authority schools to address the actions required for improvement. Education Scotland will make no further visits to the school which is now making good progress and with further support from the Local Authority the centre is well-placed to continue to improve.

## **F. BACKGROUND REFERENCES**

None

Appendices – 1: Education Scotland report on return visit.

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James Cameron: Head of Schools with Education Support

Date of meeting: 20 January 2015



13 January 2015

Dear Parent/Carer

**Knightsridge Early Years Centre  
West Lothian Council**

In February 2014, HM Inspectors published a letter on your child's centre. Recently, as you may know, we visited the centre again. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the headteacher and other staff how the centre has continued to improve. We looked at particular areas that had been identified in November 2013 and at aspects of the centre's work, as proposed by the headteacher. As a result, we were able to find out how well children are now learning and achieving and how the centre is continuing to support them to do their best. This letter sets out what we found.

**How well do children learn and achieve?**

Across the centre, children are now more engaged in their learning. Staff have made improvements to the play areas which are now more interesting and better resourced. As a result, children show better concentration and persevere more with their activities. There is a more purposeful and calmer atmosphere in the playroom. Children enjoy more flexible routines which allow them to follow their own interests without interruption. Children play well together and are learning to share and cooperate. Staff have begun to talk to children about their activities and they recognise that they need to continue to support children to become more aware of what they are learning. Staff can help children by involving them more in their Learners' Journeys and talking to them about their next steps in learning. This will help children to develop a better understanding of themselves as learners. Children now have good opportunities to achieve in Eco and Fairtrade activities. Children had learned about Fairtrade chocolate and bananas. They recycle waste material and they raised money for Marie Curie Cancer Care through their enterprise activities.

Staff are providing a better range of opportunities for children to develop their early literacy skills. A few children talk confidently and readily approach adults for help. Many children still need support with spoken language and staff are working to address this. Children demonstrate an interest in books but would benefit from a wider range of texts such as magazines, brochures and 'Big Books'. Many children now recognise their name in print and a few can write it. Children are learning to

sort, match and count. They could use balance scales correctly and identify objects which were heavier. They now need to use more mathematical equipment in play contexts. Children take pride in being the daily 'Play and Learn Reporter' when they can tell the other children what they have been learning. As children's confidence has increased, they could have more responsibilities within the playroom, for example as buddies or helpers.

### **How well does the centre support children to develop and learn?**

Staff work hard and are becoming more skilled in supporting children to develop and learn. They continue to provide children with high levels of social and emotional support and are beginning to take more account of children's interests when planning experiences. Staff need to offer more challenge to those children who are older or are capable of more demanding experiences. Staff make some observations of children's responses to play activities but they need to make more use of this information to ensure that children make suitable progress across all aspects of their learning. Children who need extra help with their learning are well-supported. Staff work effectively with a range of agencies and children who require them have individual educational plans. Staff are making some progress in taking forward Curriculum for Excellence and have more awareness of the Early Level experiences and outcomes. Staff have made significant improvements to learning outdoors. Children showed good imagination in the recently developed 'mud kitchen'. The weekly woodland visit also enriches children's learning. Staff make good use of the local community and invite visitors in to share their skills with the children. In order to support further progress, staff need to continue to review their curriculum and ensure children have a broad and well-balanced range of play experiences. They need to ensure that new learning builds on what children already know. The centre has very recently developed new provision for two year olds. Staff are aware that they need further guidance and support to ensure the playroom layout, resources and activities meet the needs of these very young children.

### **How well does the centre improve the quality of its work?**

The headteacher is highly committed to the centre and its children and has a clear and ambitious vision for taking the centre forward. Following the inspection, she drew up a detailed and helpful action plan. Staff have worked very hard to make improvements to aspects of the nursery. For example, staff have undertaken visits to other centres and have enjoyed sharing their learning with each other and implementing some of the ideas they saw working well. They have worked on Curriculum for Excellence guidance documents to update their own knowledge and understanding. The headteacher and principal teacher have made well-judged decisions about prioritising areas for improvement. They need more time to establish rigorous ways to evaluate the quality of the centre on an ongoing basis so that early improvements continue and become embedded. They regularly gather the views of parents and carers so that they can influence future improvements. Parents who were surveyed recently expressed satisfaction with recent changes to the playroom. They are now welcomed in each day and can speak with staff about their children. The headteacher and principal teacher understand the need to implement more robust ways to assess and track children's learning in the playrooms so they can ensure all children's learning is at the right level and they make strong progress.

## What happens next?

The centre has made positive progress towards addressing the recommendations from the initial inspection of November 2013. As a result, there will be no continued inspection in relation to this inspection. There is evidence that the centre has the capacity to continue to improve. They need to continue to develop the curriculum and their approaches to monitoring the work of the centre to secure further improvements in children's learning and attainment. We will make no further visits to Knightsridge Early Years Centre. With further support from the local authority and the centre's commitment to continued improvement, management and staff are well-placed to further develop the quality of provision.

May C Geddes  
HM Inspector

The Care Inspectorate was also involved in this inspection. The Care Inspectorate has published a separate report on the centre which can be accessed using the link below.

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/KnightsridgeEarlyYearsCentreLivingstonWestLothian.asp>

[http://www.scswis.com/index.php?option=com\\_content&view=article&id=7644&Itemid=489&bereNextPageId=ReportDataDetails\\_action.php&action=displayReport&repld=CS2003016168](http://www.scswis.com/index.php?option=com_content&view=article&id=7644&Itemid=489&bereNextPageId=ReportDataDetails_action.php&action=displayReport&repld=CS2003016168)

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